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# Instructional Design documents of three national curricula and pilot courses

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<b>Abstract</b>	<p>This document provides a detailed description of the activities carried out in T3.3 in order to deliver the Instructional Design documents describing both the 3 Localized Curricula and the 3 Pilot Courses of the project.</p> <p>A conceptual framework for the Instructional Design process is provided as well as a description of the main</p>
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	tools developed and used to fit the needs of the Task.
<b>Keywords</b>	Instructional Design, Localized Curriculum, Pilot Course, Design Tools

## Signatures

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In this table we list all the persons who concretely put into writing this Deliverable, taking the responsibility of the specific sections and related issues. These are recognized as authors of this document (see first page).

Moreover, we acknowledge in this table the partners who provided other inputs, especially in the plenary discussion which took place during Kuopio meeting and and skype meetings. These are recognized as contributors of this document.

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## 1. Executive summary

This Work Package 3 is aimed at:

- a) designing learning-outcome based Curriculum for FCN which could play a reference role at European level for VET targeting this qualification;
- b) developing specific tools and guides supporting VET designers in the instantiation of the EU Curriculum into local curricula;
- c) designing three localized curricula for FCN and three pilot courses that will be implemented in Italy, Finland and Greece.

Task 3.3 is aimed to pursue the third of the above listed aims, but its closely connected with the other two. As a matter of fact, the design activities carried out in this task allow for the testing of the Curriculum and the Guidelines and for their possible improvement.

This document provides:

- a detailed description of the activities carried out in T3.3;
- a conceptual framework for the Instructional Design (ID) activities carried out in ENhANCE project and a justification of the main choices taken by partners;
- a description of the main ID tools used to support the formalization of the design process;
- a description of the 3 Localized Curricula (Greek, Italian and Finnish one) designed in the project, with the support of specific design tools provided as annexes;
- a description of the 3 Pilot Courses (Greek, Italian and Finnish one) which will be implemented in the project.

In addition, the document provides hyperlinks to ID documents which are expected to be progressively completed in the next months as a result of the refinement of the design process.

Since ID Documents included in this deliverable are supposed to be in 4 languages (EN, IT, GR, FIN), specific hyperlinks to the translations of these documents are provided, too.

The project proposal identified two main results (R-VIII and R-IX) to be delivered through this report (see tables below).

<b>Expected Result (output or outcome)</b>	Number	D3.3 (result R-VIII)
	Title	Design documents of 3 national curricula in Italy, Finland and Greece.
	Type	Report
	Description	Instructional Design documents of three national curricula in Italy, Finland and Greece will be produced starting from the EU Curriculum. In order to support the collaborative design and the sharing of the main design elements, specific templates will be defined in order to systematize the information about the specific curriculum. These templates will be the baseline for the Instructional design documents. National curricula will describe an



		instantiation of the EU Curriculum in a specialization course for FCN. In Italy it will be a Master of Science (first degree), while in Greece and Finland it will be a Continuing Education Course.
	Due date	M18
	Language(s)	English and national language (Italian, Greek or Finnish)
	Media(s)	Electronic version published online
<b>Dissemination level</b>	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)	

<b>Expected Result (output or outcome)</b>	Number	D3.3 (result R-IX)
	Title	Design documents of 3 pilot courses in Italy, Finland and Greece.
	Type	Report
	Description	<p>The national curricula will be furtherly instantiated into specific pilot courses, detailing specific materials, timing, course programs, teachers, logistics, etc.</p> <p>As done for the national curricula, specific templates will be defined in order to systematize the information about the specific pilot. These templates will be the baseline for the Instructional design documents. According to specific local needs pilot courses could be Continuing Education Courses or Masters and could be implemented in one or more editions.</p>
	Due date	M18
	Language(s)	English and national language (Italian, Greek or Finnish)
	Media(s)	Electronic version published online
<b>Dissemination level</b>	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including	

	EACEA and Commission services and project reviewers)
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While R-VIII is supposed to be *Public*, R-IX should be *Restricted to other programme participants (including Commission services and project reviewers)*.

In order to manage these two different dissemination levels within the same report, we've split this report into TWO PARTS:

- PART A of this document will be the main public report about R-VIII and R-IX, including the description of the activities carried out in D3.3 in order to reach these results;
- PART B of this document will include documents with a "restricted dissemination level" such as, the detailed description of pilots (course syllabus) and the detailed description of pilot students' assessment tools.

## 2. Introduction

The activities described in this document have been carried out in the framework of WP3. This Work Package is aimed at:

- designing an EU reference Curriculum for Family and Community Nurses (FCNs)
- developing specific guidelines/instructions supporting VET providers in the instantiation of the EU Curriculum into local curricula;
- designing three localized curricula for FCN that will be implemented in Italy, Greece and Finland.

A first version of the Curriculum and of the Guidelines has been delivered respectively in M13 and M14.

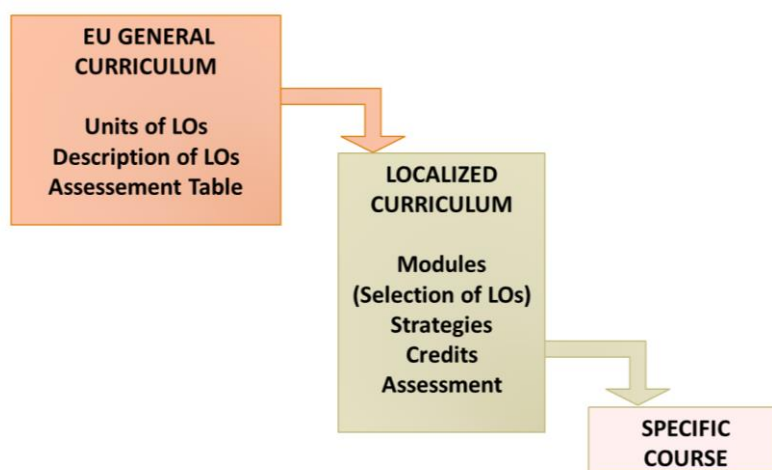
As described in the project proposal, the main aim of the ENhANCE's pilots is allowing for the test and the validation of the main results of the project, i.e. the Curriculum and the Guidelines.

T3.3 is aimed at delivering the Instructional Design (ID) documents of the above mentioned pilots, guiding the designers and the teachers involved in the project through a progressive instantiation of the Curriculum, in a first step as "Localized Curriculum" and in a second step as "actual pilots".

An iterative process of evaluation of the Curriculum and the Guidelines will be carried out in T6.2 (Overall FCN EU Curriculum Evaluation), both during the design activities of T3.3 and during the implementation of pilots in WP5.

Results of the evaluation process delivered in M31 will inform T3.1 and T3.2 for the refinement of the EU Curriculum and the Guidelines and the development of their final release in M35.

As described in D3.2.1, Guidelines delivered in T3.2 have the aim of supporting the creation of a "localized curriculum", i.e. an "intermediate result" in the progressive design of a course, where the general curriculum is localized in terms of modules, a selection of LOs, learning strategies, assessment strategies, credits, etc. (see Figure 1).



**Figure 1: A graphical representation of the progressive instantiation of the general EU Curriculum in a specific course**

So the tools delivered by T3.2 has been used in T3.3 in order to support the design of Localized Curricula. Then additional tools have been designed and used in order to support the pilots design.

The task, coordinated by SI4LIFE, envisaged a number of activities which has been organized by the Task leader through a well-structured schedule. This document provides a description of the work carried out in T3.3 as well as the main results.

In particular, the document is organized as follows:

**Section 3** of this document provides a description of the approach to Instructional Design (ID) “embedded” in the model proposed by the project; it also explains the ID approach adopted in T3.3 and details the activities carried out by Partners; the templates of three main ID documents developed in this task are also described.

Then two main sections have been appointed to each Pilot Coordinator (UTH, UNIGE and UEF) in order to describe the main results of their design activity. So:

- UTH described the Greek Localized Curriculum in **Section 4** and the Greek pilot in **Section 5**;
- UNIGE described the Italian Localized Curriculum in **Section 6** and the Italian pilot in **Section 7**;
- UEF described the Finnish Localized Curriculum in **Section 8** and the Finnish pilot in **Section 9**.

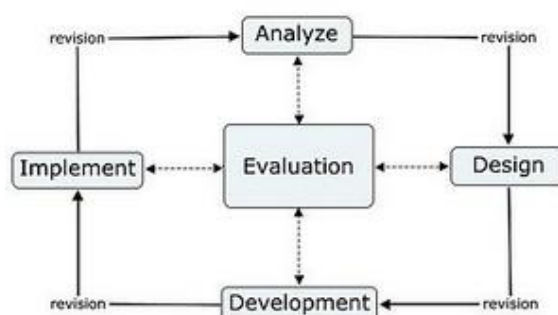
Some of the ID documents will be made available as Annexes or as external documents accessible through a link.

### 3. The Instructional Design process in ENhANCE project

#### 3.1 Introduction to Instructional Design

Over the last twenty years, a number of Instructional Design (ID) models have been proposed and adopted to formalize the design process. ID is defined by Reigeluth et al. [2003] as “*that branch of knowledge concerned with theory and practice related to instructional strategies and systematic procedures for developing and implementing those strategies*” (p.574). Since educational scenarios are often poorly structured and influenced by a number of variables, the main assumption behind ID principles and procedures is that there is no generally effective formula to be applied every time and everywhere, but that the best options must be chosen each time for specific contexts and situations and for particular learning objectives and contents. Thus, the role of models in ID is to provide teachers and designers with conceptual tools fostering the modelling, structuring and management of a learning process. ID models may support the sharing of best practices and they also allow meta-analysis and evaluation of the design process itself.

Traditional ID models are based on the Instructional System Design (ISD) or ADDIE model, a framework that lists generic processes that instructional designers and training developers use. Although we could identify at least 13 versions of the ADDIE model, each of them is characterized by a “cascade” sequence of design steps (Analysis, Design, Development, Implementation, Evaluation) and by the fact that the output of each design phase is the input of the following one. It represents a descriptive guideline for building effective training and performance support tools in five phases (Figure 2).



**Figure 2: A graphical representation of the ADDIE models**

Although the ADDIE [Doty & Beckschi, 2000] as well as R2D2<sup>1</sup> [Willis, 1995] models are often thought of as the major examples of instructional design models, each representing the major perspectives, respectively, of objectivism and constructivism, many other instructional design models have been developed.

Tripp and Bichelmeyer [1990] positioned rapid prototyping as an alternative to ISD model that would be better able to deal with the complexity and unpredictability associated with the instructional development process. The basic approach is adapted from the process of prototyping in the field of software engineering. Prototypes of the proposed solution are developed and shown to the users to obtain

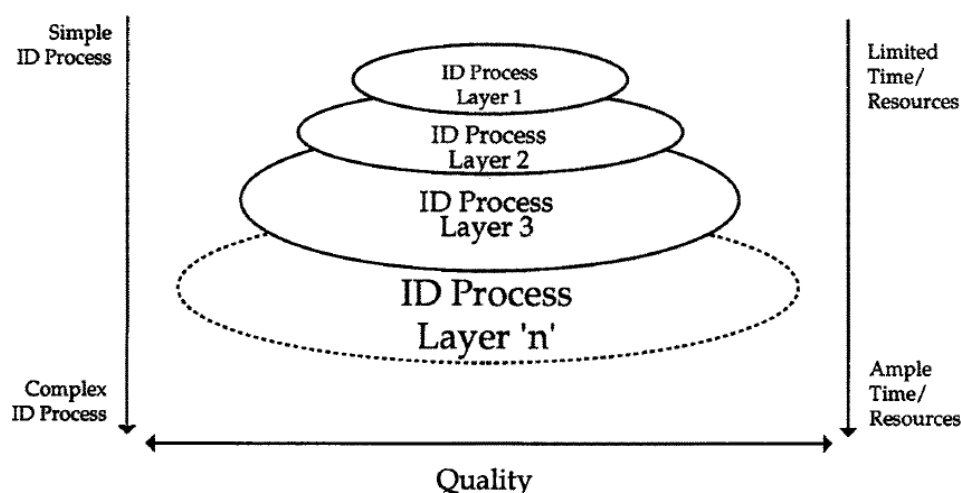
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<sup>1</sup> The acronym R2D2 represents the name Recursive and Reflective Design and Development. It refers to an Instructional Design model proposed by Willis [1995] based on Constructivism. The main components of the R2D2 model include—Define, Design and Development, and Disseminate. These components are focal points, and are non-linear.

their feedback; essentially the development phase runs concurrently with a research phase whose purpose is to discover the emerging needs and objectives of the users. By allowing the user to test the prototype, problem areas are identified and the appropriate user interfaces selected. This pattern of evaluation, analysis, revisiting of design decisions, and subsequent improvement seen in rapid-prototyping approached is often likened to a spiral in contrast to the waterfall-like flow of successive linear steps featured in traditional ISD models.

In the last years, several authors [Silber, 2007; Jonassen, 2012] have criticized the conventional linear and procedural ID models [Clark, 1995], as well as other recursive and spiral-based models [Tripp & Bichelmeyer, 1990], arguing that ID as practiced by expert designers is not a procedure, but a **problem-solving process**. To tackle design problems experts refer to a mental “template” which is able to capture both declarative knowledge and context-related heuristics [Foshay, 1996].

Already in 1990, a very practical approach to ID considered as a problem-solving process has been proposed by Tessmer & Wedman<sup>2</sup>, hindering the traditional “cascade” models. According to the proposed “*Layers-of-Necessity Instructional Development Model*” the ID process can be carried out though a number of progressive layers. Components of the ID process will be **repeated to a greater degree of precision and sophistication in subsequent layers of the process itself**. Based upon the time and resources available to the designer, he/she can choose a layer of design matched to the necessities of the process: for situations characterized by severe time and resource limitations, only the simplest layer of design may be possible; for situations with more time and resources, a more sophisticated layers may be used.



**Figure 3: A graphical representation of the “*Layers-of-Necessity Instructional Development Model*” [Tessmer & Wedman, 1990]**

Other critics to ADDIE models argue that ID is an iterative process of decision-making and model-building [Jonassen, 2012]. The principal role of a designer is to make decisions which help bridge the gap between ideas and reality. These decisions are taken all along the ID process, which proceeds through a **progressive localization** and introduction of constraints, guided by those heuristics and good

<sup>2</sup> Tessmer, M. & Wedman, J.F. (1990). “A Layers-of-Necessity Instructional Development Model”, *Educational Technology Research & Development*, 38(2), 77-85.

practices which are held to be effective for a particular problematic situation [Alvino & Trentin, 2011; 2012].

Generally, most of the ID models agrees upon the importance of specific **design steps**. In particular, when designing a learning experience, it is fundamental to identify and take into account some initial constraints, such as [Alvino & Trentin, 2011; 2012]: (a) economic and financial constraints, (b) user-profiling constraints, (c) context-related constraints, and (d) technological constraints. In addition, the teacher or the designer has to take some decisions on a number of fundamental topics, such as the definition of [Alvino & Trentin, 2011; 2012]:

- the aims of the learning process and structuring of the learning outcomes;
- the learning content and its structuring;
- the learning strategies and techniques;
- the learning activities;
- the required learning resources: identification of already-available resources, development of new ones, reuse of materials retrieved on the Web;
- monitoring and evaluation aims, criteria and indicators;
- course schedule, logistics and other detailed design elements;
- the communication needs and possible ICT tools.

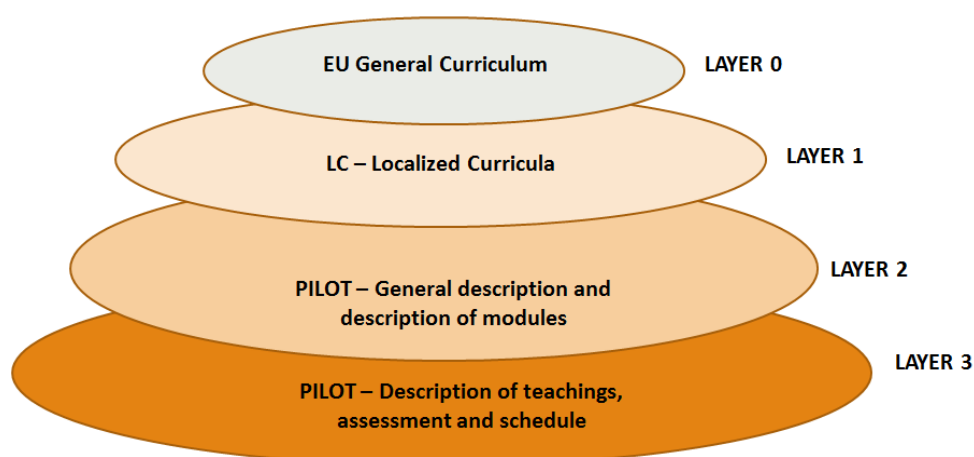
When an expert designer tackles ID as a problem-solving process, he/she normally does not analyze these topics exactly in this order; firstly he/she focuses on some decisions and then refines the design through an iterative and recursive process. This can be done because expert designers are well aware of the reciprocal conditioning of the different design elements. Anyway, when they have to share with other designers their design work, **they have to formalize** in some way the main design elements.

### 3.2 The ENhANCE's approach to ID

The main result of ENhANCE project is a general EU reference Curriculum for FCN which could be instantiated in the different EU countries on the base of their specific context and constraints. So the ID approach “embedded in the project itself” is based on **progressive steps of design allowing for the localization** of the general Curriculum. In order to be general, flexible and adaptable to different contexts, the EU Curriculum focuses on some of the above mentioned “topics” providing a general framework for further refinement and localization and providing some important constraints, such as the possible Learning Outcomes and the compulsoriness of some of them; it also provides suggestions about the possible learning strategies, the level of study, the methods of the assessment and a range for the identification of the awarded ECTS. So the Curriculum sets some ID elements to a higher degree of definition leaving to further processes of localization a deepest degree of precision and sophistication. Like proposed by the “*Layers-of-Necessity*” ID Model [Tessmer & Wedman, 1990], in the **ID model embedded in ENhANCE's approach**, the elements of the ID process are refined to a greater degree of precision and sophistication in subsequent layers of the process itself. This approach is not based on a “cascade of steps” (like in ADDIE models) since **each layer integrates the decisions taken by the highest layers with “localized” decisions, adopting a problem-solving approach**.

This approach to ID has been implemented in the project when in T3.3 Partners had to design both the Localized Curricula and the pilots (see Figure 1). Four main ID layers (see Figure 4) have been identified which progressively localize the EU General Curriculum:

- *Layer 0*: the EU Curriculum, providing the framework and the main constraints for localization;
- *Layer 1*: the instantiation on the Curriculum into three localized curricula;
- *Layer 2*: the design of the three pilots (based on localized curricula) at a higher level of detail;
- *Layer 3*: the design of the three pilots at the final (deeper) level of detail.



**Figure 4: The four main ID layers implemented in ENhANCE project**

To be noted that - if the former three layers typically fall under the responsibility of an institution and are carried out by the ‘designers’ (that might or might not be ‘teachers’), the latter layer (Layer 3) is definitely responsibility of the single teacher in charge of the specific teaching subject. Thus, in the project this final layer will be carried out conjunctly within WP3 and WP4, given that - according to the proposal - the actual design of the activities to be proposed by teachers will happen during (and after) the teacher training envisaged in Task 4.2. Moreover, it is worthwhile making a theoretical distinction here: as it will be further explained in D4.2.1 - under WP4 - when we will come to the design by teachers, we will talk in terms of ‘learning design’ and not in terms of instructional design. This is because, historically, instructional design is the branch that has to do with the design of educational interventions at a system level (so when you design a Curriculum, like in WP3, you talk of instructional design), but when you come to the design carried out by the single teacher who needs to plan the various activities to be delivered in class day by day (like we do in WP4), this is usually called ‘learning design’ [Maina, Craft & Mor, 2015].

### 3.3 Description of the work

As to the schedule of the above described ID approach is concerned, Partners had to shape their activities on the base of some constraints deriving from the Workplan of the project:

- the EU Curriculum has been delivered at M13 (January 2019) and the Guidelines for its localization at M14 (February 2019);
- T3.3 is aimed at the localization of curricula and the design of pilots and is supposed to end by M18 (June 2019); the present document (D3.3) should include the ID documents formalizing these processes;
- in T4.2 teachers involved in pilots are supposed to attend an online course and to co-design specific activities which will be implemented in pilots; this task is

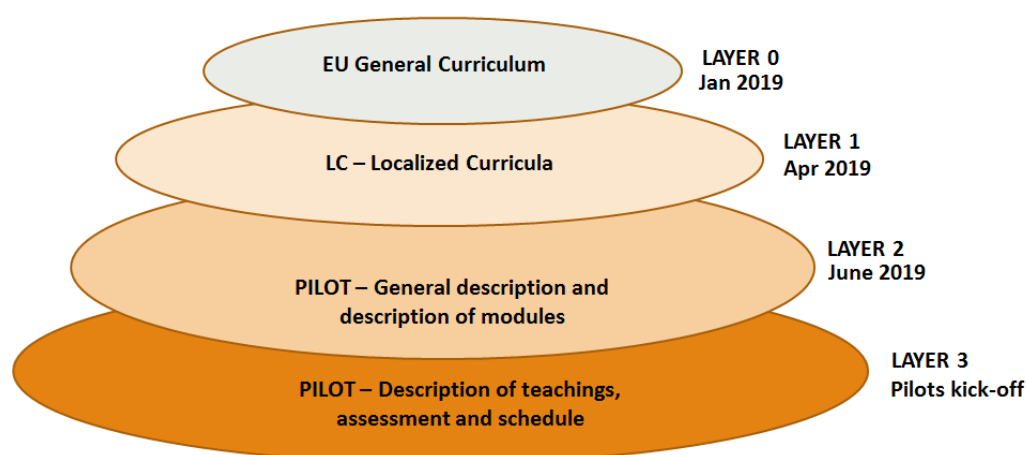


expected to end one month after (M19, July 2019) the delivery of the present document (D3.3);

- pilots are supposed to be carried out from M20 (August 2019) to M29 (May 2020).

According to this work plan a detailed description of the pilots design should be delivered at least two months before the pilots kick-off. But the last months before the start of a course are usually fundamental to refine the design process at a detailed level; ENhANCE's teachers are supposed to design activities also after the delivery of this document (during and after the teacher training) and many details have to be defined near to the kick-off the pilots.

Based on these premises, SI4LIFE (Task leader) in agreement with the PC and the WP4 Leader, has proposed to Partners to adapt to the project work plan the approach depicted in Figure 4 as displayed in Figure 5.



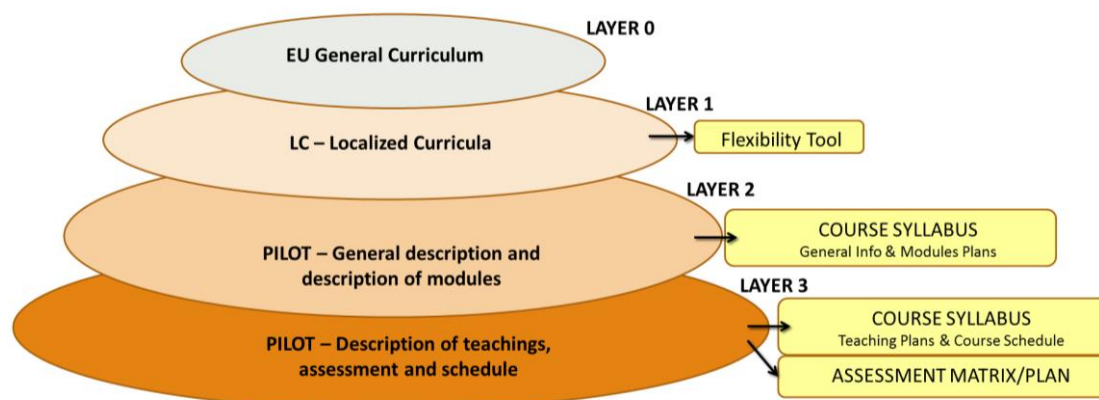
**Figure 5: The schedule of the four main ID layers implemented in ENhANCE project**

As a consequence, the present document includes:

- a detailed description of the ID Layer 1;
- a detailed description of the ID Layer 2;
- an high level definition of the elements characterizing Layer 3;
- a link to documents which will be progressively updated during Layer 3, as this will be strictly intertwined with the learning design process carried out under WP4.

In order to support this well-structured ID process, specific **templates for ID documents** have been developed by SI4LIFE and negotiated with partners; these templates allow to formalize the design of the localized curricula and the pilots, thus supporting their comparability and dissemination.

The main ID documents adopted in T3.3 are (see Figure 6):



**Figure 6: The main ID tools supporting the different ID layers of ENhANCE project**

- the **Flexibility Tool** (see Section 3.4) already published in D3.2: this document support the formalization of the main elements of the Localized Curricula
- the **Course Syllabus** (see Section 3.5): developed in T3.3, it supports the description and formalization of the main characteristics of the pilots, both the ones defined in Layer 2 and the ones defined in layer 3
- the **Assessment Matrix & Plan** (see Section 3.6): developed in T3.3, it supports the description and formalization of the main characteristics of the students assessment process implemented in pilots.

In the following sections the developed templates for the ID documents will be presented in detail.

As to the development of the templates is concerned, SI4LIFE carried out the following actions:

- a draft version of the templates has been discussed with the PC and AWV (leader of Quality Assurance WP);
- in the meanwhile (March - April 2019) each partner has been asked to share possible templates they would like to propose as an example or as a baseline for the project's ones;
- proposed templates have been merged into an initial draft version of the Course Syllabus and the Assessment Matrix & Plan;
- these templates have been presented during the Partners Meeting held in Kuopio (May 6th-7th 2019); partners discussed about them and suggested modifications; Partners discussed also about the ID elements they would like to include in Layer 3;
- a new version of the templates has been delivered by SI4LIFE and discussed with the Pilot Coordinators (UTH, UEF, UNIGE) in separate skype or presence meetings;
- the final version of the templates has been delivered in May 2019 in order to support the formalization of the information which had to be included in the present document.

Pilot Coordinators (UTH, UEF, UNIGE) have been invited to fill in the ID documents both in English and in the local language of the pilots. The English version is included in this document (with the exception of Layer 3); the Italian, Greek and Finnish versions will be linked to this document.

In addition they have been invited to provide a textual description of the design processes they carried out as well as of the main characteristics of the Localized Curricula and the pilots. These descriptions have been included in Sections 4, 5, 6, 7, 8 and 9.

T3.3 has been also the occasion to test the Guidelines developed in T3.2. As a matter of fact, they have been provided to the designers of Localized Curricula in order to support their work carried out in ID Layer 1. In the next section a brief description of the work carried out to this end will be provided.

### 3.4 The Designer's KIT

D3.2.1 included many guides aimed to support the instantiation of the EU General Curriculum into Localized Curricula; in that document, guides were provided as specific sections of the Deliverable. In order to make them more usable, SI4LIFE generated **14 different documents**, including guides and tools, aimed to support the project designers in the creation of Greek, Italian and Finnish Localized Curricula in ID Layer 1.

These documents have been collected in a DESIGNER'S KIT<sup>3</sup>.

Pilot Coordinators (UNIGE, UEF, UTH) have been invited to work on the design of Localized Curricula following specific instructions (see Figure 7) and relying on the help of the KIT.

In T6.2, a specific collection of feedbacks from designers will be carried out in the upcoming months in order to identify possible "rooms for improvement" for each tool.

The final output of this design process was the Flexibility Tool (DK3), filled in with the information concerning the specific Localized Curriculum: the Greek one is provided in this document as Annex 3, the Italian one is provided as Annex 4 and the Finnish one is provided as Annex 5.

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<sup>3</sup> It has been uploaded in the project area for file sharing on Google Drive  
<https://drive.google.com/open?id=1qpoKap6A4zwMdilmobO82wERbDmBdvTa>

**In Google Drive WP3 → T3.3 you will find the folders**

DESIGNERS' KIT → STEP 1: LOCALIZED CURRICULUM

<https://drive.google.com/open?id=1qpoKap6A4zwMdlmobO82wERbDmBdvTa>

**There you can find 14 TOOLS which are supposed to support you in the definition of their Localized Curriculum.**

**The final output of your design process will be the Flexibility Tool (DK3), filled in with the information concerning your Localized Curriculum.**

In order to complete the DK3, we suggest to take at your fingertips:

- DK1 – EU FCN Curriculum
- DK2 – Assessment table
- DK4 - Localizing the curriculum with the Flexibility Table – User Manual
- DK5 - Flexibility Tool – User Manual
- DK6 - Flexibility table – Check-list
- DK7 - Building Modules – User Manual and Check-list
- DK8 - Definition of the EQF level – User Manual
- DK13 – Assessment User Guide

In order to design effective Work Based Learning and Practice Sharing we suggest to refer to:

- DK9 - How to design an effective WBL when localizing a FCN curriculum – User Guide
- DK10 - WBL User Check-list
- DK11 - How to design an effective Practice Sharing when localizing a FCN Curriculum – User Guide
- DK12 - Practice Sharing - User Check-list

DK14 will provide you with references concerning the "Recognition of Prior Learning (RPL) and Personalization of Learning Paths".

**Please upload your version of DK3 in the folder DK3-LocalizedCurricula**  
**(<https://drive.google.com/open?id=1Mux60Iaxapczcg-ptQcuFeDwwpG5qlom>)**  
**by max April 30<sup>th</sup>**

**Figure 7: The instructions about the DESIGNER'S KIT provided to Pilot Coordinators**

### **3.5 The Flexibility Tool**

The Flexibility Tool has been described in detail in D3.2.1. It supports the designer in the process of localization of the EU General Curriculum using the Flexibility Table.

The Flexibility Table (FT – see D3.2.1 for details) has been developed in order to provide specific scaffolds and constraints as to the Curriculum localization; it provides useful information about each LO on a range of characteristics, such as the compulsoriness of LOs and the "level of study", the suggested range of ECTS to be awarded or the suggested educational strategy; taking into account this information,

the designer will be put in the condition of preparing a localized curriculum that is complete, balanced and in accordance with the National standards.

The Flexibility Tool is an Excel folder supporting the formalization (and thus the sharing) of choices about the issues described in the Flexibility Table. It is composed of 6 sheets (4 + 2 for reference):

1. The first sheet is a reference sheet (LOs names) providing the list of LOs, grouped into Units; another reference sheet ("Reference") is hidden and is aimed to support automatic calculation;
2. The second sheet reproduces the Flexibility Table, with additional columns: one for assigning Learning Outcomes to Modules, a column for assigning ECTS and one check column
3. The third sheet (ECTS OVERVIEW) reports to which Module the LOs have been assigned and the number of ECTS awarded
4. The fourth sheet (PLAN OVERVIEW) shows the Modules of the Localized Curriculum, providing a number and a title and listing the associated LOs.
5. The last sheet (ASSESSMENT SCAFFOLDING) supports the design of Students Assessment in terms of assessment methods and tools.

### 3.6 The Course Syllabus

The Course Syllabus is a textual document supporting the formalization (and thus the sharing) of the main design choices concerning the definition of Modules and Teachings of a Course implementing a Localized Curriculum (in this case the 3 pilots of ENhANCE project).

As detailed in Project Glossary, a Module is defined as *"one of the parts that a course of study is divided into, which covers a particular subject and often has its own examination"*<sup>4</sup>; in the context of ENhANCE project, modules are defined at the Localized Curriculum level; they can correspond to one or more Units of Learning Outcomes identified in the EU Curriculum or can be defined crosswise to them; modules are characterized by a group of Learning Outcomes which are targeted through specific strategies. A specific tool of the DESIGNER'S KIT (DK7<sup>5</sup>) defines the main characteristics and constraints of modules in ENhANCE Project.

Then we conventionally adopted the term "Teaching" to identify a specific part of a Module, addressing one or more Learning Outcomes, referring to a specific discipline sector or branch of knowledge and associated to Reference Teacher. A Teaching is also characterized by specific contents, methods and educational materials; assessment methods and tools can also complete a description of a teaching.

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<sup>4</sup> In order to identify a definition of the term *"module"* to be adopted in the ENhANCE project, Partners analyzed different sources and selected the definition which fit better with the specific context and aims of the project, i.e. the one provided by the Cambridge Dictionary (<https://dictionary.cambridge.org>). As to the definition proposed by ECTS Users' Guide [EC, 2015] ([https://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide\\_en.pdf](https://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide_en.pdf)), i.e. *"a course unit in a system in which each course unit carries the same number of credits or a multiple of it"*, although it targets the specific Higher Education context, it doesn't fit with the flexibility of the FCN Curriculum, since it puts some constraints in the relation between modules and number of credits; well-aware of this feature, Partners preferred to adopt a more general definition, such the one of Cambridge Dictionary.

<sup>5</sup> <https://drive.google.com/open?id=1-L7xPuezqfBT4ZnDjiVlxPFCtjdjzP1>



As described in Section 3.2, the Course Syllabus supports the formalization of design choices which should be taken in Layer 2 and Layer 3. The template, available as Annex 1, includes 4 main sections:

- 1 General Information:** this section is aimed to provide an introduction to the main characteristics of the course and a sort of “identity card” of it; an introductory section provides information such as the title, the qualification conferred, the number of awarded ECTS, the total student workload duty, the level of qualification, etc.; then a short course description is provided; a table points out the overall credits distribution and the workload with respect to the main methods adopted in the course; finally some attendance policies are described.
- 2 Modules plans:** this section is aimed at linking to each module the related Teachings; a specific table associates each Teaching to a progressive code and to the Learning Outcomes addressed by the module.
- 3 Teaching Plans:** this section is aimed at detailing the main characteristics of a Teaching
- 4 Course Schedule:** this section is aimed at providing a detailed course schedule

As depicted in Figure 6, **Section 1 and Section 2** are supposed to collect information about design choices concerning Layer 2, while **Sections 3 and Section 4** are supposed to include information coming from Layer 3.

Section 2 provides an important reference point for the design process carried out in Layer 3, since it maps each Teaching against the Modules and their LOs (see Figure 8).

#### MODULE 1

TITLE	
ASSIGNED ECTS	
STUDENTS WORKLOAD	
TIME SCHEDULE	

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name and teacher
LO22a	1,5	Psychology	<b>T1a-</b> Leadership Techniques and Teamwork (Prof. Anna White)
LO12a	2	Nursing legal issues	<b>T1b-</b> Nursing standards (Prof. Joan Green)
		Nursing practice	<b>T1c-</b> Homecare (Prof. Joe Blue)

**Figure 8: an example of the table mapping the Teachings against the LOs of a module**

Then in Section 3, each Teaching, associated to a code and to a Reference Teacher, is described in terms of:

- a *list of the contents*;
- the *implemented methods*: a first introductory description is required and then, for each method envisaged by the Flexibility Tool (see D3.2.1 for details) a specific strategy should be selected and (if possible) explained; in case of online activities, teachers are also invited to detail the main functionalities of the Open Online Tool they are going to use;
- a *list of the reference materials* of the teaching, such as books, papers, links, etc.
- a general description of *the way the assessment is implemented*;

- a list of the *assessment tools* that the teacher is going to use: the list should correspond to the *Assessment Matrix* (same tools specified in the row assigned to the Teaching – see Section 3.7)

As discussed in Section 3.2, while Layer 2 typically fall under the responsibility of an institution and is carried out by the ‘designers’ (that might or might not be ‘teachers’), Layer 3 is definitely responsibility of the single teacher in charge of the specific teaching subject.

Top this end, in the project timetable, designers have been asked to provide Section 1 and Section 2 in order to include them in the present document. Then Teachers have been invited to detail the characteristics of their teachings and the course schedule, as soon as the Layer 2 was completed and anyway before the start of the pilots. In particular, this document provides for each chapter devoted to the description of a pilot:

- a general description of the pilot;
- Section 1 and Section 2 of the Course Syllabus;
- a description of the progressive integration of the Course Syllabus that will be carried out by the pilot teachers till the start of the pilots, including a link to the last version of the complete Course Syllabus.

### 3.7 The Assessment Matrix & Plan

The aim of the “*Assessment Matrix & Plan*” template (see Annex 2) is dual:

- to support designers and teachers in the formalization (and thus the sharing) of the main design choices about students assessment;
- to support the monitoring of the assessment process throughout the course implementation.

The template consists of an Excel file made up of three main sheets. It relies on the information already included in the Localized Curriculum and, in particular, in the “*Assessment Scaffolding*” sheet of the Flexibility Tool (see Section 3.5), which is supposed to be copied and pasted here; in that sheet, designers have already specified for each LO of a module the Assessment Method they are going to adopt.

M2	<b>Module 2: Decision Making Process</b>	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		0,00%	0,00%	0,00%	0,00%	100,00%
LO 11a	Involve individuals and families in decision-making process					x
LO 22a	Know and apply leadership techniques that ensures clinical and					x
LO 22b	Know and apply decision-making techniques that ensures clinical and					x

**Figure 9: a screenshot of a portion of the “Assessment Scaffolding” sheet of the Flexibility Tool delivered by the Greek Pilot Coordinator (UTH)**

In order to be compliant with ECVET and to able to recognize and validate separately the different Learning Outcomes targeted by the courses, **students’ assessment**

**should focus on each LO.** This approach may have a big impact on the workload of designers and teachers, both during the design phase and during the implementation of the course.

Based on these premises, Partners have identified **3 main Assessment Approaches**, outlined in Figure 10: Pilot Designers (in collaboration with Pilot Teachers) are expected to identify the proper approach for each of the assessment tools they are going to use.

**ASSESSMENT APPROACH 1**

The teacher have to specify if the WHOLE EXAM is PASSED or FAILED. If the exam is PASSED, each LO assessed through that exam have to be considered as PASSED

**ASSESSMENT APPROACH 2**

The teacher have to specify if EACH LEARNING OUTCOME is PASSED or FAILED.

**ASSESSMENT APPROACH 3**

The teacher have to specify if EACH LEARNING OUTCOME is PASSED or FAILED. In case or PASSED the teacher have to specify the specific level (satisfactory, good, excellent)

**Figure 10: The 3 main Assessment Approaches of ENhANCE Project**

In such a way, they are free to choose the “simplest” approach (Approach 1) for the whole course, thus reducing meaningfully the workload, or to adopt more “effort-consuming” approaches for specific assessment situations.

A first sheet (**ASSESSMENT APPROACH**) of the “*Assessment Matrix & Plan*” is aimed at collecting the above described information. Designers, with the support of teachers, are expected to list (for each method selected in the Localized Curriculum) the assessment tools they are going to use and choose an assessment approach.

Partners have been provided with examples of application of each approach with regard to the different assessment methods and tools. Examples have been provided in additional sheets of the Excel file, which may be used also as a baseline for the development of assessment tracking tools. Figure 11 provides an example of application of the Assessment Approach 1 to the “Written Exam” Assessment Method; Figure 12 shows an example of application of the Assessment Approach 2 to the “Simulation” Assessment Method; Figure 13 provides an example of application of the Assessment Approach 3 to the “Work-based learning” Assessment Method.



<b>MULTIPLE CHOICHE TESTS</b>		<b>TOT TEST (min:15- max:25/110)</b>	<b>20</b>
<b>MULTIPLE CHOICHE TEST MODULE 1</b>			
ASSESSMENT APPROACH	1		
PASSED / FAILED	P	MARK (min:3-max:5/110)	5
<b>MULTIPLE CHOICHE TEST MODULE 2</b>			
ASSESSMENT APPROACH	1		
PASSED / FAILED	P	MARK (min:3-max:5/110)	3
<b>MULTIPLE CHOICHE TEST MODULE 3</b>			
ASSESSMENT APPROACH	1		
PASSED / FAILED	P	MARK (min:3-max:5/110)	3
<b>MULTIPLE CHOICHE TEST MODULE 4</b>			
ASSESSMENT APPROACH	1		
PASSED / FAILED	P	MARK (min:3-max:5/110)	4
<b>MULTIPLE CHOICHE TEST MODULE 5</b>			
ASSESSMENT APPROACH	1		
PASSED / FAILED	P	MARK (min:3-max:5/110)	5

**Figure 11: an example of application of the Assessment Approach 1 to the “Written Exam” Assessment Method**

<b>FINAL OSCE</b>	
<b>ASSESSMENT APPROACH</b>	<b>2</b>
	<b>PASSED/FAILED</b>
LO22a: Know and apply leadership techniques that ensures clinical and healthcare effectiveness and appropriateness	F
LO22b: Know and apply decision-making techniques that ensures clinical and healthcare effectiveness and appropriateness	P
LO....	P
LO....	P
LO....	P
LO....	P
LO....	F
LO....	F
LO....	P
LO....	P
<b>MARK (min:12- max:20/110)</b>	<b>17</b>

**Figure 12: an example of application of the Assessment Approach 2 to the “Simulation” Assessment Method**

TUTOR ASSESSMENT RECORD					
ASSESSMENT APPROACH					
	3				
	FAILED	PASSED			E=Excellent
	F	S	G	E	G=Good
	3	3	1	3	S=satisfactory
<b>MARK (min:12- max:20/110)</b>	<b>15</b>				
LO9a: Know the main guidelines, procedures and tools for the monitoring and the definition of the outcomes and apply them in daily practice	F				
LO10a: Know and use standardized and validated tools in order to evaluate their own practice	S				
LO10b: Know and use the main monitoring and reporting procedures in order to document their own practice	E				
LO....	S				
LO....	S				
LO....	E				
LO....	F				
LO....	F				
LO....	E				
LO....	G				
OVERALL WBL TEACHER EVALUATION					
ASSESSMENT APPROACH	1				
PASSED/FAILED	P		MARK (min:7- max:10/110)	7	

**Figure 13: an example of application of the Assessment Approach 3 to the “Work-based learning” Assessment Method**

A second important sheet of the template is the **ASSESSMENT MATRIX**: it details for each module the tools used to assess each Learning Outcome (see Annex 3 for details). In addition to the information provided in the Flexibility Tool, this table connects to each LO of a module:

- one or more “actual” assessment tool (listed in the column of the related method);
- the code, the title and the reference teacher of the Teaching which is supposed to address the LO

LEARNING OUTCOME	Teaching code, name and teacher	ASSESSMENT TOOLS										PASSED/ FAILED
		WE	PASSED/ FAILED	OE	PASSED/ FAILED	A-WBL	PASSED (EXC-SAT)/ FAILED	SSK	PASSED/ FAILED	OTH	PASSED/ FAILED	
LO12a: Know the main standards about nursing activities in people's homes and apply them in daily practice	T1b- Nursing standards (Prof. Joan Green)	Final Multiple Choice Test - Set of questions Module 1	P									
	T1c- Homecare (Prof. Joe Blue)	Final Multiple Choice Test - Set of questions Module 1	P							Use case 3 - OOT	P	
LO12b: Know the main standards about nursing activities in the community and apply them in daily practice	T1b- Nursing standards (Prof. Joan Green)	Final Multiple Choice Test - Set of questions Module 1	P							Use case 4 - OOT	P	

**Figure 14: a sample of the Assessment Matrix**

LEARNING OUTCOME	Teaching code, name and teacher	ASSESSMENT TOOLS										PASSED/ FAILED
		WE	PASSED/ FAILED	OE	PASSED/ FAILED	A-WBL	PASSED (EXC-SAT)/ FAILED	SSK	PASSED/ FAILED	OTH	PASSED/ FAILED	
LO12a: Know the main standards about nursing activities in people's homes and apply them in daily practice	T1b- Nursing standards (Prof. Joan Green)	Final Multiple Choice Test - Set of questions Module 1	P									
	T1c- Homecare (Prof. Joe Blue)	Final Multiple Choice Test - Set of questions Module 1	P							Use case 3 - OOT	P	
LO12b: Know the main standards about nursing activities in the community and apply them in daily practice	T1b- Nursing standards (Prof. Joan Green)	Final Multiple Choice Test - Set of questions Module 1	P							Use case 4 - OOT	P	

Figure 14 shows a sample of an hypothetical Assessment Matrix, focusing on two Learning Outcomes; one of them is targeted by two Teachings; some of the Teachings envisage more than a tool to assess the specific LO; one tool, normally, covers more than one LO.

At the end of the design phase, only white and colored cells are supposed to be filled in, in order to map the whole set of LOs against the set of assessment tools. Grey cells are supposed to be filled in progressively during the course implementation: in such a way they represent a practical tool for tracking the assessment of each LOs.

Specific agreements will be defined with Pilot Coordinators in order to use this monitoring tool in the proper way during the pilot implementation.

The Assessment Matrix doesn't make reference to marks; it only defines if a LO is to be considered PASSED or NOT. A third sheet of the Excel file, the ASSESSMENT PLAN, focuses on the allocation of marks, detailing their distribution among the different assessment tools; in this table, no reference to LOs is provided, but only to tools. The Assessment Plan forces the designer, in collaboration with teachers, to define an overall planning of marks distribution, identifying possible ranges and the relative importance of each assessment with respect to the final mark. The template provides two examples (see Annex 3 for details):

- the first one is based on tools: for each tool a possible range of marks is provided and then final mark is identified;
- the second one is focused on modules: in the same way of the first example, marks are assigned to modules.

In the examples of application provided in the additional sheets (see Figure 11, Figure 12 and Figure 13) suggestions about how to manage marks are available, too.

Differently from other previous templates, the "Assessment Matrix & Plan" is less formalized and is expected to be adapted and modelled by the designer and teachers fitting their specific needs.

## 4. The Greek Localized Curriculum

The University of Thessaly decided to include all learning outcomes (total 53) in the localized curricula, as it considers that the learning outcomes correspond to all the 28 core competencies which resulted from the Delphi Study and the Professional Profile, and are very essential skills for the nurse who wishes to be trained to work in the particular environment of Family and Community Nursing.

The Greek localized curriculum will have 40 ECTs as it will be a 250-hour lifelong learning program that will lead to a certificate of specialization in Family and Community Nursing (EQF 6) and not to a Master of Science program of study. For this reason, some of the LOs will be taught in advanced level (1 ECTs) and some of them in the basic level (0.5 ECTs). As the LOs in the European Curriculum is currently written for EQF7, learning outcomes that will be taught in the Greek localized curricula at the basic level will be rephrased and the new version will be included in D3.1.2 (M34).

For dividing the learning outcomes in learning modules or courses, the previous and proposed grouping was not used since we tried to arrange a grouping that would serve both the structure and needs of the Greek educational system, the organization of lifelong learning and education programs, but also the existing work framework. Therefore, the learning outcomes were grouped into ten modules - lessons which are the following:

### Module 1: Health Needs & Nursing Process in Community and Family Nursing

This module includes learning outcomes that relate to the assessment of the health level and the needs of individuals, families and communities as well as the organization, planning and provision of nursing care from the perspective of nursing and within the framework of interdisciplinarity. This module is one of the most basic modules in the curriculum since it deals with fundamental concepts in the provision of community care. In addition, **7 learning outcomes (LO1a, LO1b, LO3a, LO3b, LO3c, LO19a, LO19b)**, which are mostly qualified as mandatory, are included, and for this reason it collects **6 of the total 40 credits** of the program. With regard to educational strategies, it is possible to use almost all of the proposed ones, such as lectures (mainly online), individual study, group work, labs and work based learning (for more detailed information you can read the Greek Flexibility Tool - Annex 3).

### Module 2: Decision Making Process

This section includes decision-making learning outcomes as well as process and decision-making techniques both at the management level and at the level of the clinical judgment. This is a module that includes **3 learning outcomes (LO11a, LO22a, LO22b)** and receives **2 credits**. With regard to educational strategies, it is possible to use almost all of the proposed ones, such as lectures (mainly online), individual study, group work, labs and work based learning (for more detailed information you can read the Greek Flexibility Tool - Annex 3).

### Module 3: Health Promotion and Education

This section includes **8 learning outcomes (LO4a, LO4b, LO5a, LO16a, LO17a, LO17b, LO18a, LO18b)** aimed at developing skills and competencies of trainees so that to be able to organize prevention, treatment and health promotion programs, as well as being able to prevent and promote health at individual, family and community

level. These learning outcomes are focused on community nursing and for this reason they bring together **6 credits** with the possibility of using all educational strategies. WBL holds a prominent position due to the distinctiveness of the subject which predisposes for on the spot training (for more detailed information you can read the Greek Flexibility Tool - Annex 3).

#### **Module 4: Communication and Interpersonal Skills**

Communication and interpersonal relationships are basic skills and competence of nursing at all levels and working frameworks. This section includes **4 learning outcomes (LO23a, LO16b, LO25a, LO6a)** aimed at effective communication, counseling and treatment of nurses with patients and families, as well as with various bodies. In addition, this module will also teach strategies and techniques for mentoring students, as students who graduate from the program and work in community structures will re-educate nursing students for family and community issues in the future. This module collects **3.5 credits** and all educational strategies and techniques such as role-playing and experiential exercises which are techniques that are suited to the development of such skills (for more detailed information you can read the Greek Flexibility Tool – Annex 3).

#### **Module 5: Health Administration**

This module includes **7 learning outcomes (LO8a, LO8b, LO14a, LO13a, LO13b, LO27a, LO27b)** relating to both health services administration and staff motivation as well as multidisciplinary collaboration and effective interdisciplinary treatment and treatment of health issues in the community. It is a module that includes basic and specialized knowledge in this field of work. It collects **4.5 credits** and can use a variety of proposed educational strategies (for more detailed information you can read the Greek Flexibility Tool - Annex 3).

#### **Module 6: Evidence Based Nursing**

Well-established nursing practice and evidence-based practice is a module that includes **5 learning outcomes (LO9a, LO10a, LO10b, LO26a, LO26b)** that enable trainees to identify and adopt best practices in family and community nursing to provide the best possible care each time. Additionally, within this module, students will be taught standardized and validated tools to evaluate their own practice as well as important epidemiological issues for families and communities. This module collects **5 credit points out of the 40** which proves the importance that has as a subject. From the suggested training strategies, it will be preferable to give trainees the opportunity to ask questions - problems to refer to the bibliography to identify best practices on which they will rely to organize and provide effective care (for more detailed information you can read the Greek Flexibility Tool - Annex 3).

#### **Module 7: Chronic and Rare Diseases, Palliative Care and ICTs**

The seventh section includes the chronic and rare diseases that a nurse will work with in communities and families and palliative care, which will be called upon to provide end-stage patients, addressing the problems of cancer patients, such as chronic pain, reduced functionality, and lack of self-care. In this module, students will also learn how to develop databases that will record all data on health problems and the care of patients with chronic and rare diseases. This module includes **7 learning outcomes (LO24a, LO24b, LO7a, LO7b, LO28a, LO28b, LO28c)** and **4.5 credits**.

Concerning the teaching strategies these include mainly online lectures, individual study and online group work (for more detailed information you can read the Greek Flexibility Tool – Annex 3).

### **Module 8: Ethics & Professional Standards in Family and Community Nursing**

This module contains **6 learning outcomes (LO2a, LO2b, LO15a, LO15b, LO20a, LO20b)** relating to the morality and ethics of the nursing profession when it is exercised in community structures and in the family. This is a module that includes the basic principles of nursing confidentiality, moral dilemmas in family and community nursing, and how to act in specific, particular cases, such as mental disorders. It collects **5.5 credits**, and for training, a variety of educational strategies such as lectures, individual study and online grouping will be used for training (for more detailed information you can read the Greek Flexibility Tool – Annex 3).

### **Module 9: Transcultural Family & Community Nursing**

Given the fact that there are too many immigrants in Greece and too many refugees and economic migrants are passing through our country, the health needs of these populations are very high. Intercultural care for Greece is an important part of community and family nursing. For this reason, it was decided to become a separate module of the localized curriculum, even though it includes only **2 learning outcomes (LO1c, LO21a)** and collects **1 credit unit**. Within this module, trainees will learn to contextualize and apply needs assessment taking into account different cultures and social context and to apply proper nursing interventions. Concerning the teaching strategies these include mainly online lectures, individual study and online group work (for more detailed information you can read the Greek Flexibility Tool – Annex 3).

### **Module 10: Nursing Home Care**

The tenth and final module contains **4 learning outcomes (LO12a, LO12b, LO12c, LO12b)** that concern nursing care and nursing activities mainly in people's home. This is a module that includes the basic principles of home care and, above all, the care of the elderly, with the ultimate goal of healthy aging, early diagnosis and confrontation of vulnerability. The population of both Greece and Europe is aging and health needs of the elderly are constantly increasing. It was therefore considered appropriate to create a separate thematic unit on home care focusing on care of the elderly. The module collects **2 credit points** and a variety of educational strategies such as lectures, individual study and online grouping will be used for the training (for more detailed information you can read the Greek Flexibility Tool - Annex 3).

As mentioned earlier, training will be accomplished mainly through the OOT platform and will be synchronous and asynchronous. The evaluation of the trainees' training course will also be done mainly through OOT, and only the assessment of work based learning will be done by combining OOT and face to face assessment activities.

*The Greek translation of the Flexibility Tool is available at:*

[https://drive.google.com/file/d/1m1eK7-lbDHycr5r0Kiujq8Y\\_x5fmUTuu/view](https://drive.google.com/file/d/1m1eK7-lbDHycr5r0Kiujq8Y_x5fmUTuu/view)

## 5. The Greek Pilot Course

The Greek Pilot Course will be organized at the University of Thessaly, and it will be delivered as a 25-week postgraduate, mainly Online, Lifelong Learning/ Specialization Course (EQF Level 6) on Family and Community Nursing, starting from the end of September 2020.

The Greek Pilot Course will be performed three times for three different target groups; PLC01: Pilot Course for the Graduated Unemployed Nurses, PLC02: Pilot Course for Nurses that work in Public Sector & PLC03: Pilot Course for Nurses that work in Private and NGO Sector. Pilots will start “in cascade”; PLC01 at 30.09.2019, PLC02 at 04.11.2019 and PLC03 at 02.12.2019.

In each group the students will be maximum 40. The total number of nurses that will attend the Greek pilot course will be max 120 ( $40 \times 3 = 120$ )

It will consist 10 modules that cover all the learning outcomes (53) which developed under the 28 Core Competencies, and are very essential for family and community nursing. The total number of ECTS of the Greek Pilot Course is 40.

### 5.1 Description of the Pilot

Purpose of the Greek Pilot Course is to provide scientific and professional knowledge in aspects of family and community nursing through the implementation of the European Curriculum in FCN that was conducted under the results of the Delphi Study and the definition of the Professional Profile. The Greek graduated nurses that will participate in the pilot course will have the opportunity to gain knowledge, to develop skills, personal and transversal competencies for providing quality nursing care for patients, families and communities.

The Pilot Course consists 10 Modules that covers all the professional and scientific fields of family and community nursing. The teaching and learning activities of each module will be developed in learning weeks through the OOT and for some learning outcomes Face-To-Face Work Based Learning will be assigned. The context of the Greek Pilot is the following:

**MODULE 0:** Introductory Module; During the first week of the pilot students will introduce their self, will learn about the ENhANCE Project and will learn the main functionalities of the Open Online Tool (OOT). For this module there will be no ECTS.

**MODULE 1:** Health Needs & Nursing Process in Community and Family Nursing (6.0 ECTS / 4 weeks of learning and teaching activities).

**MODULE 2:** Decision Making Process (2.0 ECTS / 1 week of learning and teaching activities).

**MODULE 3:** Health Promotion and Education (6.0 ECTS / 5 weeks of learning and teaching activities).

**MODULE 4:** Communication & Interpersonal Skills (3.5 ECTS / 1 week of learning and teaching activities).

**MODULE 5:** Health Care Administration (4.5 ECTS / 3 weeks of learning and teaching activities).

**MODULE 6:** Evidence Based Nursing (5.0 ECTS / 2 weeks of learning and teaching activities).

**MODULE 7:** Chronic and Rare Diseases, Palliative Care and ICTs (4.5 ECTS / 3 weeks of learning and teaching activities).

**MODULE 8:** Ethics & Professional Standards in Family and Community Nursing (5.5 ECTS / 3 weeks of learning and teaching activities).

**MODULE 9:** Transcultural Family and Community Nursing (1.0 ECTS / 1 week of learning and teaching activities).

**MODULE 10:** Nursing Home Care (2.0 ECTS / 1 week of learning and teaching activities).

A variety of teaching strategies will be implemented; such as online lectures, webinars, online group work, case studies, problem based learning activities and f2f work based learning. Performance in each week of each module will be assessed with assessment tools through the OOT, such as multiple choice tests, case studies, nursing plans development, concept maps creating & diary.

After successful completion of the pilot, each student will receive a Certificate of Specialization in Family & Community Nursing from the University of Thessaly. Additionally, the Greek Pilot Course will have an official recognition from the Hellenic Regulatory Body of Nurses that will provide Credits of Continuing Nursing Education.

## 5.2 Course Syllabus

<b>COURSE TITLE</b>	<i>Specialization Course in Family and Community Nursing</i>
<b>QUALIFICATION CONFERRED</b>	<i>Specialization in Family and Community Nursing</i>
<b>ECTS ASSIGNED</b>	<i>40</i>
<b>TOTAL STUDENT WORKLOAD DUTY</b>	<i>1000 hours</i>
<b>LEVEL OF QUALIFICATION</b>	<i>Postgraduate</i>
<b>ACCESS REQUIREMENTS</b>	<i>Degree in Nursing</i>
<b>NAME AND STATUS OF AWARDING INSTITUTION</b>	<i>University of Thessaly - Public Institution of Higher Education</i>
<b>LANGUAGE(S) OF INSTRUCTION/EXAMINATION</b>	<i>Greek</i>
<b>MODE OF STUDY</b>	<i>Full-time attendance/blended learning</i>

<b>COURSE COORDINATOR</b>	<i>Associate Prof. Ioanna V. Papathanasiou</i>
<b>MAIN ADDRESS OF THE INSTITUTION</b>	<i>Panepistimio Thessalias (University of Thessaly) - UTH Argonafton &amp; Filellinon, 3822, Volos, Greece</i>
<b>MAIN CONTACTS</b>	<a href="mailto:ioannavpapathanasiou@gmail.com">ioannavpapathanasiou@gmail.com</a>
<b>MAIN REFERENCE WEB PLATFORMS</b>	<i>e-learning platform, OOT</i>



**OVERALL CREDITS DISTRIBUTION and WORKLOAD**

ACTIVITY	ASSIGNED ECTS	Hours of Teaching	Hours of Individual study	Total Workload
Face-to-Face Class and Labs				
Online learning	35	200	675	875
Face-to-Face Work-based learning	5	50	75	125
Final Examination				
<b>TOTAL</b>	<b>40</b>	<b>250</b>	<b>750</b>	<b>1000</b>

**ATTENDANCE POLICY:**

*Online learning will be synchronous and asynchronous. Absence from synchronous online learning shall not exceed 10%. Face-to-Face Work based learning is mandatory for all students. For the students that will not be able to participate in Work Based Learning Activities a medical or emergency excuse will be required.*

**MODULE 0**

TITLE		Introductory Module to the ENhANCE Project and to the OOT Main Functionalities	
ASSIGNED ECTS			
STUDENTS WORKLOAD			
TIME SCHEDULE		Week 1	
LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name and teacher
LO0a			<b>T0a-</b> Introduction and Knowing each other ( <b>Teacher 01</b> )
LO0b			<b>T0b-</b> The ENhANCE Project ( <b>Teacher 01</b> )
LO0c			<b>T0c-</b> The Open Online Tool ( <b>Teacher 01</b> )

**LO0a:** Introduction to the Pilot Course

**LO0b:** Learn about the ENhANCE Project

**LO03:** Know and apply the main functionalities of the OOT

**MODULE 1**

TITLE	Health Needs & Nursing Process in Community and
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		<b>Family Nursing</b>	
<b>ASSIGNED ECTS</b>		<b>6</b>	
<b>STUDENTS WORKLOAD</b>		<b>150</b>	
<b>TIME SCHEDULE</b>		<b>Week 2:</b> <i>Infection Control &amp; Infection Diseases in the Community</i> <b>Week 3:</b> <i>Nursing Care Planning</i> <b>Week 4:</b> <i>Community Nursing Care Implementation &amp; Assessment</i> <b>Week 5:</b> <i>Internet Addiction and Dangerous Internet Behaviors &amp; Prevention of Internet Addiction</i>	
<b>LO CODE</b>	<b>ECTS</b>	<b>Discipline Sector / Branch of Knowledge</b>	<b>Teaching code, name and teacher</b>
LO1a	1.0	<i>Individuals' and Families' Health Status</i>	<b>T1a-</b> <i>Infection Control (Teacher 02)</i>
LO1b	1.0		<b>T1b-</b> <i>Infection Diseases in the Community (Teacher 02)</i>
LO3a	0.5	<i>Nursing Process</i>	<b>T1c-</b> <i>Nursing Care Planning (Teacher 03)</i>
LO3b	1.0	<i>Nursing Community Practice</i>	<b>T1d-</b> <i>Community Nursing Care Implementation (Teacher 04)</i>
LO3c	1.0		<b>T1e-</b> <i>Community Nursing Care Assessment (Teacher 04)</i>
LO19a	0.5	<i>Community Health</i>	<b>T1f-</b> <i>Internet Addiction and Dangerous Internet Behaviors (Teacher 05)</i>
LO19b	1.0		<b>T1g-</b> <i>Interventions and Management Strategies for Prevention of Internet Addiction (Teacher 05)</i>

**MODULE 2**

<b>TITLE</b>		<b>Decision Making Process</b>	
<b>ASSIGNED ECTS</b>		<b>2</b>	
<b>STUDENTS WORKLOAD</b>		<b>50</b>	
<b>TIME SCHEDULE</b>		<b>Week 6</b>	
<b>LO CODE</b>	<b>ECTS</b>	<b>Discipline Sector / Branch of Knowledge</b>	<b>Teaching code, name and teacher</b>
LO11a	1.0	<i>Management &amp; Administration</i>	<b>T2a-</b> <i>Decision Making Process in FCN work context (Teacher 06)</i>
LO22a	0.5		
LO22b	0.5		

**MODULE 3**

<b>TITLE</b>		<b>Health Promotion and Education</b>	
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<b>ASSIGNED ECTS</b>		<b>6</b>	
<b>STUDENTS WORKLOAD</b>		<b>150</b>	
<b>TIME SCHEDULE</b>		<p><b>Week 7:</b> Vaccine Preventable Diseases for Health Care Professionals</p> <p><b>Week 8:</b> Educational Strategies &amp; New Technologies in Health Promotion</p> <p><b>Week 9:</b> Facing Violent and Aggressive People in Community Health Care Facilities – Reduction Techniques and Interventions</p> <p><b>Week 10:</b> Prevention and Nursing Care Management of Cardiovascular Problems in the Community</p> <p><b>Week 11:</b> School Nursing &amp; Diabetes Management in School Setting</p>	
<b>LO CODE</b>	<b>ECTS</b>	<b>Discipline Sector / Branch of Knowledge</b>	<b>Teaching code, name and teacher</b>
LO4a	1.0	Health Promotion & Disease Prevention	<b>T3a-</b> Vaccine Preventable Diseases for Health Care Professionals ( <b>Teacher 07</b> )
LO4b	0.5		
LO5a	1.0	Health Promotion & ICTs	<b>T3b-</b> Educational Strategies & New Technologies in Health Promotion ( <b>Teacher 08</b> )
LO16a	1.0		
LO17a	0.5	Health Promotion & Education	<p><b>T3c-</b> Facing Violent and Aggressive People in Community Health Care Facilities – Reduction Techniques and Interventions (<b>Teacher 09</b>)</p> <p><b>T3d-</b> Prevention and Nursing Care Management of Cardiovascular Problems in the Community (<b>Teacher 10</b>)</p>
LO17b	0.5		
LO18a	1.0	Health Policy & Education	<b>T4e-</b> School Nursing & Diabetes Management in School Setting ( <b>Teacher 11</b> )
LO18b	0.5		

**MODULE 4**

<b>TITLE</b>		<b>Communication and Interpersonal Skills</b>	
<b>ASSIGNED ECTS</b>		<b>3.5</b>	
<b>STUDENTS WORKLOAD</b>		<b>87.5</b>	
<b>TIME SCHEDULE</b>		<b>Week 12</b>	
<b>LO CODE</b>	<b>ECTS</b>	<b>Discipline Sector / Branch of Knowledge</b>	<b>Teaching code, name and teacher</b>
LO23a	1.0	Psychology & Mental	<b>T4a-</b> Therapeutic Communication:

LO6a	1.0	Health	<i>Strategies, Techniques &amp; Barriers (Teacher 12)</i>
LO16b	1.0	Psychology	<b>T4b-</b> <i>Strategies for Building Therapeutic Relations (Teacher 12)</i>
LO25a	0.5	<i>Educational Strategies &amp; Interpersonal Skills</i>	<b>T4c-</b> <i>Critical Thinking as Educational Strategy for Mentoring Students (Teacher 12)</i>

**MODULE 5**

<b>TITLE</b>		<b>Health Care Administration</b>	
<b>ASSIGNED ECTS</b>		<b>4.5</b>	
<b>STUDENTS WORKLOAD</b>		<b>112.5</b>	
<b>TIME SCHEDULE</b>		<b>Week 13:</b> <i>Health Management &amp; Administration</i> <b>Week 14:</b> <i>First Aids &amp; Health Team</i> <b>Week 15:</b> <i>Interdisciplinary Approach to Respiratory Diseases</i>	
<b>LO CODE</b>	<b>ECTS</b>	<b>Discipline Sector / Branch of Knowledge</b>	<b>Teaching code, name and teacher</b>
LO8a	0.5	<i>Health Management &amp; Administration</i>	<b>T5a-</b> <i>Leadership &amp; Health Management Strategies for Community Health Employees (Teacher 13)</i> <b>T5b-</b> <i>Supporting Environments &amp; Motivation Strategies in Community Settings (Teacher 13)</i>
LO8b	1.0		
LO14a	1.0		
LO13a	0.5	<i>Health Team Working</i>	<b>T5c-</b> <i>First Aids &amp; Health Team (Teacher 14)</i>
LO13b	0.5		
LO27a	0.5	<i>Health Team Working</i>	<b>T5d-</b> <i>Interdisciplinary Approach to Respiratory Diseases (Teacher 15)</i>
LO27b	0.5		

**MODULE 6**

<b>TITLE</b>		<b>Evidence Based Nursing</b>	
<b>ASSIGNED ECTS</b>		<b>5</b>	
<b>STUDENTS WORKLOAD</b>		<b>125</b>	
<b>TIME SCHEDULE</b>		<b>Week 16:</b> <i>Epidemiology</i> <b>Week 17:</b> <i>Evidence Based Family and Community Nursing</i>	
<b>LO CODE</b>	<b>ECTS</b>	<b>Discipline Sector / Branch of</b>	<b>Teaching code, name and teacher</b>

		Knowledge	
LO9a	1.0	Public Health	<b>T6a- Epidemiology (Teacher 16)</b>
LO10a	1.0		
LO10b	1.0		
LO26a	1.0	Research Methodology & Evidence Based Nursing	<b>T6b- Evidence Based Family and Community Nursing (Teacher 17)</b>
LO26b	1.0		

**MODULE 7**

<b>TITLE</b>		<b>Chronic and Rare Diseases, Palliative Care and ICTs</b>	
<b>ASSIGNED ECTS</b>		<b>4.5</b>	
<b>STUDENTS WORKLOAD</b>		<b>112.5</b>	
<b>TIME SCHEDULE</b>		<b>Week 18: Chronic &amp; Rare Diseases</b> <b>Week 19: Palliative Care</b> <b>Week 20: ICTs – Databases</b>	
LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name and teacher
LO24a	1.0	Chronic & Rare Diseases	<b>T7a- Community Based Nursing Care for Chronic &amp; Rare Diseases (Teacher 18)</b>
LO24b	0.5		
LO7a	0.5	Palliative Care	<b>T7b- Palliative Care in Community Nursing (Teacher 19)</b>
LO7b	1.0		
LO28a	0.5	ICTs – Databases	<b>T7c- Development of Databases for Community Nurses (Teacher 20)</b>
LO28b	0.5		
LO28c	0.5		

**MODULE 8**

<b>TITLE</b>		<b>Ethics &amp; Professional Standards in Family and Community Nursing</b>	
<b>ASSIGNED ECTS</b>		<b>5.5</b>	
<b>STUDENTS WORKLOAD</b>		<b>137.5</b>	
<b>TIME SCHEDULE</b>		<b>Week 21: Patient Confidentiality</b> <b>Week 22: Ethical Dilemmas</b> <b>Week 23: Ethics in Psychosocial Interventions in Community for Mental Health Patients</b>	
LO	ECTS	Discipline Sector /	Teaching code, name and teacher

CODE		Branch of Knowledge	
L02a	0.5	Bioethics	<b>T8a- Basic Principles of Patient Confidentiality (Teacher 21)</b>
L02b	1.0		
L015a	1.0	Bioethics	<b>T8b- Ethical Dilemmas in Nursing Practice (Teacher 22)</b>
L015b	1.0		
L020a	1.0	Nursing Ethics & Professional Standards	<b>T8c- Ethics in Psychosocial Interventions in Community for Mental Health Patients (Teacher 23)</b>
L020b	1.0		

**MODULE 9**

<b>TITLE</b>		Transcultural Family & Community Nursing	
<b>ASSIGNED ECTS</b>		1.0	
<b>STUDENTS WORKLOAD</b>		25	
<b>TIME SCHEDULE</b>		Week 24	
LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name and teacher
L01c	0.5	Health Promotion	<b>T9a- Transcultural Nursing Care in Community Settings (Teacher 24)</b>
L021a	0.5		

**MODULE 10**

<b>TITLE</b>		Nursing Home Care	
<b>ASSIGNED ECTS</b>		2.0	
<b>STUDENTS WORKLOAD</b>		50	
<b>TIME SCHEDULE</b>		Week 25	
LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name and teacher
L012a	0.5	Elderly Home Care	<b>T10a- Person-Centered Elderly Home Care (Teacher 25)</b>
L012b	0.5		
L012c	0.5	Healthy Ageing	<b>T10c- Active and Healthy Ageing (Teacher 25)</b>
L012d	0.5		

**TIME SCHEDULE**

Week	Description	PLC01: Pilot Course for the Graduated Unemployed Nurses	PLC02: Pilot Course for Nurses that work in Public Sector	PLC03: Pilot Course for Nurses that work in Private & NGO Sector
1	<i>Introductory Module to the ENhANCE Project and to the OOT Main Functionalities</i>	30.09.2019 – 07.10.2019	04.11.2019 – 10.11.2019	02.12.2019 – 08.12.2019
2	<i>Infection Control &amp; Infection Diseases in the Community</i>	07.10.2019 – 13.10.2019	11.11.2019 – 17.11.2019	09.12.2019 – 15.12.2019
3	<i>Nursing Care Planning</i>	14.10.2019 – 20.10.2019	18.11.2019 – 24.11.2019	16.12.2019 – 22.12.2019
4	<i>Community Nursing Care Implementation &amp; Assessment</i>	21.10.2019 – 27.10.2019	25.11.2019 – 01.12.2019	06.01.2020 – 12.01.2020
5	<i>Internet Addiction and Dangerous Internet Behaviors &amp; Prevention of Internet Addiction</i>	28.10.2019 – 03.11.2019	02.12.2019 – 08.12.2019	13.01.2020 – 19.01.2020
6	<i>Decision Making Process in FCN work context</i>	04.11.2019 – 10.11.2019	09.12.2019 – 15.12.2019	20.01.2020 – 26.01.2020
7	<i>Vaccine Preventable Diseases for Health Care Professionals</i>	11.11.2019 – 17.11.2019	16.12.2019 – 22.12.2019	27.01.2020 – 02.02.2020
8	<i>Educational Strategies &amp; New Technologies in Health Promotion</i>	18.11.2019 – 24.11.2019	06.01.2020 – 12.01.2020	03.02.2020 – 09.02.2020
9	<i>Facing Violent and Aggressive People in Community Health Care Facilities – Reduction Techniques and Interventions</i>	25.11.2019 – 01.12.2019	13.01.2020 – 19.01.2020	10.02.2020 – 16.02.2020
10	<i>Prevention and Nursing Care Management of Cardiovascular Problems in the Community</i>	02.12.2019 – 08.12.2019	20.01.2020 – 26.01.2020	17.02.2020 – 23.02.2020
11	<i>School Nursing &amp; Diabetes Management in School Setting</i>	09.12.2019 – 15.12.2019	27.01.2020 – 02.02.2020	24.02.2020 – 01.03.2020
12	<i>Communication and Interpersonal Skills</i>	16.12.2019 – 22.12.2019	03.02.2020 – 09.02.2020	02.03.2020 – 08.03.2020
13	<i>Health Management &amp; Administration</i>	06.01.2020 – 12.01.2020	10.02.2020 – 16.02.2020	09.03.2020 – 15.03.2020
14	<i>First Aids &amp; Health Team</i>	13.01.2020 – 19.01.2020	17.02.2020 – 23.02.2020	16.03.2020 – 22.03.2020
15	<i>Interdisciplinary Approach to Respiratory Diseases</i>	20.01.2020 – 26.01.2020	24.02.2020 – 01.03.2020	23.03.2020 – 29.03.2020
16	<i>Epidemiology</i>	27.01.2020 – 02.02.2020	02.03.2020 – 08.03.2020	30.03.2020 – 05.04.2020
17	<i>Evidence Based Family and Community Nursing</i>	03.02.2020 – 09.02.2020	09.03.2020 – 15.03.2020	06.04.2020 – 12.04.2020
18	<i>Chronic &amp; Rare Diseases</i>	10.02.2020 – 16.02.2020	16.03.2020 – 22.03.2020	27.04.2020 – 03.05.2020
19	<i>Palliative Care</i>	17.02.2020 – 23.02.2020	23.03.2020 – 29.03.2020	04.05.2020 – 10.05.2020
20	<i>ICTs – Databases</i>	24.02.2020 – 01.03.2020	30.03.2020 – 05.04.2020	11.05.2020 – 17.05.2020
21	<i>Patient Confidentiality</i>	02.03.2020 – 08.03.2020	06.04.2020 – 12.04.2020	18.05.2020 – 24.05.2020
22	<i>Ethical Dilemmas</i>	09.03.2020 – 15.03.2020	27.04.2020 – 03.05.2020	25.05.2020 – 31.05.2020
23	<i>Ethics in Psychosocial Interventions in Community for Mental Health Patients</i>	16.03.2020 – 22.03.2020	04.05.2020 – 10.05.2020	01.06.2020 – 07.06.2020
24	<i>Transcultural Family &amp; Community Nursing</i>	23.03.2020 – 29.03.2020	11.05.2020 – 17.05.2020	08.06.2020 – 14.06.2020
25	<i>Nursing Home Care</i>	30.03.2020 – 05.04.2020	18.05.2020 – 24.05.2020	15.06.2020 – 21.06.2020

### 5.3 Progressive integration of ID documents till the pilot kick-off

As described in Section 3.5 the Course Syllabus is composed by 4 main sections and two of them have been reported in previous paragraph. As far as the remaining two sections, please note that:

- ***The full version of the Course Syllabus of the Greek Pilot is available both in English language and in Greek language in the PART B of this document.***
- ***The link to the Assessment Plan/Matrix developed for the Greek pilot is available in the PART B of this document.***

The teaching plans of the Greek Pilot Course were completed by the teachers. At the beginning they completed a detailed list of the contents, the teaching methods that they will implement, the reference materials and the assessment tools that they will use for students' assessment. The assessment tools are in accordance with the Assessment Matrix Plan. The Greek Pilot Course schedule is ready and teachers are already aware of the exact dates that they will teach.

As the Greek Pilot Course will start at the end of September and teachers are now preparing the micro design of their teachings, some info that are included in Greek Course Syllabus and in Assessment Matrix Plan might change. If a teacher is willing to make changes in the teaching plans that is responsible for, he/she has to inform the Greek Pilot Coordinator who will upload in the Drive a new version of the two documents (Greek Course Syllabus, Greek Assessment Matrix Plan) that will include with all new info and details of the teaching plans. This process may take up till the start of the Greek Pilot Course.

An example of a teaching description of the Greek Pilot Course follows:

#### **Detailed Plan of T2a**

<b>TEACHING CODE</b>	<b>T2a</b>
<b>TEACHING TITLE</b>	<b>Decision Making Process in FCN work context</b>
<b>REFERENCE TEACHER</b>	<b>Teacher 06</b>
<b>TARGETED LEARNING OUTCOMES</b>	<b>LO11a, LO22a, LO22b</b>
<b>REFERENCE MODULES</b>	<b>Module 2</b>

#### **LIST of CONTENTS:**

*One of the most important responsibilities of Family and Community nurses is to make decisions. Their ability to make the right decisions ultimately determines their effectiveness. In this module we will attempt to analyze how to make a "professional decision", identify the factors that affect this process, and suggest ways in which it can become more effective. The purpose of the module is to support nurses to make effective decisions. During this module students will learn to:*

- *Acknowledge a problem in FCN work context*
- *Identify and compare planned and unplanned decisions.*
- *Report the three levels of decision making and describe the type of decisions taken at these three levels.*
- *Report the three human approaches to decision making.*



- *Recognize the four ways of making decisions.*
- *Describe the three decision-making conditions.*
- *Use two "decision-making tools".*

*At the end of the module, students have to involve themselves in the decision-making process according to a problem in FCN work context. Emphasis will be given in shared decision making.*

### **IMPLEMENTED METHODS:**

*There will be a plurality of teaching methods, mainly lecture through webinars, study of materials, PP, interactive activities, brainstorming and group work. These methods arouse curiosity, analytical skills and creativity.*

*In addition, techniques like "Jigsaw groups", "Peer Review" or "Role play" will be used too. These collaborative learning techniques help students to be actively involved in building new knowledge, cultivate critical thinking and support collaboration. Even more, students develop individual and group accountability.*

#### **☐ Face-to-Face Class and Labs:**

- ☐ Face-to-face lecture
- ☐ Group Work
- ☐ Simulation
- ☐ Lab
- ☐ Other (specify)\_\_\_\_\_

Additional information [optional].....

#### **☒ Online learning**

- ☒ Lecture (recorded video-lessons or webinars)
- ☒ Individual activities – interactive materials, downloadable documents, etc.
- ☒ Individual activities – assessment
- ☒ Group work

Additional information .....

#### **OOT functionalities supporting the Online learning:**

- ☒ webinar
- ☒ database
- ☐ assignment
- ☐ quiz
- ☒ learning journal
- ☒ forum

- ☐ Community
- ☐ Other (specify) \_\_\_\_\_

☐ **Face-to-Face Work Based Learning**

**REFERENCE MATERIALS:**

1. Bakalis, N., Bowman, G., & Porock, D. (2003). *Decision making in Greek and English registered nurses in coronary care units. International Journal of Nursing Studies*, 40, 749–760 (<https://www.deepdyve.com/lp/elsevier/decision-making-in-greek-and-english-registered-nurses-in-coronary-luvzdW8MKh?key=elsevier>)
2. Bartle, Ph. (2006). *Participatory management. Methods to increase staff involvement in organizational decisions.* (<http://www.scn.org/mpfc/modules/pm-pmq.htm>)
3. Guerrero, J.K. (2019). *Practice Rationale Care Model: The Art and Science of Clinical Reasoning, Decision Making and Judgment in the Nursing Process*, *Open Journal of Nursing*, 9, 79-88
4. Kihlgren, A., Sunvisson, H., Ziegert, K., Mamhidir, A.G. (2014). *Referrals to Emergency Departments—The Processes and Factors That Influence Decision-Making among Community Nurses*, *Open Journal of Nursing*, 4, 366-374
5. Koontz, H. & O' Donnell, C. (1984). *Organisation and Management*. Athens: Papazisi
6. Maharmeh, M., Alasad, J., Salami, I., Saleh, Z., Darawad, M. (2016). *Clinical Decision-Making among Critical Care Nurses: A Qualitative Study*, *Health*, 8, 1807-1819 (<http://www.scirp.org/journal/health>)
7. Montana, P. & Charnov B.H. (1993). *Management*. Athens: Kleidarithmos

**ASSESSMENT:**

*Formative and summative assessment will be used. Formative assessment monitors students learning, provides ongoing feedback and helps students identify target areas that need work, through participation to online activities or simulation. Summative assessment evaluates students learning and knowledge, through exams or an assignment.*

*At each chapter students have to produce an artefact (e.g. a written presentation) and at the end they will have to answer to a case study.*

**Assessment tools:**

- Online Multiple Choice Test 3 - OOT
- Assignment 3 - OOT

## 6. The Italian Localized Curriculum

The whole set of 53 Learning Outcomes characterizing the EU general curriculum have been selected to define the Modules of the Italian Localized FCN curriculum.

The modular structure of the Master was designed according to the main educational lines set out by the Italian national legislation on professional practice, the Code of ethics and the health needs of the population. The modules were developed based on the **five areas of competence** that are fundamental for nursing care in the community and family setting. All the modules include the scientific disciplinary sector of nursing in order to focus the learning objectives on the delivery of nursing care.

As to ECTS, the University of Genoa decided that it was best to deliver the Italian FCN Localized Curriculum as a 1-year postgraduate Master course, consisting of 60 Credits, with a total of 1500 hours of education.

The level of study suggested in the five modules includes a set of basic LOs and advanced LOs for Modules 1 to 4. In Module 5, the advanced level was not included because advanced training in research requires other types of dedicated educational courses (i.e. a master on nursing research or a doctoral program)

Within each module were identified different levels of learning to be achieved through complementary training strategies. Learning strategies have been designed to foster continuity between theory and practice; classroom learning is supported by active teaching methods (PBL and Case Studies) that allow to link with laboratory activities (e.g. role playing).

Placements (work-based learning) are always provided in presence and require introductory workshops.

The assessment methodologies were chosen according to the learning methods. Therefore, the assessment of knowledge has been prepared through written tests / oral tests (online and / or oral examination). The assessment of problem-solving skills was arranged through the evaluation of cases (in presence and/or online). The assessment of technical and relational skills was arranged through simulation. As to the assessment through simulation, the OSCE structured clinical examination method was adopted, which enables to assess the level of students' performance related to their clinical/practical placements.

### Module 1: Epidemiology and Prevention

This Module includes learning outcomes related to the health determinants of the population; it provides an epidemiological background about the population and it provides a general overview of the subject involved in this system of care. It includes learning outcomes such as:

- LO 1a Identify and assess individuals' health status and health needs;
- LO 1b Identify and assess families' health status and health needs;
- LO 1c Contextualize and apply needs assessment taking into account cultures and communities;
- LO 17a Know community health promotion goals;
- LO 18a Evaluate policies for health promotion at family and community level;
- LO 19b Identify the appropriate clinical interventions and care management strategies for communities.

It also provides tools and methods to assess families' health status and health needs with learning outcomes such as:

- LO 3a Plan nursing care to meet the needs of individuals, families, and the community within their scope of competence;
- LO 3c Assess nursing care to meet the needs of individuals, families, and the community within their scope of competence;
- and LO 19a Assess community health needs in a multidimensional perspective.

This module includes other learning outcomes related on the way student can approach their activities on the field, such as:

- LO 17b Carry out health promotion programs and activities that meet the community's goals;
- LO 18b Effectively coordinate, develop and implement policies for health promotion at family and community level.

At the end of the 1st module, students will be awarded with **14 ECTS**.

## **Module 2: Fundamentals of care**

The second module on essential nursing care, focuses on the values and ethics of nursing care to support the safe provision of nursing care in the community. It is based on the essential needs of patients, whether they are physical, psychological or relational, and it focuses student attention on the respective nursing sensitive outcomes. The learning outcomes (see Annex 4 for details) included are:

- LO 21a - Assess the social, cultural, and economical context of patients and their families;
- LO 2a - Know the main professional ethical standards;
- LO 2b - Take decisions based on professional ethical standards;
- LO 23a - Know and apply communication, counselling and negotiation strategies and techniques with different actors;
- LO 25a - Know strategies and techniques for mentoring students and apply them in daily practice;
- LO 6 - Know the main communication strategies and techniques which can be adopted by a FCN and apply them to specific contexts and needs;
- LO 15a - Know professional standards and act in compliance with them;
- LO 20a - Know the main ethical principles to manage disparity and diversity and apply them in daily practice;
- LO 27b - Effectively address problems related to health and illness through the multidisciplinary team;
- LO 9a - Know the main guidelines, procedures and tools for the monitoring and the definition of the outcomes and apply them in daily practice;
- LO 12a - Know the main standards about nursing activities in people's homes and apply them in daily practice;
- LO 12b - Know the main standards about nursing activities in the community and apply them in daily practice;

- LO 12c - Evaluate the outcomes related to nursing activities in people's homes;
- LO 12d - Evaluate the outcomes related to nursing activities in the community;
- LO 7a - Know the main guidelines and procedures for palliative care and apply them in daily practice;
- LO 7b - Know the main communication and counselling techniques to manage relations with patients (and families) in palliative care.

At the end of the 2nd module, students will be awarded with **19 ECTS**.

### **Module 3: Organizational models and priority health problems.**

The third module focuses on organizational models, interprofessional work and nursing leadership. It focuses on students' ability to work and collaborate in a multidisciplinary team (LO27a), but also on their knowledge and skills to apply leadership techniques, decision making, advanced strategies and skills to work in a team (LO22b; LO4b; LO15b). At the end of this module the students will be able to (1) recognize the main characteristics of chronic and rare diseases which could be monitored at distance; (2) to apply the main guidelines about the monitoring process and the expected outcomes (LO24b) (3) and plan and prioritize the activities of the multidisciplinary team in order to address problems related to health and illness (LO 13b). For more detailed information see Annex 4

At the end of the third module, students will be awarded with **12 ECTS**.

### **Module 4: Communication models and continuity of care.**

The fourth module on communication focuses on the management of the healthcare processes to ensure the continuum between the hospital setting and the community, as well as educational strategies for individuals and families. It includes learning outcomes related to the main educational strategies, which can be adopted to promote health and safety of individuals and families, the main educational strategies for patient education and for building an effective therapeutic relationship with patients and families and apply them in daily practice (LO5a; LO16a/b); it also provides the means to engage individuals and families in the decision-making process (LO11a) and to know and apply strategies and techniques to motivate workers and engage them in the promotion of community healthcare (LO8b). Detailed information are available in Annex 4

At the end of the fourth module, students will be awarded with **5 ECTS**.

### **Module 5 Nursing Research**

The fifth module was developed with an intention to support evidence-based nursing practice, ensure the safety and appropriateness of nursing care and provide the appropriate knowledge and skills to maintain the level achieved. It includes learning outcomes related to the main elements/guidelines/procedures/theories to enhance and promote health and prevent disease and injuries in individuals, families and communities (LO4a), to foster inclusiveness (LO20b) and use the scientific evidence properly. It also focuses on learning outcomes related to the knowledge and use of standardized and validated tools in order to evaluate their own practice and the main monitoring and reporting procedures to document their own practice (LO10a/b). This

module also focuses on learning outcomes related to knowing the main ICTs that enable to support health promotion, education and treatment of patients remotely and how to use the most common ones (LO20a/b/c), see Annex 4 for details.

At the end of the fifth module, students will be awarded with **10 ECTS**.

*The Italian translation of the Flexibility Tool is available at:*

[https://drive.google.com/open?id=1\\_VktavYBk4bPROs7WnctpOsUGlwI0GdB](https://drive.google.com/open?id=1_VktavYBk4bPROs7WnctpOsUGlwI0GdB).

## **7. The Italian Pilot Course**

The Italian Pilot Course will take place at the University of Genoa, and it will be delivered as a 12-month postgraduate Master/Specialization Course (EQF Level 7) on Family and Community Nursing, starting from October 2019. The Italian Pilot course has been designed for postgraduate nurses who wish to develop specialized competences in the field of Family and Community Nursing. We have enrolled 30 teachers and the students will be at least 10.

### **7.1 Description of the Pilot**

The Italian Pilot has the purpose to train specialized nurses who will have the competences to meet the increasing healthcare demands of the family and the community and network and facilitate interactions between the multi-professional healthcare team, services available in the community, public health care institutions and private service providers, through the application of innovative and evidence-based nursing care models.

In order to obtain official recognition, according to Italian national academic regulations the Italian Pilot will start in October 2019 and will be delivered as a Master/Specialization Course at EQF Level 7, over a period of 12 months for a total of 60 ECTS.

The Pilot will consist of 5 Modules that cover the essential areas of family and community nursing: Module 1 - Epidemiology and Prevention (14 ECTS); Module 2 – Fundamentals of care (19 ECTS); Module 3 - Organizational models and priority health problems (12 ECTS); Module 4 – Communication models and continuity of care (5 ECTS); Module 5 – Nursing Research (10 ECTS). Each module includes a specific number of hours for face-to-face teaching, individual study, e-learning, and work-based learning (placements and project work). In addition, throughout the Pilot, students and teachers will have the innovative opportunity to interact through the Open Online Tool (OOT), which offers a series of conceptual and practical learning tools in an integrated learning design environment.

At the end of each Module, students' theoretical and practical knowledge developed during work-based learning will be assessed and each student will obtain a mark. The Pilot will offer a programme that includes the attendance of various placements not only in the Liguria Region but also in other Italian Regions that already have established an agreement with the University of Genoa.

The participation in clinical placements (for practical and work-based learning) will require students to prepare and present a scientific nursing project, which will be assessed in the final exam.

At the end of the Pilot, each student will be required to prepare under the supervision of one or two of their teachers, a thesis for their final dissertation, which consists of a scientific study that has to be printed and bound together forming a hardback book. The thesis will then be presented to the thesis committee, which shall be made up of 7 teachers of the Pilot Course, 4 academics and 3 experts from the Italian National Health Service. These members of the thesis committee shall be appointed by the President of the Master Course (i.e. the Pilot). Each student will have to defend their thesis and the thesis committee shall express their final mark, which will range between 60/110 and 110/110 with honors.

Each student's final mark shall be the result of the average marks (ranging between 18/30 and 30/30 with honors) obtained at the end of each Module, and the average marks (ranging between 18/30 and 30/30 with honors) obtained for their practical training (i.e. work-based learning). The final mean value of all these marks in

thirtieths shall be converted into hundredths. To the final score in hundredths, the thesis committee shall add their marks for the student's thesis, which can range from zero to 10.

### 7.1 Course Syllabus

<b>COURSE TITLE</b>	<i>Postgraduate Master Course in Family and Community Nursing</i>
<b>QUALIFICATION CONFERRED</b>	<i>Specialization in Family and Community Nursing</i>
<b>ECTS ASSIGNED</b>	<i>60</i>
<b>TOTAL STUDENT WORKLOAD DUTY</b>	<i>1500 hours</i>
<b>LEVEL OF QUALIFICATION</b>	<i>Postgraduate</i>
<b>ACCESS REQUIREMENTS</b>	<i>Degree in Nursing</i>
<b>NAME AND STATUS OF AWARDING INSTITUTION</b>	<i>Università degli Studi di Genova - Public Institution of Higher Education</i>
<b>LANGUAGE(S) OF INSTRUCTION/EXAMINATION</b>	<i>Italian</i>
<b>MODE OF STUDY</b>	<i>Full-time attendance/blended learning</i>

<b>COURSE COORDINATOR</b>	<i>Prof. Annamaria Bagnasco</i>
<b>MAIN ADDRESS OF THE INSTITUTION</b>	<i>Via Antonio Pastore, 1 16132 Genoa</i>
<b>MAIN CONTACTS</b>	<i>Annamaria.bagnasco@unige.it</i>
<b>MAIN REFERENCE WEB PLATFORMS</b>	<i>1. <a href="http://www.dissal.unige.it">http://www.dissal.unige.it</a> 2. OOT e-learning platform</i>

### OVERALL CREDITS DISTRIBUTION and WORKLOAD

<b>ACTIVITY</b>	<b>ASSIGNED ECTS</b>	<b>Hours of Teaching</b>	<b>Hours of Individual study</b>	<b>Total Workload</b>
<b>Face-to-Face Class and Labs</b>	25	436	189	625
<b>Online learning</b>	20	387	113	500
<b>Face-to-Face Work-based learning</b>	14	295	55	350
<b>Final Examination</b>	1	12	13	25
<b>TOTAL</b>	<b>60</b>	<b>1130</b>	<b>370</b>	<b>1500</b>



**ATTENDANCE POLICY:**

Absence from lectures and/or tutorials shall not exceed 25%. Students who exceed the 25% limit without a medical or emergency excuse acceptable shall not be admitted to the final examination.

**MODULES DESCRIPTION****MODULE 1**

<b>TITLE</b>	<b>Epidemiology and prevention</b>
<b>ASSIGNED ECTS</b>	<b>14</b>
<b>STUDENT WORKLOAD</b>	<b>350 hours</b>
<b>TIME SCHEDULE</b>	<p><b>FROM OCTOBER TO NOVEMBER 2019</b></p> <p>Nursing (7 ECTS): of which 28 hrs of f2f lessons + lab.  Public Health (6 ECTS): of which 24 hrs of f2f lessons.  General Medicine (1 ECTS): of which 24 hrs of f2f lessons.</p> <p>Total hours of f2f lessons: 56</p> <p>Total hours of online learning: 90</p> <p>Total hours of work-based learning: 60 ore</p> <p>Total hours of individual study: 144</p>

<b>LO CODE</b>	<b>ECTS</b>	<b>Discipline Sector / Branch of Knowledge</b>	<b>Teaching code, name of subject and teacher</b>
<i>LO1a</i> Identify and assess individuals' health status and health needs	2	<i>Nursing</i>	<b><i>T1a</i></b> – Nursing assessment and plan of care in community and family setting
<i>LO1b</i> Identify and assess families' health status and health needs	2	<i>Nursing</i>	<b><i>T1b</i></b> – Nursing assessment and plan of care in community and family setting
<i>LO1c</i> Contextualize and apply needs assessment taking into account cultures and communities	1	<i>Nursing</i>	<b><i>T1c</i></b> - Nursing assessment and plan of care in community and family setting
<i>LO3a</i> Plan nursing care to meet the needs of individuals, families, and the community within their scope of competence	1	<i>Nursing</i>	<b><i>T1d</i></b> - Nursing assessment and plan of care in community and family setting
<i>LO3c</i> Assess nursing care to meet the needs of individuals, families, and the community within their scope	1	<i>Nursing</i>	<b><i>T1e</i></b> - Nursing assessment and plan of care in community and

of competence			<i>family setting</i>
<i>LO19a Assess community health needs in a multidimensional perspective</i>	<i>2</i>	<i>Public Health</i>	<b><i>T1f - Chronic disease epidemiology</i></b>
<i>LO19b Identify the appropriate clinical interventions and care management strategies for communities</i>	<i>1</i>	<i>General Medicine</i>	<b><i>T1g – Ageing and chronic disease processes</i></b>
<i>LO17a Know community health promotion goals</i>	<i>1</i>	<i>Public Health</i>	<b><i>T1h - Chronic disease epidemiology</i></b>
<i>LO17b Carry out health promotion programs and activities that meet the community's goals</i>	<i>1</i>	<i>Public Health</i>	<b><i>T1i - Chronic disease epidemiology</i></b>
<i>LO18a Evaluate policies for health promotion at family and community level</i>	<i>1</i>	<i>Public Health</i>	<b><i>T1l - Chronic disease epidemiology</i></b>
<i>LO18b Effectively coordinate, develop and implement policies for health promotion at family and community level</i>	<i>1</i>	<i>Public Health</i>	<b><i>T1m - Chronic disease epidemiology</i></b>

**MODULE 2**

<b>TITLE</b>	<b>Fundamentals of care in FCN</b>
<b>ASSIGNED ECTS</b>	<b>19</b>
<b>STUDENTS WORKLOAD</b>	<b>475 hours</b>
<b>TIME SCHEDULE</b>	<b><i>FROM DECEMBER 2019 TO JANUARY 2020</i></b>  Nursing (17 ECTS): of which 86 hrs of f2f lessons + lab. Psychology (1 ECTS): of which 12 hrs of f2f lessons General Medicine (1 ECTS): of which 12 hrs of f2f lessons  Total hours of f2f lessons: 110  Total hours of online learning: 115  Total hours of work-based learning: 120  Total hours of individual study: 130

<b>LO CODE</b>	<b>ECTS</b>	<b>Discipline</b>	<b>Teaching code, name</b>
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		<b>Sector / Branch of Knowledge</b>	<b>of subject and teacher</b>
<i>L021a Assess the social, cultural, and economical context of patients and their families</i>	1	<i>Nursing</i>	<b>T2a</b> - fundamentals of care in community and family nursing care
<i>L02a Know the main professional ethical standards</i>	1	<i>Nursing</i>	<b>T2b</b> - fundamentals of care in community and family nursing care
<i>L02b Take decisions based on professional ethical standards</i>	1	<i>Nursing</i>	<b>T2c</b> - fundamentals of care in community and family nursing care
<i>L023a Know and apply communication, counselling and negotiation strategies and techniques with different actors</i>	1	<i>Psychology</i>	<b>T2d</b> - communication patterns and family relationship in community and family setting
<i>L025a Know strategies and techniques for mentoring students and apply them in daily practice</i>	1	<i>Nursing</i>	<b>T2e</b> – mentoring in community and family nursing care
<i>L06a Know the main communication strategies and techniques which can be adopted by a FCN and apply them to specific contexts and needs</i>	2	<i>Nursing</i>	<b>T2f</b> - fundamentals of care in community and family nursing care
<i>L015a Know professional standards and act in compliance with them</i>	2	<i>Nursing</i>	<b>T2g</b> - ethical nursing principles in community and family nursing care
<i>L020a Know the main ethical principles to manage disparity and diversity and apply them in daily practice</i>	1	<i>Nursing</i>	<b>T2h</b> – ethical nursing principles in community and family nursing care
<i>L027b Effectively address problems related to health and illness through the multidisciplinary team</i>	1	<i>General Medicine</i>	<b>T2i</b> - diagnostic therapeutic care pathways
<i>L09a Know the main guidelines, procedures and tools for the monitoring and the definition of the outcomes and apply them in daily practice</i>	1	<i>Nursing</i>	<b>T2j</b> – nursing process in community and family nursing care
<i>L012a Know the main standards about nursing activities in people's homes and apply them in daily</i>	1	<i>Nursing</i>	<b>T2k</b> – nursing standard in community and family nursing care

<i>practice</i>			
<i>LO12b Know the main standards about nursing activities in the community and apply them in daily practice</i>	1	Nursing	<b>T2l</b> – nursing standard in community and family nursing care
<i>LO12c Evaluate the outcomes related to nursing activities in people's homes</i>	1	Nursing	<b>T2m</b> – nursing-sensitive outcome in community and family nursing care
<i>LO12d Evaluate the outcomes related to nursing activities in the community</i>	1	Nursing	<b>T2n</b> - fundamentals of care in community and family nursing care
<i>LO7a Know the main guidelines and procedures for palliative care and apply them in daily practice</i>	2	Nursing	<b>T2o</b> – palliative nursing care in community and family nursing care
<i>LO7b Know the main communication and counselling techniques to manage relations with patients (and families) in palliative care</i>	1	Nursing	<b>T2p</b> – palliative nursing care in community and family nursing care

**MODULE 3**

<b>TITLE</b>	<b>Organizational models and priority health problems</b>
<b>ASSIGNED ECTS</b>	12
<b>STUDENTS WORKLOAD</b>	300 hours
<b>TIME SCHEDULE</b>	<p><b>FROM FEBRUARY TO MARCH 2020</b></p> <p>Nursing (5 ECTS): of which 40 hrs of f2f lessons + lab.</p> <p>Sociology (2 ECTS): of which 16 hrs of f2f lessons</p> <p>General Medicine (2 ECTS): of which 16 hrs of f2f lessons</p> <p>Public Health (3 ECTS): of which 24 hrs of f2f lessons</p> <p>Total hours of f2f lessons: 96</p> <p>Total hours of online learning: 66</p> <p>Total hours of work-based learning: 50</p> <p>Total hours of individual study: 88</p>

LO CODE	ECTS	Discipline Sector	Teaching code, name
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		<b>/ Branch of Knowledge</b>	<b>and teacher</b>
<i>LO3b Implement nursing care to meet the needs of individuals, families, and the community within their scope of competence</i>	1	Nursing	<b>T3a-</b> Nursing care models in community and family setting
<i>LO22a Know and apply leadership techniques that ensures clinical and healthcare effectiveness and appropriateness</i>	1	Sociology	<b>T3b-</b> Sociological aspect of community and family health
<i>LO22b Know and apply decision-making techniques that ensures clinical and healthcare effectiveness and appropriateness</i>	1	Sociology	<b>T3c-</b> Sociological aspect of community and family health
<i>LO4b Know unique needs of subpopulations and detect and contrast the main inequities which affect them</i>	1	General Medicine	<b>T3d-</b> Priority health problems and diagnostic therapeutic care pathways
<i>LO15b Know advanced strategies and techniques of team working and professional collaboration and apply them to specific contexts and needs</i>	2	Public Health	<b>T3e-</b> Organizational models in community and family setting
<i>LO8a Know and evaluate the main problems and needs which could affect workers in a specific community context.</i>	1	Nursing	<b>T3f-</b> Team building in community and family setting
<i>LO14a Know which changes are needed to improve FCN practice and act in order to target and reach them</i>	1	Nursing	<b>T3g-</b> Team building in community and family setting
<i>LO13a Work and collaborate in a multidisciplinary team.</i>	1	Nursing	<b>T3h-</b> Team building in community and family setting
<i>LO13b Plan and prioritize the activities of the multidisciplinary team in order to address problems related to health and illness</i>	1	Public Health	<b>T3i-</b> Organizational models in community and family setting
<i>LO27a Work and collaborate in a multidisciplinary team</i>	1	Nursing	<b>T3j-</b> Team building in community and family setting
<i>LO24b Know the main characteristics of chronic and rare diseases which could be</i>	1	General Medicine	<b>T3k-</b> Priority health problems and diagnostic therapeutic

<i>monitored at distance and apply the main guidelines about the monitoring process and the expected outcomes</i>			<i>care pathways</i>
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**MODULE 4**

<b>TITLE</b>	<b>Communication models and continuity of care</b>
<b>ASSIGNED ECTS</b>	<b>5</b>
<b>STUDENTS WORKLOAD</b>	<b>125 hours</b>
<b>TIME SCHEDULE</b>	<b>APRIL 2020</b> <i>Nursing (5 ECTS)</i> Total hours of f2f lessons + lab: 40 Total hours of online learning: 36 Total hours of work-based learning: 20 Total hours of individual study: 29

<b>LO CODE</b>	<b>ECTS</b>	<b>Discipline Sector / Branch of Knowledge</b>	<b>Teaching code, name and teacher</b>
<i>LO11a Involve individuals and families in decision-making process</i>	<i>1</i>	<i>Nursing</i>	<b>T4a-</b> therapeutic education models
<i>LO5a Know and apply the main educational strategies which can be adopted to promote health and safety of individuals and families</i>	<i>1</i>	<i>Nursing</i>	<b>T4b-</b> therapeutic education models
<i>LO16a Know the main educational strategies for patient education and apply them in daily practice</i>	<i>1</i>	<i>Nursing</i>	<b>T4c-</b> therapeutic education models
<i>LO16b Know the main strategies and techniques for building an effective therapeutic relation with patients and families and apply them in daily practice</i>	<i>1</i>	<i>Nursing</i>	<b>T4d-</b> therapeutic education models
<i>LO8b Know and apply strategies and techniques to motivate workers and to engage them in community healthcare promotion</i>	<i>1</i>	<i>Nursing</i>	<b>T4e-</b> therapeutic education models

**MODULE 5**

<b>TITLE</b>	<b>Nursing Research in FCN</b>
<b>ASSIGNED ECTS</b>	<b>10</b>
<b>STUDENTS WORKLOAD</b>	<b>250 hours</b>
<b>TIME SCHEDULE</b>	<p><b><i>FROM MAY TO JUNE 2020</i></b></p> <p>Nursing (6 ECTS): of which 48 hrs of f2f lessons + lab  General Medicine (1 ECTS): of which 8 hrs of f2f lessons  ICT (3 ECTS): of which 24 hrs of f2f lessons + lab</p> <p>Total hours of f2f lessons: 80  Total hours of online learning: 80  Total hours of work-based learning: 45  Total hours of individual study: 45</p>

<b>LO CODE</b>	<b>ECTS</b>	<b>Discipline Sector / Branch of Knowledge</b>	<b>Teaching code, name and teacher</b>
<i>LO4a Know the main elements/guidelines/procedures/theories to enhance and promote health and prevent disease and injuries in individuals, families and communities and to be able to apply them in daily practice</i>	1	<i>Nursing</i>	<b><i>T5a-</i></b> <i>evidence-based nursing in community and family setting</i>
<i>LO20b Know the main guidelines to foster inclusiveness and apply them in daily practice</i>	1	<i>Nursing</i>	<b><i>T5b-</i></b> <i>evidence-based nursing in community and family setting</i>
<i>LO10a Know and use standardized and validated tools in order to evaluate their own practice</i>	1	<i>Nursing</i>	<b><i>T5c-</i></b> <i>evidence-based nursing in community and family setting</i>
<i>LO10b Know and use the main monitoring and reporting procedures in order to document their own practice</i>	1	<i>Nursing</i>	<b><i>T5d-</i></b> <i>evidence-based nursing in</i>

			<i>community and family setting</i>
<i>LO26a Know the main scientific evidence databases and make an effective search</i>	1	<i>Nursing</i>	<b>T5e-</b> <i>evidence-based nursing in community and family setting</i>
<i>LO26b Use the best scientific evidences properly and apply them in daily practice</i>	1	<i>Nursing</i>	<b>T5f-</b> <i>evidence-based nursing in community and family setting</i>
<i>LO24a Know and use the main procedures and tools for monitoring people affected by chronic and rare illnesses</i>	1	<i>General Medicine</i>	<b>T5g-</b> <i>evidence-based practice in community and family setting</i>
<i>LO28a Know the main ICTs supporting health promotion and education and use the most common ones</i>	1	<i>ICT</i>	<b>T5h-</b> <i>e-health in community and family setting</i>
<i>LO28b Know the main ICTs supporting the treatment of patients at distance and use the most common ones</i>	1	<i>ICT</i>	<b>T5i-</b> <i>e-health in community and family setting</i>
<i>LO28c Know the main ICTs supporting distance health monitoring and use the most common ones</i>	1	<i>ICT</i>	<b>T5j-</b> <i>e-health in community and family setting</i>

## 7.2 Progressive integration of ID documents till the pilot kick-off

As described in Section 3.5 the Course Syllabus is composed by 4 main sections and two of them have been reported in previous paragraph. As far as the remaining sections, please note that:

- ***The full version of the Course Syllabus of the Italian Pilot is available both in English language and in Italian language in the PART B of this document.***



- ***The link to the Assessment Plan/Matrix developed for the Italian pilot is available in the PART B of this document.***

Each teacher shall receive the template of the teaching plan, which they will be asked to complete with the detailed list of the contents, the methods they intend to implement, the reference materials, and what tools they will use to assess the students.

To make sure that the assessment tools correspond with those of the Assessment Matrix, the latter will be provided to each teacher together with the template of the teaching plan.

After completing the Teaching Plan and the Assessment Matrix, each teacher shall return it to their Pilot Course tutors before the starting date of the Pilot. Each teacher will also inform the Pilot Tutors on which dates they would be available to teach and hold the exams. Then the Pilot Coordinator shall prepare the calendar of the teaching program, according to the availability of each teacher, and the Tutors shall communicate with the teachers to refine all the teaching activities, and reserve the classrooms and plan the practical/work-based learning activities (e.g. placements in the community).

## 8. The Finnish Localized Curriculum

The University of Eastern Finland (UEF) will be piloting the ENhANCE project. In order to optimize the outcomes of the ENhANCE project in Finland, the UEF team disseminated the ENhANCE project to the Alternative Path to the University project (TRY project). The TRY project is a national project in Finland that aims to develop, pilot and establish different paths to higher education in addition to the previous methods.

For more information about TRY project please see: <https://www.avoin.jyu.fi/en/open-university/projects/alternative-path/alternative-path-to-university>.

Consequently, UEF hosted several meetings with University teachers and professors, UEF Open University, and the TRY project. The team were certain on the importance of including all the defined learning outcomes of the ENhANCE project in the Professional Profile (PP), which were carefully identified via a Delphi Study. There were 53 learning outcomes, corresponding to the 28 core competences for Family and Community Nurse. Additionally, we invited experts in the field of Family and Community Nursing to participate in a Workshop. The purpose of the workshop was to design the localized curricula.

The Finnish team carefully compared the existing Modules and their learning outcomes at the UEF with the ENhANCE project's learning outcomes, as a result 8 Modules will be offered at UEF. The Faculty of Health Sciences at UEF approved the Family and Community Nurse Finnish localized curricula (30 ECTS) in April 2019.

The Finnish localized curriculum will have 30 ECTS and demanding 852,5 hours of study, and will lead to a certificate of specialization in Family and Community Nursing. All the Modules will be offered at EQF 7 level and at Advanced level. The learning outcomes will be offered as Mandatory with 1 ECTS or 0.5 ECTS. The language of the teaching and courses is the Finnish language. The courses will be offered as Family and Community Nursing. Preventive Nursing Science. Please see **Annex 5** for more details.

### Module 1: Orientation to community and family nursing

This Module includes learning outcomes related to the family care and science knowledge base, and family and community health promotion programs and plans. This Module is one of the most basic Modules in the curricula and provides a general overview of the subject. This Module **awards 2 ECTS** and includes learning outcomes 17b, 18a, 10a. Amongst them LO18a has 1 ECTS and the remaining have 0.5 ECTS each.

### Module 2: Community based health promotion

This Module includes learning outcomes related to International, national and regional perspectives to community-based practice, Impacts of interventions and quality assessment in evidence-based health promotion, and Ethics and cultural issues in community-based health promotion. This Module **awards 5 ECTS** and includes learning outcomes 4a, 5a, 16a, 16b, 18b, 26b. Amongst them LO 4a, 5a, 16a, 26b have 1 ECTS and the remaining have 0.5 ECTS each.

### Module 3: Equality, equity and participation in health promotion

This Module includes learning outcomes related to Ethical basis and principles of health promotion, Ethical argumentation in societal discussion, Health as human right approach, and Vulnerable groups in healthcare. This Module **awards 5 ECTs** and includes learning outcomes 2a, 2b, 11a, 22b, 23a, 4b, 9a. Amongst them LO 2b, 23a, 9a have 1 ECTs and the remaining have 0.5 ECTs each.

#### **Module 4: Communication and Interaction**

This Module includes learning outcomes related to the importance of interaction and communication as a builder of the workplace atmosphere and work performance, and - In contact teaching, the students learn about ways to build effective interaction in the work community.

This Module **awards 3 ECTs** and includes learning outcomes 6a, 15a, 15b. Each of them has 1 ECTs.

#### **Module 5: Health Promotion and Management**

This Module includes learning outcomes related to Health promoting hospitals, schools, and other workplaces, Ethics in health promotion, Tools in managing and leading health promotion, and Central national and international health policy definitions. This Module **awards 5 ECTs** and includes learning outcomes 14a, 20a, 20b, 27a, 27b, 10b, 26a. Amongst them LO14a, 20a, 20b, 10b, 26a have 1 ECTs and the remaining have 0.5 ECTs each.

#### **Module 6: Effective action models and interventions of health promotion**

This Module includes learning outcomes related Health Promotion Models and Interventions, Effectiveness of Health Promotion and its Evaluation Methods, and Importance of Intervention Studies in Health Promotion. This Module **awards 4 ECTs** and includes learning outcomes 24a, 24b, 7a, 7b, 28a, 28b, 28c. Amongst them LO 24a has 1 ECTs and the remaining have 0.5 ECTs each.

#### **Module 7: Prevention of Health Problems in Different Ages**

This Module includes learning outcomes related to Key public health problems in Finland and globally at different ages, prevention and promotion interventions of different ages, and international and national prevention and promotion programs. This Module **awards 3 ECTs** and includes learning outcomes 1a, 3a, 3b, 3c. Amongst them LO 3b, 3c have 1 ECTs and the remaining have 0.5 ECTs each.

#### **Module 8: Expertise in Family and Community Nursing**

This Module includes learning outcomes related to Development of expertise in community and family nursing, National and international programs and guidelines of community and family nursing, The role of expert in multi-professional and multidisciplinary networks and teams. This Module **awards 3 ECTs** and includes learning outcomes 1b, 1c, 19a, 19b, 21a. Amongst them LO 19b has 1 ECTs and the remaining have 0.5 ECTs each.

*The Finnish translation of the Flexibility Tool is available at:*

[https://drive.google.com/file/d/1Mh4ANdpolbM8cD-TRU1LOhlg\\_8U\\_9irU/view?usp=sharing](https://drive.google.com/file/d/1Mh4ANdpolbM8cD-TRU1LOhlg_8U_9irU/view?usp=sharing)

## 9. The Finnish Pilot Course

The Finnish pilot course will be organized at the University of Eastern Finland, and it will be delivered as a 12-month postgraduate studies (EQF 7) with certificate. The courses will be offered as Family and Community Nursing, Preventive Nursing Science and will be starting from September 2019. We have enrolled 9 teachers to deliver the pilot in Finnish language. The pilot will consist of 8 Modules that cover all the learning outcomes (53) which developed under the 28 Core Competencies, and are very essential for family and community nursing. The total number of ECTS of the Finnish Pilot Course is 30.

### 9.1 Description of the Pilot

The Finnish pilot course aims to enhance the knowledge and skills of nursing students regarding the family and community nursing on a standard European level through the ENhANCE project. The Finnish pilot aims to take account the needs from the Finnish society such as the vision of the Finnish government to develop a child and family-friendly society and further renew the Finnish social and health care services. Link to the project: <https://stm.fi/en/programme-to-address-child-and-family-services>. In addition, the Finnish pilot aims to develop alternative learning for nursing professionals who want to update their competencies regarding family and community nursing.

The Finnish pilot course has been developed together with a national level Alternative Path to University project (TRY project <https://www.avoin.jyu.fi/en/open-university/projects/alternative-path/alternative-path-to-university>) and localized in a workshop arranged at UEF with the experts from the regional projects in the field. The purpose of the workshop was to identify the learning outcomes that require more attention in the Finnish pilot. The criteria for participants for the workshop were as following:

- Experts in the field of public health nurse and community nurse planning
- With more than 10 years of work experience in the field
- Active in the research field: including projects organized by the YHDESSÄ (children, young people and families services), Siilinjärvi Health municipality (promoting well being), Mieli (Family safety project 2018-2020).
- Nursing students
- Public health nurses.

The structure for the Finnish pilot course was approved by the Faculty of Health Sciences, University of Eastern Finland (UEF) in the Faculty Board meeting (April 2019) according to the administrative schedule of curriculum planning and approval process of UEF.

The Pilot includes 8 modules containing the main areas of family and community nursing as follows:

Module 1: Orientation to community and family nursing (2 ECTS);

Module 2: Community based health promotion (5 ECTS);

Module 3: Equality, equity and participation in health promotion (5 ECTS);

Module 4: Communication and Interaction (3 ECTs);

Module 5: Health Promotion and Management (5 ECTs);

Module 6: Effective action models and interventions of health promotion (4 ECTs);

Module 7: Prevention of Health Problems in Different Ages (3 ECTs);

Module 8: Expertise in Family and Community Nursing (3 ECTs).

A variety of teaching strategies will be implemented, such as online lectures and webinars, peer reviews, group work, evidence based practice, critical incident reporting. In addition, throughout the Pilot, students and teachers will have the innovative opportunity to interact through the Open Online Tool (OOT), which offers a series of conceptual and practical learning tools in an integrated learning design environment. Performance of the students will be assessed using criteria developed based on Bloom's taxonomy of learning outcomes in written exams and assignments and the students full attendance and active involvement in the course. After successful completion of the course the students will get a certificate. The Modules of the Finnish pilot are as the following:

## Modules Time table, responsible teacher, and assessment

Family and Community Nursing, Preventive Nursing Science, 31 ECTs. 2019-20

Module	Time table	Responsible Teacher	Assessment <sup>6</sup>
<b>Orientation to community and family nursing (2 ECTs)</b>  Orientaatio yhteisö- ja perhehoitotyöhön 2 op	Autumn 2019  Flexible schedule	prof. Lauri Kuosmanen	Pass/Fail
<b>Community based health promotion (5 ECTs )</b>  Yhteisön terveyden edistäminen 5 op	Autumn 2019  1.10 -5.12	prof. Lauri Kuosmanen	Pass/Fail
<b>Equality, equity and participation in health promotion (5 ECTs)</b>  Tasa-arvo, yhdenvertaisuus ja osallisuus terveyden edistämässä 5 op	Autumn 2019  6.11-12.12	prof. Lauri Kuosmanen	0-5
<b>Communication and Interaction (3 ECTs)</b>  AY7025105 Viestintä ja vuorovaikutus 3 op	Flexible schedule	Faculty of Philosophy  by psychology section	Pass/Fail
<b>Health Promotion and Management (5 ECTs)</b>  Terveyden edistämisen johtaminen 5 op	Autumn and Spring	prof. Hannele Turunen	0-5

<sup>6</sup> Note: The assessment grading of 0-5 stands for the following: 0= Fail; 1= Sufficient; 2=Satisfactory;3= Good; 4= Very good; 5= Excellent

<b>Effective action models and interventions of health promotion (4 ECTs)</b>  Vaikuttavat terveyden edistämisen toimintamallit ja interventiot 4 op	Spring 2020  14.1 – 11.3	prof. Lauri Kuosmanen	0-5
<b>Prevention of Health Problems in Different Ages (3 ECTs)</b>  Terveysongelmien ehkäisy eri ikäisillä 3 op	Spring 2020 15.2-30.4	prof. Lauri Kuosmanen	0-5
<b>Expertise in Family and Community Nursing (3 ECTs)</b>  Yhteisö- ja perhehoitotyön asiantuntijuus 3 op	Spring 2020  1.3 -31.8	Ari Haaranen	Pass/Fail

## 9.2 Course Syllabus

### General information

<b>COURSE TITLE</b>	Community and family nursing: preventive nursing science
<b>QUALIFICATION CONFERRED</b>	<i>Specialization in Family and Community Nursing</i>
<b>ECTS ASSIGNED</b>	31
<b>TOTAL STUDENT WORKLOAD DUTY</b>	852,5 hours
<b>LEVEL OF QUALIFICATION</b>	<i>Postgraduate, EQF 7</i>
<b>ACCESS REQUIREMENTS</b>	<i>Degree in Nursing</i>
<b>NAME AND STATUS OF AWARDING INSTITUTION</b>	<i>University of Eastern Finland (UEF)</i>
<b>LANGUAGE(S) OF INSTRUCTION/EXAMINATION</b>	<i>Finnish</i>
<b>MODE OF STUDY</b>	<i>Full attendance</i>

<b>COURSE COORDINATOR</b>	prof. Lauri Kuosmanen
<b>MAIN ADDRESS OF THE INSTITUTION</b>	<i>Department of Nursing Science</i>
<b>MAIN CONTACTS</b>	<a href="mailto:Hannele.Turunen@uef.fi">Hannele.Turunen@uef.fi</a> , <a href="mailto:lauri.kuosmanen@uef.fi">lauri.kuosmanen@uef.fi</a>
<b>MAIN REFERENCE WEB PLATFORMS</b>	website e-learning platform, OOT



**Overall Credits Distribution and Workload**

ACTIVITY	ASSIGNED ECTS	Hours of Teaching	Hours of Individual study	Total Workload
Face-to-Face Class and Labs	-	-	523	523
Online learning	22.5	96,25	-	96,25
Face-to-Face Work-based learning	3	27.5	55	82,5
Final Examination	4.5	-	123,75	123,75
<b>TOTAL</b>	<b>30</b>	<b>123,75</b>	<b>701.5</b>	<b>825</b>

**Attendance policy:**

*Absence from lectures and/or tutorials shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable shall not pass the course.*

**Modules plan****MODULE 1**

<b>TITLE</b>	Orientation to Family and Community Nursing Orientaatio yhteisö- ja perhehoitotyöhön
<b>ASSIGNED ECTS</b>	2 ECTS
<b>STUDENTS WORKLOAD</b>	55
<b>TIME SCHEDULE</b>	Autumn 2019, Flexible schedule

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name and teacher
LO17b*	0.5	Nursing Department preventive nursing science	T1a- family care and science knowledge base (Professor, PhD Lauri Kuosmanen, University teacher PhD Ari Haaranen)
LO18a**	1	Nursing Department preventive nursing science	T1b- family and community health promotion programs and plans (Professor, PhD Lauri Kuosmanen, University teacher PhD Ari Haaranen)
LO10a***	0.5	Nursing Department preventive nursing science	T1c- family care and science knowledge base (Professor, PhD Lauri Kuosmanen, University teacher PhD Ari Haaranen)

## MODULE 2

TITLE	Community based health promotion Yhteisön terveyden edistäminen
ASSIGNED ECTS	5 ECTS
STUDENTS WORKLOAD	137,5
TIME SCHEDULE	Autumn 2019, 1.10- 5.12

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name and teacher
LO4a	1	Nursing Department preventive nursing science	T2a- International, national and regional perspectives to community based practice. (PhD (c) Mina Azimirad, MNSc (c) Iira Tiitta)
LO5a	1	Nursing Department preventive nursing science	T2b- Impacts of interventions and quality assessment in evidence-based health promotion (PhD (c) Mina Azimirad, MNSc (c) Iira Tiitta)
LO16a	1	Nursing Department preventive nursing science	T2c- Impacts of interventions and quality assessment in evidence-based health promotion (PhD (c) Mina Azimirad, MNSc (c) Iira Tiitta)
LO16b	0.5	Nursing Department preventive nursing science	T2d- Ethics and cultural issues in community based health promotion (PhD (c) Mina Azimirad, MNSc (c) Iira Tiitta)
LO18b	0.5	Nursing Department preventive nursing science	T2e- - Impacts of interventions and quality assessment in evidence-based health promotion (PhD (c) Mina Azimirad, MNSc (c) Iira Tiitta)
LO26b	1	Nursing Department preventive nursing science	T2f- Impacts of interventions and quality assessment in evidence-based health promotion (PhD (c) Mina Azimirad, MNSc (c) Iira Tiitta)

**MODULE 3**

<b>TITLE</b>	Equality, equity and participation in health promotion TASA-ARVO, YHDENVERTAISUUS JA OSALLISUUS TERVEYDEN EDISTÄMISESSÄ
<b>ASSIGNED ECTS</b>	5 ECTS
<b>STUDENTS WORKLOAD</b>	137,5
<b>TIME SCHEDULE</b>	Autumn 2019, 6.11- 12.12

<b>LO CODE</b>	<b>ECTS</b>	<b>Discipline Sector / Branch of Knowledge</b>	<b>Teaching code, name and teacher</b>
L02a	0.5	Nursing Department preventive nursing science	T3a- Ethical basis and principles of health promotion (Professor, PhD Lauri Kuosmanen, Professor Hannele Turunen)
L02b	1	Nursing Department preventive nursing science	T3b- Ethical argumentation in societal discussion (Professor, PhD Lauri Kuosmanen, Professor Hannele Turunen)
L011a	0.5	Nursing Department preventive nursing science	T3c- Health as human right approach (Professor, PhD Lauri Kuosmanen, Professor Hannele Turunen)

L022b	0.5	Nursing Department preventive nursing science	T3d- Health as human right approach (Professor, PhD Lauri Kuosmanen, Professor Hannele Turunen)
L023a	1	Nursing Department preventive nursing science	T3e- Ethical argumentation in societal discussion (Professor, PhD Lauri Kuosmanen, Professor Hannele Turunen)
L04b	0.5	Nursing Department preventive nursing science	T3g- Vulnerable groups in healthcare (Professor, PhD Lauri Kuosmanen, Professor Hannele Turunen)
L09a	1	Nursing Department preventive nursing science	T3h- Vulnerable groups in healthcare (Professor, PhD Lauri Kuosmanen, Professor Hannele Turunen)

#### MODULE 4

<b>TITLE</b>	Communication and Interaction VIESTINTÄ JA VUOROVAIKUTUS
<b>ASSIGNED ECTS</b>	3 ECTS
<b>STUDENTS WORKLOAD</b>	82,5
<b>TIME SCHEDULE</b>	Flexible schedule

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name and teacher
LO6a	1	Faculty of Philosophy preventive nursing science	T4a- The importance of interaction and communication as a builder of the workplace atmosphere and work performance. (Teacher from Faculty of Philosophy)
LO15a	1	Faculty of Philosophy preventive nursing science	T4b- The importance of interaction and communication as a builder of the workplace atmosphere and work performance. (Teacher from Faculty of Philosophy)
LO15b	1	Faculty of Philosophy preventive nursing science	T4c- In contact teaching, the students learn about ways to build effective interaction in the work community. (Teacher from Faculty of Philosophy)

## MODULE 5

<b>TITLE</b>	Health Promotion and Management TERVEYDEN EDISTÄMISEN JOHTAMINEN
<b>ASSIGNED ECTS</b>	5 ECTS
<b>STUDENTS WORKLOAD</b>	137,5
<b>TIME SCHEDULE</b>	Autumn and Spring

<b>LO CODE</b>	<b>ECTS</b>	<b>Discipline Sector / Branch of Knowledge</b>	<b>Teaching code, name and teacher</b>
<i>LO14a</i>	<i>1</i>	<i>Nursing Department preventive nursing science</i>	<i>T5a- Health promoting hospitals, schools, and other workplaces (Professor Hannele Turunen)</i>
<i>LO20a</i>	<i>1</i>	<i>Nursing Department preventive nursing science</i>	<i>T5b- Ethics in health promotion (Professor Hannele Turunen)</i>
<i>LO20b</i>	<i>1</i>	<i>Nursing Department preventive nursing science</i>	<i>T5c- Tools in managing and leading health promotion (Professor Hannele Turunen)</i>
<i>LO27a</i>	<i>0.5</i>	<i>Nursing Department preventive nursing science</i>	<i>T5d- Central national and international health policy definitions (Professor Hannele Turunen)</i>
<i>LO27b</i>	<i>0.5</i>	<i>Nursing Department preventive nursing science</i>	<i>T5e- Central national and international health policy definitions (Professor Hannele Turunen)</i>
<i>LO10b</i>	<i>1</i>	<i>Nursing Department preventive nursing science</i>	<i>T5f- Health promoting hospitals, schools, and other workplaces (Professor Hannele Turunen)</i>
<i>LO26a</i>	<i>1</i>	<i>Nursing Department preventive nursing science</i>	<i>T5g- Health promoting hospitals, schools, and other workplaces (Professor Hannele Turunen)</i>

## MODULE 6

<b>TITLE</b>	Effective action models and interventions of health promotion  VAIKUTTAVAT TERVEYDEN EDISTÄMISEN TOIMINTAMALLIT JA INTERVENTIOT
<b>ASSIGNED ECTS</b>	4 ECTS
<b>STUDENTS WORKLOAD</b>	110
<b>TIME SCHEDULE</b>	Spring 2020, 14.1- 11.3

<b>LO CODE</b>	<b>ECTS</b>	<b>Discipline Sector / Branch of Knowledge</b>	<b>Teaching code, name and teacher</b>
L024a	1	Nursing Department preventive nursing science	T6a- Health Promotion Models and Interventions (Professor, PhD Lauri Kuosmanen, Senior Lecturer PhD Pirjo Partanen)
L024b	0.5	Nursing Department preventive nursing science	T6b- Effectiveness of Health Promotion and its Evaluation Methods (Professor, PhD Lauri Kuosmanen, Senior Lecturer PhD Pirjo Partanen)
L07a	0.5	Nursing Department preventive nursing science	T6c- Importance of Intervention Studies in Health Promotion (Professor, PhD Lauri Kuosmanen, Senior Lecturer PhD Pirjo Partanen)



L07b	0.5	Nursing Department preventive nursing science	T6d- Effectiveness of Health Promotion and its Evaluation Methods ( <i>Professor, PhD Lauri Kuosmanen, Senior Lecturer PhD Pirjo Partanen</i> )
L028a	0.5	Nursing Department preventive nursing science	T6e- Importance of Intervention Studies in Health Promotion ( <i>Professor, PhD Lauri Kuosmanen, Senior Lecturer PhD Pirjo Partanen</i> )
L028b	0.5	Nursing Department preventive nursing science	T6f- Importance of Intervention Studies in Health Promotion ( <i>Professor, PhD Lauri Kuosmanen, Senior Lecturer PhD Pirjo Partanen</i> )
L028c	0.5	Nursing Department preventive nursing science	T6g- Health Promotion Models and Interventions ( <i>Professor, PhD Lauri Kuosmanen, Senior Lecturer PhD Pirjo Partanen</i> )

## MODULE 7

<b>TITLE</b>	Prevention of Health Problems in Different Ages TERVEYSONGELMIEN EHKÄISY ERI IKÄISILLÄ
<b>ASSIGNED ECTS</b>	3 ECTS
<b>STUDENTS WORKLOAD</b>	82,5
<b>TIME SCHEDULE</b>	Spring 2020, 15.2- 30.4

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name and teacher
L01a	0.5	Nursing Department preventive nursing science	T7a- Key public health problems in Finland and globally at different ages (Professor, PhD Lauri Kuosmanen, PhD (c) Mina Azimirad)
L03a	0.5	Nursing Department preventive nursing science	T7b- prevention and promotion interventions of different ages. (Professor, PhD Lauri Kuosmanen, PhD (c) Mina Azimirad)
L03b	1	Nursing Department preventive nursing science	T7c- international and national prevention and promotion programs (Professor, PhD Lauri Kuosmanen, PhD (c) Mina Azimirad)
L03c	1	Nursing Department preventive nursing science	T7d- international and national prevention and promotion programs (Professor, PhD Lauri Kuosmanen, PhD (c) Mina Azimirad)

## MODULE 8

<b>TITLE</b>	Expertise in Family and Community Nursing YHTEISÖ- JA PERHEHOITOTYÖN ASiantuntijuus
<b>ASSIGNED ECTS</b>	3 ECTS
<b>STUDENTS WORKLOAD</b>	82,5
<b>TIME SCHEDULE</b>	Spring 2020, 1.3- 31.8

<b>LO CODE</b>	<b>ECTS</b>	<b>Discipline Sector / Branch of Knowledge</b>	<b>Teaching code, name and teacher</b>
<i>LO1b</i>	<i>0.5</i>	<i>Nursing Department preventive nursing science</i>	<i>T8a- Development of expertise in community and family nursing (University teacher PhD Ari Haaranen)</i>
<i>LO1c</i>	<i>0.5</i>	<i>Nursing Department preventive nursing science</i>	<i>T8b- National and international programs and guidelines of community and family nursing (University teacher PhD Ari Haaranen)</i>
<i>LO19a</i>	<i>0.5</i>	<i>Nursing Department preventive nursing science</i>	<i>T8c- The role of expert in multi-professional and multidisciplinary networks and teams (University teacher PhD Ari Haaranen)</i>

### **9.3 Progressive integration of ID documents till the pilot kick-off**

As described in Section 3.5 the Course Syllabus is composed by 4 main sections and two of them have been reported in previous paragraph. As far as the remaining sections, please note that:

- ***The full version of the Course Syllabus of the Finnish Pilot is available both in English language and in Finnish language in the PART B of this document.***
- ***The link to the Assessment Plan/Matrix developed for the Finnish pilot is available in the PART B of this document.***

## 10. Discussion

The management of T3.3 has been quite difficult due to some issues;

- the FCN Curriculum sets some ID elements to a higher degree of definition leaving to further processes of localization a deepest degree of precision and sophistication; so **the FCN Curriculum itself embeds an ID approach** based on a progressive integration of design steps allowing for the localization of the general Curriculum; Partners had to be well-aware of these premises in order to effectively carry out the design activities;
- the task is aimed to the design of three different localized curriculum and three different pilot courses; they have been designed in completely different institutions and countries; despite of this, results of the design process have to be formalized in the same way in order to support the comparability of the initiatives and of their main results;
- specific design tools have been developed in order to support the above described needs; on the one hand, these tools have to be as much “general” as possible in order to be easily reusable in different contexts; but, on the other hand, they should allow to specify much detailed information which is usually described by means of “local ID tools”, developed by the specific institution;
- the time schedule defined at the proposal stage didn’t take into account some important issues; a detailed description of the pilots design should be delivered two months before the pilots kick-off; but the last months before the start of a course are usually fundamental to refine the design process at a detailed level; in addition Pilot Teachers training (T4.2) is supposed to end one month later the delivery of the present document, although a participatory design is expected from them as one of the main results of the training process.

Taking into account the above mentioned constraints, the Task coordinator identified a conceptual framework allowing to justify the progressive refinement of the design through four main “layers”: then set the responsibility of the former three layers to the level of ‘designers’ (that might or might not be ‘teachers’), while set the responsibility of the latter one to the level of “single pilot teachers”. Thus, in the project this final layer is carried out conjunctly within WP3 and WP4 and the refinement of the pilots design will be carried out even after the delivery of the present document, till the start of the pilots. To this end, ID tools supporting the description of pilots have been modelled in order to support a progressive integration. The introduction of the “teaching” concept as a fundamental ID element composing each module has effectively allowed (and will allow) a proper distribution of the responsibility in the formalization of the design between designers and teachers.

## 11. References

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## 12. Annex 1: The Course Syllabus Template



**Project Title:** **ENhANCE:** European curriculum for family and Community nurse

**Contract No:** Nr 2017-2976\_591946-EPP-1-2017-1-IT-EPPKA2-SSA  
- Ref. 17D027253

# Course Syllabus Template T3.3 – SI4LIFE

Version 4 - May 23<sup>rd</sup>, 2019



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## 1 - GENERAL INFORMATION about the PILOT COURSE

<b>COURSE TITLE</b>	
<b>QUALIFICATION CONFERRED</b>	
<b>ECTS ASSIGNED</b>	
<b>TOTAL STUDENT WORKLOAD DUTY</b>	
<b>LEVEL OF QUALIFICATION</b>	
<b>ACCESS REQUIREMENTS</b>	
<b>NAME AND STATUS OF AWARDING INSTITUTION</b>	
<b>LANGUAGE(S) OF INSTRUCTION/EXAMINATION</b>	
<b>MODE OF STUDY</b>	

<b>COURSE COORDINATOR</b>	
<b>MAIN ADDRESS OF THE INSTITUTION</b>	
<b>MAIN CONTACTS</b>	
<b>MAIN REFERENCE WEB PLATFORMS</b>	

### Short Course Description

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### Overall Credits Distribution and Workload

ACTIVITY	ASSIGNED ECTS	Hours of Teaching	Hours of Individual study	Total Workload
Face-to-Face Class and Labs				
Online learning				
Face-to-Face Work-based learning				
Final Examination				
<b>TOTAL</b>				

### Attendance policy:

*Eg. Absence from lectures and/or tutorials shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable .....*

## 2 - MODULES PLANS

### Module 1 [repeat for each Module]

<b>TITLE</b>	
<b>ASSIGNED ECTS</b>	
<b>STUDENTS WORKLOAD</b>	
<b>TIME SCHEDULE</b>	

<b>LO CODE</b>	<b>ECTS</b>	<b>Discipline Sector / Branch of Knowledge</b>	<b>Teaching code, name and teacher</b>

**3- TEACHINGS PLANS****Detailed Plan of T1a [repeat for each Teaching]**

<b>TEACHING CODE</b>	
<b>TEACHING TITLE</b>	
<b>REFERENCE TEACHER</b>	
<b>TARGETED LEARNING OUTCOMES</b>	
<b>REFERENCE MODULES</b>	

**LIST of CONTENTS:**

.....

**IMPLEMENTED METHODS:***[General textual description]*☐ **Face-to-Face Class and Labs:**

- ☐ Face-to-face lecture
- ☐ Group Work
- ☐ Simulation
- ☐ Lab
- ☐ Other (specify)\_\_\_\_\_

Additional information *[optional]*.....☐ **Online learning**

- ☐ Lecture (recorded video-lessons or webinars)
- ☐ Individual activities – interactive materials, downloadable documents, etc.
- ☐ Individual activities – assessment
- ☐ Group work

Additional information *[optional but recommended]***OOT functionalities supporting the Online learning :** *[flag the main OOT functionalities you will use to support the online activity]*

- ☐ webinar

- ☐ database
- ☐ assignment
- ☐ quiz
- ☐ learning journal
- ☐ forum
- ☐ Community
- ☐ Other (specify) \_\_\_\_\_

☐ **Face-to-Face Work Based Learning**

*[General textual description]*

**REFERENCE MATERIALS:**

*[General textual description]*

**ASSESSMENT :**

*[General textual description]*

**4- COURSE SCHEDULE**

### 13. Annex 2: The Assessment Matrix and Plan template

#### ASSESSMENT APPROACH

NB: In order to provide an example, the table is filled in with hypothetical tools

ASSESSMENT APPROACH		
ASSESSMENT METHOD	ASSESSMENT TOOL	Assessment Approach (1/2/3)
WE	MULTIPLE CHOICE TESTS	1
OE	DISCUSSION	1
A-WBL	TUTOR ASSESSMENT RECORD	3
A-WBL	OVERALL WBL TEACHER EVALUATION	1
SSK	OSCE	2
OTH	USE CASES - OOT	1
OTH	OVERALL TEACHER EVALUATION: DIARY	1

## ASSESSMENT MATRIX

NB: In order to provide an example, the table is filled in with hypothetic tools and data

MODULE	LEARNING OUTCOME	Teaching code, name and teacher	ASSESSMENT TOOLS										PASSED/ FAILED
			WE	PASSED/ FAILED	OE	PASSED/ FAILED	A-WBL	PASSED (EXC-SATN) FAILED	SSK	PASSED/ FAILED	OTH	PASSED/ FAILED	
MODULE 1: EVIDENCE-BASED APPROACH	LO9a: Know the main guidelines, procedures and tools for the monitoring and the definition of the outcomes and apply them in daily practice		Final Multiple Choice Test - Set of questions Module 1	P			Tutor Assessment Record	F					
	LO10a: Know and use standardized and validated tools in order to evaluate their own						Tutor Assessment Record	S					
	LO10b: Know and use the main monitoring and reporting procedures in order to document their own practice						Tutor Assessment Record	E					
	LO12a: Know the main standards about nursing activities in people's homes and apply them in daily practice	T1b- Nursing standards (Prof. Joan Green)	Final Multiple Choice Test - Set of questions Module 1	P									
		T1c- Homecare (Prof. Joe Blue)	Final Multiple Choice Test - Set of questions Module 1	P							Use case 3 - OOT	P	
	LO12b: Know the main standards about nursing activities in the community and apply them in daily practice		Final Multiple Choice Test - Set of questions Module 1	P							Use case 4 - OOT	P	
	LO12c: Evaluate the outcomes related to nursing activities in people's homes										Use case 3 - OOT	P	
	LO12d: Evaluate the outcomes related to nursing activities in the community										Use case 4 - OOT	P	
	LO26a: Know the main scientific evidence databases and make an effective search										Use case 4 - OOT	P	
	LO26b: Use the best scientific evidences properly and apply them in		Final Multiple Choice Test - Set of questions Module 1	P							Use case 4 - OOT	P	
	LO22a: Know and apply leadership techniques that ensures clinical and healthcare effectiveness and appropriateness	T1a- Leadership Techniques and Teamwork (Prof. Anna White)							Final OSCE	F			
	LO22b: Know and apply decision-making techniques that ensures clinical and healthcare effectiveness and appropriateness				Discussion	P			Final OSCE	P			

## ASSESSMENT PLAN

NB: In order to provide an example, the table is filled in with hypothetic tools and marks

**ASSESSMENT PLAN (example 1)**

ASSESSMENT TOOL	Allocation of Marks	
	MIN	MAX
MULTIPLE CHOICE TESTS	15	25
DISCUSSION	6	10
TUTOR ASSESSMENT RECORD	12	20
OVERALL WBL TEACHER EVALUATION	7	10
OSCE	12	20
USE CASES - OOT	6	10
OVERALL TEACHER EVALUATION: DIARY	3	5
THESIS	5	10
<b>TOT</b>	<b>66</b>	<b>110</b>

**ASSESSMENT PLAN (example 2)**

MODULES	Allocation of Marks	
	MIN	MAX
MODULE 1	1	5
MODULE 2	1	5
MODULE 3	1	5
MODULE 4	1	5
MODULE 5	1	5
MODULE 6	1	5
MODULE 7	1	5
MODULE 8	1	5
<b>TOT</b>	<b>8</b>	<b>40</b>

## 14. Annex 3: The Flexibility Tool describing the Greek Localized Curriculum

*Flexibility\_table*

	MANDATORY / OPTIONAL	MODULE	SUGGESTED STRATEGY					SUGGESTED LEVEL OF STUDY	ECTS[1]		Assigned ECTS [1]	Assigned ECTS check cell
			Lecture (f2f or online)	Individual study	Group work (f2f or online) (e.g.: problem based learning, case study)	Lab (f2f) (e.g.: role-play, simulation, etc.)	Work based learning (f2f) (e.g.: apprenticeship, stage, internship...)		Possible range of ECTS to be assigned to the LO eg.[1-2]			
UoL A	NEEDS ASSESSMENT											
LO 1a	Mandatory	M1	X	X	X		X	Advanced	0,5-2		1	
LO 1b	Mandatory	M1	X	X	X		X	Advanced	0,5-2		1	
LO 1c	Mandatory	M9	X	X	X	X	X	Basic	0,5-2		0,5	
LO 3a	Mandatory	M1	X	X	X			Basic	0,5-2		0,5	
LO 3b	Mandatory	M1	X	X	X	X	X	Advanced	1-2		1	
LO 3c	Mandatory	M1	X	X	X	X		Advanced	1-2		1	
LO 19a	Mandatory	M1	X	X	X		X	Basic	0,5-2		0,5	
LO 19b	Mandatory	M1	X	X	X	X	X	Advanced	1-2		1	
LO 21a	Mandatory	M9	X	X	X			Basic	0,5-2		0,5	
UoL B	DECISION MAKING PROCESS											
LO 2a	Mandatory	M8	X	X				Basic	0,5-2		0,5	
LO 2b	Mandatory	M8	X	X	X	X		Advanced	1-2		1	
LO 11a	Mandatory	M2	X	X	X		X	Advanced	0,5-2		1	
LO 22a	Optional	M2	X	X	X	X	X	Basic	0,5-1		0,5	
LO 22b	Mandatory	M2	X	X	X		X	Basic	0,5-2		0,5	
LO 23a	Mandatory	M4	X	X	X			Advanced	1-2		1	
UoL C	HEALTH PROMOTION AND EDUCATION											
LO 4a	Mandatory	M3	X				X	Advanced	1-2		1	
LO 4b	Mandatory	M3	X				X	Basic	0,5-2		0,5	
LO 5a	Mandatory	M3	X		X	X	X	Advanced	1-2		1	
LO 16a	Mandatory	M3	X	X	X	X	X	Advanced	1-2		1	
LO 16b	Mandatory	M4	X	X	X	X	X	Advanced	0,5-2		1	
LO 17a	Optional	M3	X	X			X	Basic	0,5-1		0,5	
LO 17b	Mandatory	M3	X				X	Basic	0,5-2		0,5	
LO 18a	Mandatory	M3	X	X	X	X	X	Advanced	1-2		1	
LO 18b	Mandatory	M3	X				X	Basic	0,5-2		0,5	
LO 25a	Optional	M4	X		X		X	Basic	0,5-1		0,5	
UoL D	COMMUNICATION											
LO 6a	Mandatory	M4	X	X	X	X	X	Advanced	1-2		1	
LO 15a	Mandatory	M8	X	X	X	X	X	Advanced	1-2		1	
LO 15b	Mandatory	M8	X	X	X	X	X	Advanced	1-2		1	
UoL E	NAVIGATION AS CARE COORDINATOR AND PATIENT ADVOCATE											
LO 8a	Optional	M5	X	X				Basic	0,5-2		0,5	
LO 8b	Optional	M5	X	X				Advanced	1-2		1	
LO 14a	Mandatory	M5	X	X	X	X	X	Advanced	1-2		1	
LO 20a	Mandatory	M8	X	X	X	X	X	Advanced	1-2		1	
LO 20b	Mandatory	M8	X	X	X	X	X	Advanced	1-2		1	
LO 13a	Optional	M5	X			X	X	Basic	0,5-1		0,5	
LO 13b	Optional	M5	X			X	X	Basic	0,5-1		0,5	
LO 27a	Mandatory	M5	X	X	X		X	Basic	0,5-2		0,5	
LO 27b	Mandatory	M5	X	X	X		X	Basic	0,5-2		0,5	
UoL F	EVIDENCE BASED APPROACH											
LO 9a	Mandatory	M6	X	X	X		X	Advanced	1-2		1	
LO 10a	Mandatory	M6	X	X	X		X	Advanced	0,5-2		1	
LO 10b	Mandatory	M6	X	X	X		X	Advanced	1-2		1	
LO 12a	Optional	M10	X	X	X			Basic	0,5-1		0,5	
LO 12b	Optional	M10	X	X	X			Basic	0,5-1		0,5	
LO 12c	Optional	M10	X	X	X			Basic	0,5-1		0,5	
LO 12d	Optional	M10	X	X	X			Basic	0,5-1		0,5	
LO 26a	Mandatory	M6	X	X	X		X	Advanced	1-2		1	
LO 26b	Mandatory	M6	X	X	X		X	Advanced	1-2		1	
UoL G	ENHANCE AND PROMOTE INDIVIDUAL AND FAMILY HEALTH INCLUDING E-HEALTH TO SUPPORT THE QUALITY OF NURSING CARE											
LO 24a	Mandatory	M7	X	X	X		X	Advanced	1-2		1	
LO 24b	Mandatory	M7	X	X	X		X	Basic	0,5-2		0,5	
LO 7a	Mandatory	M7	X	X				Basic	0,5-2		0,5	
LO 7b	Mandatory	M7	X	X	X			Advanced	0,5-2		1	
LO 28a	Mandatory	M7	X	X	X			Basic	0,5-2		0,5	
LO 28b	Mandatory	M7	X	X	X			Basic	0,5-2		0,5	
LO 28c	Mandatory	M7	X	X	X			Basic	0,5-2		0,5	



**ECTS Overview**

ASSIG NED	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	TOTAL
	6	2	6	3,5	4,5	5	4,5	5,5	1	2	40
<b>UoL A</b>											
LO 1a	1	0	0	0	0	0	0	0	0	0	0
LO 1b	1	0	0	0	0	0	0	0	0	0	0
LO 1c	0	0	0	0	0	0	0	0	0,5	0	0
LO 3a	0,5	0	0	0	0	0	0	0	0	0	0
LO 3b	1	0	0	0	0	0	0	0	0	0	0
LO 3c	1	0	0	0	0	0	0	0	0	0	0
LO 19a	0,5	0	0	0	0	0	0	0	0	0	0
LO 19b	1	0	0	0	0	0	0	0	0	0	0
LO 21a	0	0	0	0	0	0	0	0	0,5	0	0
<b>UoL B</b>											
LO 2a	0	0	0	0	0	0	0	0,5	0	0	0
LO 2b	0	0	0	0	0	0	0	1	0	0	0
LO 11a	0	1	0	0	0	0	0	0	0	0	0
LO 22a	0	0,5	0	0	0	0	0	0	0	0	0
LO 22b	0	0,5	0	0	0	0	0	0	0	0	0
LO 23a	0	0	0	1	0	0	0	0	0	0	0
<b>UoL C</b>											
LO 4a	0	0	1	0	0	0	0	0	0	0	0
LO 4b	0	0	0,5	0	0	0	0	0	0	0	0
LO 5a	0	0	1	0	0	0	0	0	0	0	0
LO 16a	0	0	1	0	0	0	0	0	0	0	0
LO 16b	0	0	0	1	0	0	0	0	0	0	0
LO 17a	0	0	0,5	0	0	0	0	0	0	0	0
LO 17b	0	0	0,5	0	0	0	0	0	0	0	0
LO 18a	0	0	1	0	0	0	0	0	0	0	0
LO 18b	0	0	0,5	0	0	0	0	0	0	0	0
LO 25a	0	0	0	0,5	0	0	0	0	0	0	0
<b>UoL D</b>											
LO 6a	0	0	0	1	0	0	0	0	0	0	0
LO 15a	0	0	0	0	0	0	0	1	0	0	0
LO 15b	0	0	0	0	0	0	0	1	0	0	0
<b>UoL E</b>											
LO 8a	0	0	0	0	0,5	0	0	0	0	0	0
LO 8b	0	0	0	0	1	0	0	0	0	0	0
LO 14a	0	0	0	0	1	0	0	0	0	0	0
LO 20a	0	0	0	0	0	0	0	1	0	0	0
LO 20b	0	0	0	0	0	0	0	1	0	0	0
LO 13a	0	0	0	0	0,5	0	0	0	0	0	0
LO 13b	0	0	0	0	0,5	0	0	0	0	0	0
LO 27a	0	0	0	0	0,5	0	0	0	0	0	0
LO 27b	0	0	0	0	0,5	0	0	0	0	0	0
<b>UoL F</b>											
LO 9a	0	0	0	0	0	1	0	0	0	0	0
LO 10a	0	0	0	0	0	1	0	0	0	0	0
LO 10b	0	0	0	0	0	1	0	0	0	0	0
LO 12a	0	0	0	0	0	0	0	0	0	0,5	0
LO 12b	0	0	0	0	0	0	0	0	0	0,5	0
LO 12c	0	0	0	0	0	0	0	0	0	0,5	0
LO 12d	0	0	0	0	0	0	0	0	0	0,5	0
LO 26a	0	0	0	0	0	1	0	0	0	0	0
LO 26b	0	0	0	0	0	1	0	0	0	0	0
<b>UoL G</b>											
LO 24a	0	0	0	0	0	0	1	0	0	0	0
LO 24b	0	0	0	0	0	0	0,5	0	0	0	0
LO 7a	0	0	0	0	0	0	0,5	0	0	0	0
LO 7b	0	0	0	0	0	0	1	0	0	0	0
LO 28a	0	0	0	0	0	0	0,5	0	0	0	0
LO 28b	0	0	0	0	0	0	0,5	0	0	0	0
LO 28c	0	0	0	0	0	0	0,5	0	0	0	0

[illegible]



**Assessment Scaffolding****ASSESSMENT SCAFFOLDING**

M1	Module 1: Health Needs & Nursing Process in Community and Family Nursing	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		0,00%	0,00%	22,22%	0,00%	77,78%
LO 1a	Identify and assess individuals' health status and health needs					x
LO 1b	Identify and assess families' health status and health needs					x
LO 3a	Plan nursing care to meet the needs of individuals, families, and the community within their scope of competence			x		x
LO 3b	Implement nursing care to meet the needs of individuals, families, and the community within their scope of competence					x
LO 3c	Assess nursing care to meet the needs of individuals, families, and the community within their scope of competence					x
LO 19a	Assess community health needs in a multidimensional perspective					x
LO 19b	Identify the appropriate clinical interventions and care management strategies for communities			x		x
M2	Module 2: Decision Making Process	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		0,00%	0,00%	0,00%	0,00%	100,00%
LO 11a	Involve individuals and families in decision-making process					x
LO 22a	Know and apply leadership techniques that ensures clinical and healthcare effectiveness and appropriateness					x
LO 22b	Know and apply decision-making techniques that ensures clinical and healthcare effectiveness and appropriateness					x
M3	Module 3: Health Promotion and Education	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		0,00%	0,00%	27,27%	0,00%	72,73%
LO 4a	Know the main elements/guidelines/procedures/theories to enhance and promote health and prevent disease and injuries in individuals, families and communities and to be able to apply them in daily practice					x
LO 4b	Know unique needs of subpopulations and detect and contrast the main inequities which affect them					x
LO 5a	Know and apply the main educational strategies which can be adopted to promote health and safety of individuals and families			x		x
LO 16a	Know the main educational strategies for patient education and apply them in daily practice			x		x
LO 17a	Know community health promotion goals					x
LO 17b	Carry out health promotion programs and activities that meet the community's goals					x
LO 18a	Evaluate policies for health promotion at family and community level					x
LO 18b	Effectively coordinate, develop and implement policies for health promotion at family and community level			x		x
M4	Module 4: Communication and Interpersonal Skills	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		0,00%	0,00%	20,00%	0,00%	80,00%
LO 23a	Know and apply communication, counselling and negotiation strategies and techniques with different actors					x
LO 16b	Know the main strategies and techniques for building an effective therapeutic relation with patients and families and apply them in daily practice			x		x
LO 25a	Know strategies and techniques for mentoring students and apply them in daily practice					x
LO 6a	Know the main communication strategies and techniques which can be adopted by a FCN and apply them to specific contexts and needs					x
M5	Module 5: Health Administration	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		0,00%	0,00%	36,36%	0,00%	63,64%
LO 8a	Know and evaluate the main problems and needs which could affect workers in a specific community context					x
LO 8b	Know and apply strategies and techniques to motivate workers and to engage them in community healthcare promotion					x
LO 14a	Know which changes are needed to improve FCN practice and act in order to target and reach them			x		x
LO 13a	Work and collaborate in a multidisciplinary team			x		x
LO 13b	Plan and prioritize the activities of the multidisciplinary team in order to address problems related to health and illness					x
LO 27a	Work and collaborate in a multidisciplinary team			x		x
LO 27b	Effectively address problems related to health and illness through the multidisciplinary team			x		x
M6	Module 6: Evidence Based Nursing	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		0,00%	0,00%	28,57%	0,00%	71,43%
LO 9a	Know the main guidelines, procedures and tools for the monitoring and the definition of the outcomes and apply them in daily practice					x
LO 10a	Know and use standardized and validated tools in order to evaluate their own practice			x		x
LO 10b	Know and use the main monitoring and reporting procedures in order to document their own practice					x
LO 26a	Know the main scientific evidence databases and make an effective search					x
LO 26b	Use the best scientific evidences properly and apply them in daily practice			x		x

M7	Module 7: Chronic and Rare Diseases, Palliative Care and ICTs	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		0,00%	0,00%	12,50%	0,00%	87,50%
LO 24a	Know and use the main procedures and tools for monitoring people affected by chronic and rare illnesses					x
LO 24b	Know the main characteristics of chronic and rare diseases which could be monitored at distance and apply the main guidelines about the monitoring process and the expected outcomes					x
LO 7a	Know the main guidelines and procedures for palliative care and apply them in daily practice			x		x
LO 7b	Know the main communication and counselling techniques to manage relations with patients (and families) in palliative care					x
LO 28a	Know the main ICTs supporting health promotion and education and use the most common ones					x
LO 28b	Know the main ICTs supporting the treatment of patients at distance and use the most common ones					x
LO 28c	Know the main ICTs supporting distance health monitoring and use the most common ones					x
M8	Module 8: Ethics & Professional Standards in Family and Community Nursing	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		0,00%	0,00%	0,00%	0,00%	100,00%
LO 2a	Know the main professional ethical standards					x
LO 2b	Take decisions based on professional ethical standards					x
LO 15a	Know professional standards and act in compliance with them					x
LO 15b	Know advanced strategies and techniques of team working and professional collaboration and apply them to specific contexts and needs					x
LO 20a	Know the main ethical principles to manage disparity and diversity and apply them in daily practice					x
LO 20b	Know the main guidelines to foster inclusiveness and apply them in daily practice					x
M9	Module 9: Transcultural Family & Community Nursing	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		0,00%	0,00%	33,33%	0,00%	66,67%
LO 1c	Contextualize and apply needs assessment taking into account cultures and communities					x
LO 21a	Assess the social, cultural, and economical context of patients and their families			x		x

## 15. Annex 4: The Flexibility Tool describing the Italian Localized Curriculum

### Flexibility\_table

	MANDATORY / OPTIONAL	MODULE	SUGGESTED STRATEGY					SUGGESTED LEVEL OF STUDY	ECTS[1]		
			Lecture (f2f or online)	Individual study	Group work (f2f or online) (e.g.: problem based learning, case study)	Lab (f2f) (e.g.: role-play, simulation, etc.)	Work based learning (f2f) (e.g.: apprenticeship, stage, internship...)		Possible range of ECTS to be assigned to the LO eg.[1-2]	Assigned ECTS [1]	Assigned ECTS check cell
UoL A NEEDS ASSESSMENT											
LO 1a	Mandatory	M1	X	X	X		X	Basic	0,5-2	2	
LO 1b	Mandatory	M1	X	X		x		Basic	0,5-2	2	
LO 1c	Mandatory	M1	x	X	x	x		Advanced	0,5-2	1	
LO 3a	Mandatory	M1	x	X				Basic	0,5-2	1	
LO 3b	Mandatory	M3	x	X			X	Basic	1-2	1	
LO 3c	Mandatory	M1	x	X			X	Basic	1-2	1	
LO 19a	Mandatory	M1	x	X	x		x	Advanced	0,5-2	2	
LO 19b	Mandatory	M1	f2	X	f2			Advanced	1-2	1	
LO 21a	Mandatory	M2	f2	X	f2			Advanced	0,5-2	1	
UoL B DECISION MAKING PROCESS											
LO 2a	Mandatory	M2	X	X		x		Basic	0,5-2	1	
LO 2b	Mandatory	M2	x	X	x			Basic	1-2	1	
LO 11a	Mandatory	M4	f2	X	f2	x	X	Basic	0,5-2	1	
LO 22a		M3	x	X				Advanced	0,5-1	1	
LO 22b	Mandatory	M3	x	X	x	x	X	Advanced	0,5-2	1	
LO 23a	Mandatory	M2	f2	X	f2	x		Advanced	1-2	1	
UoL C HEALTH PROMOTION AND EDUCATION											
LO 4a	Mandatory	M5	x	X	x		x	Basic	1-2	1	
LO 4b	Mandatory	M3	x				x	Advanced	0,5-2	1	
LO 5a	Mandatory	M4	f2	X	f2	x	x	Basic	1-2	1	
LO 16a	Mandatory	M4	f2	X	f2		x	Basic	1-2	1	
LO 16b	Mandatory	M4	f2	X	f2		x	Basic	0,5-2	1	
LO 17a		M1	x		f2		x	Basic	0,5-1	1	
LO 17b	Mandatory	M1	x		f2		x	Basic	0,5-2	1	
LO 18a	Mandatory	M1	x	X	f2		x	Advanced	1-2	1	
LO 18b	Mandatory	M1	x	X	f2		x	Advanced	0,5-2	1	
LO 25a		M2	x	X		x	x	Basic	0,5-1	1	
UoL D x											
LO 6a	Mandatory	M2	X		x	x	x	Basic	1-2	2	
LO 15a	Mandatory	M2	x		x	x	x	Basic	1-2	2	
LO 15b	Mandatory	M3	x		x	x	x	Basic	1-2	2	
UoL E NAVIGATION AS CARE COORDINATOR AND PATIENT ADVOCATE											
LO 8a		M3	f2			x		Advanced	0,5-2	1	
LO 8b		M4	f2			x		Advanced	1-2	1	
LO 14a	Mandatory	M3	x	X	x	x	x	Basic	1-2	1	
LO 20a	Mandatory	M2	x	X	f2	x	x	Basic	1-2	1	
LO 20b	Mandatory	M5	x	X	f2	x	x	Basic	1-2	1	
LO 13a		M3	x			x	x	Basic	0,5-1	1	
LO 13b		M3	x			x	x	Basic	0,5-1	1	
LO 27a	Mandatory	M3	x			f2	x	Basic	0,5-2	1	
LO 27b	Mandatory	M2	x			f2	x	Basic	0,5-2	1	
UoL F EVIDENCE BASED APPROACH											
LO 9a	Mandatory	M2	x	X	x	f2		Basic	1-2	1	
LO 10a	Mandatory	M5	x	X	x	f2		Basic	0,5-2	1	
LO 10b	Mandatory	M5	x	X	x	f2		Basic	1-2	1	
LO 12a		M2	x	X	x	f2		Basic	0,5-1	1	
LO 12b		M2	x	X	x	f2		Basic	0,5-1	1	
LO 12c		M2	x	X	x	f2		Basic	0,5-1	1	
LO 12d		M2	x	X	x	f2		Basic	0,5-1	1	
LO 26a	Mandatory	M5	x	X	x	f2	x	Basic	1-2	1	
LO 26b	Mandatory	M5	x	X	x	f2	x	Basic	1-2	1	
UoL G ENHANCE AND PROMOTE INDIVIDUAL AND FAMILY HEALTH INCLUDING E-HEALTH TO SUPPORT THE QUALITY OF NURSING CARE											
LO 24a	Mandatory	M5	f2					Basic	1-2	1	
LO 24b	Mandatory	M3	f2					Basic	0,5-2	1	
LO 7a	Mandatory	M2	x	X	f2		x	Basic	0,5-2	2	
LO 7b	Mandatory	M2	x	X	f2	f2	x	Basic	0,5-2	1	
LO 28a	Mandatory	M5	f2	X				Basic	0,5-2	1	
LO 28b	Mandatory	M5	f2	X				Basic	0,5-2	1	
LO 28c	Mandatory	M5	f2	X				Basic	0,5-2	1	



**ECTS Overview**

ASSIG	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	TOTAL
NED	14	19	12	5	10	0	0	0	0	0	60
<b>UoL A</b>											
LO 1a	2	0	0	0	0	0	0	0	0	0	0
LO 1b	2	0	0	0	0	0	0	0	0	0	0
LO 1c	1	0	0	0	0	0	0	0	0	0	0
LO 3a	1	0	0	0	0	0	0	0	0	0	0
LO 3b	0	0	1	0	0	0	0	0	0	0	0
LO 3c	1	0	0	0	0	0	0	0	0	0	0
LO 19a	2	0	0	0	0	0	0	0	0	0	0
LO 19b	1	0	0	0	0	0	0	0	0	0	0
LO 21a	0	1	0	0	0	0	0	0	0	0	0
<b>UoL B</b>											
LO 2a	0	1	0	0	0	0	0	0	0	0	0
LO 2b	0	1	0	0	0	0	0	0	0	0	0
LO 11a	0	0	0	1	0	0	0	0	0	0	0
LO 22a	0	0	1	0	0	0	0	0	0	0	0
LO 22b	0	0	1	0	0	0	0	0	0	0	0
LO 23a	0	1	0	0	0	0	0	0	0	0	0
<b>UoL C</b>											
LO 4a	0	0	0	0	1	0	0	0	0	0	0
LO 4b	0	0	1	0	0	0	0	0	0	0	0
LO 5a	0	0	0	1	0	0	0	0	0	0	0
LO 16a	0	0	0	1	0	0	0	0	0	0	0
LO 16b	0	0	0	1	0	0	0	0	0	0	0
LO 17a	1	0	0	0	0	0	0	0	0	0	0
LO 17b	1	0	0	0	0	0	0	0	0	0	0
LO 18a	1	0	0	0	0	0	0	0	0	0	0
LO 18b	1	0	0	0	0	0	0	0	0	0	0
LO 25a	0	1	0	0	0	0	0	0	0	0	0
<b>UoL D</b>											
LO 6a	0	2	0	0	0	0	0	0	0	0	0
LO 15a	0	2	0	0	0	0	0	0	0	0	0
LO 15b	0	0	2	0	0	0	0	0	0	0	0
<b>UoL E</b>											
LO 8a	0	0	1	0	0	0	0	0	0	0	0
LO 8b	0	0	0	1	0	0	0	0	0	0	0
LO 14a	0	0	1	0	0	0	0	0	0	0	0
LO 20a	0	1	0	0	0	0	0	0	0	0	0
LO 20b	0	0	0	0	1	0	0	0	0	0	0
LO 13a	0	0	1	0	0	0	0	0	0	0	0
LO 13b	0	0	1	0	0	0	0	0	0	0	0
LO 27a	0	0	1	0	0	0	0	0	0	0	0
LO 27b	0	1	0	0	0	0	0	0	0	0	0
<b>UoL F</b>											
LO 3a	0	1	0	0	0	0	0	0	0	0	0
LO 10a	0	0	0	0	1	0	0	0	0	0	0
LO 10b	0	0	0	0	1	0	0	0	0	0	0
LO 12a	0	1	0	0	0	0	0	0	0	0	0
LO 12b	0	1	0	0	0	0	0	0	0	0	0
LO 12c	0	1	0	0	0	0	0	0	0	0	0
LO 12d	0	1	0	0	0	0	0	0	0	0	0
LO 26a	0	0	0	0	1	0	0	0	0	0	0
LO 26b	0	0	0	0	1	0	0	0	0	0	0
<b>UoL G</b>											
LO 24a	0	0	0	0	1	0	0	0	0	0	0
LO 24b	0	0	1	0	0	0	0	0	0	0	0
LO 7a	0	2	0	0	0	0	0	0	0	0	0
LO 7b	0	1	0	0	0	0	0	0	0	0	0
LO 28a	0	0	0	0	1	0	0	0	0	0	0
LO 28b	0	0	0	0	1	0	0	0	0	0	0
LO 28c	0	0	0	0	1	0	0	0	0	0	0

M1	Epidemiology and prevention [1]	M2	Fundamentals of care
LO 1a	Identify and assess individuals' health status and health needs	LO 21a	Assess the social, cultural, and economical context of patients and their families
LO 1b	Identify and assess families' health status and health needs	LO 2a	Know the main professional ethical standards
LO 1c	Contextualize and apply needs assessment taking into account cultures and communities	LO 2b	Take decisions based on professional ethical standards
LO 3a	Plan nursing care to meet the needs of individuals, families, and the community within their scope of competence	LO 23a	Know and apply communication, counselling and negotiation strategies and techniques with different actors
LO 3c	Assess nursing care to meet the needs of individuals, families, and the community within their scope of competence	LO 25a	Know strategies and techniques for mentoring students and apply them in daily practice
LO 19a	Assess community health needs in a multidimensional perspective	LO 6a	Know the main communication strategies and techniques which can be adopted by a FCN and apply them to specific contexts and needs
LO 19b	communities	LO 15a	Know professional standards and act in compliance with them
LO 17a	Know community health promotion goals	LO 20a	practice
LO 17b	Carry out health promotion programs and activities that meet the community's goals	LO 27b	Effectively address problems related to health and illness through the multidisciplinary team
LO 18a	Evaluate policies for health promotion at family and community level	LO 9a	Know the main guidelines, procedures and tools for the monitoring and the definition of the outcomes and apply them in daily practice
LO 18b	Effectively coordinate, develop and implement policies for health promotion at family and community level	LO 12a	Know the main standards about nursing activities in people's homes and apply them in daily practice
		LO 12b	practice
		LO 12c	Evaluate the outcomes related to nursing activities in people's homes
		LO 12d	Evaluate the outcomes related to nursing activities in the community
		LO 7a	Know the main guidelines and procedures for palliative care and apply them in daily practice
		LO 7b	Know the main communication and counselling techniques to manage relations with patients (and families) in palliative care

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[illegible]



**Assessment Scaffolding**

ASSESSMENT SCAFFOLDING						
M1	Epidemiology and prevention [1]	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		28.57%	23.81%	23.81%	23.81%	0.00%
LO 1a	Identify and assess individuals' health status and health needs		x	x	x	
LO 1b	Identify and assess families' health status and health needs		x	x	x	
LO 1c	Contextualize and apply needs assessment taking into account cultures and		x	x	x	
LO 3a	Plan nursing care to meet the needs of individuals, families, and the community within their scope of competence		x	x	x	
LO 3c	Assess nursing care to meet the needs of individuals, families, and the community within their scope of competence		x	x	x	
LO 13a	Assess community health needs in a multidimensional perspective	x				
LO 13b	Identify the appropriate clinical interventions and care management strategies for communities	x				
LO 17a	Know community health promotion goals	x				
LO 17b	Carry out health promotion programs and activities that meet the community's goals	x				
LO 18a	Evaluate policies for health promotion at family and community level	x				
LO 18b	Effectively coordinate, develop and implement policies for health promotion at family and community level	x				
M2	Fundamentals of care	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		4.00%	24.00%	24.00%	24.00%	24.00%
LO 21a	Assess the social, cultural, and economical context of patients and their families		x	x	x	x
LO 2a	Know the main professional ethical standards		x	x	x	x
LO 2b	Take decisions based on professional ethical standards		x	x	x	x
LO 23a	Know and apply communication, counselling and negotiation strategies and techniques with different actors	x				
LO 25a	Know strategies and techniques for monitoring students and apply them in daily practice		x	x	x	x
LO 6a	Know the main communication strategies and techniques which can be adopted by a FCN and apply them to specific contexts and needs		x	x	x	x
LO 15a	Know professional standards and act in compliance with them		x	x	x	x
LO 20a	Know the main ethical principles to manage disparity and diversity and apply them in daily practice		x	x	x	x
LO 27b	Effectively address problems related to health and illness through the multidisciplinary team	x				
LO 9a	Know the main guidelines, procedures and tools for the monitoring and the definition of the outcomes and apply them in daily practice		x	x	x	x
LO 12a	Know the main standards about nursing activities in people's homes and apply them in daily practice		x	x	x	x
LO 12b	Know the main standards about nursing activities in the community and apply them in daily practice		x	x	x	x
LO 12c	Evaluate the outcomes related to nursing activities in people's homes		x	x	x	x
LO 12d	Evaluate the outcomes related to nursing activities in the community		x	x	x	x
LO 7a	Know the main guidelines and procedures for palliative care and apply them in daily practice		x	x	x	x
LO 7b	Know the main communication and counselling techniques to manage relations with patients (and families) in palliative care		x	x	x	x
M3	Organizational models and priority health problems	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		28.57%	23.81%	23.81%	23.81%	0.00%
LO 3b	Implement nursing care to meet the needs of individuals, families, and the community within their scope of competence		x	x	x	
LO 22a	Know and apply leadership techniques that ensures clinical and healthcare effectiveness and appropriateness	x				
LO 22b	Know and apply decision-making techniques that ensures clinical and healthcare effectiveness and appropriateness	x				
LO 4b	Know unique needs of subpopulations and detect and contrast the main inequities which affect them	x				
LO 15b	Know advanced strategies and techniques of team working and professional collaboration and apply them to specific contexts and needs	x				
LO 8a	Know and evaluate the main problems and needs which could affect workers in a specific community context		x	x	x	
LO 14a	Know which changes are needed to improve FCN practice and act in order to target and reach them		x	x	x	
LO 13a	Work and collaborate in a multidisciplinary team		x	x	x	
LO 13b	Plan and prioritize the activities of the multidisciplinary team in order to address problems related to health and illness	x				
LO 27a	Work and collaborate in a multidisciplinary team		x	x	x	
LO 24b	Know the main characteristics of chronic and rare diseases which could be monitored at distance and apply the main guidelines about the monitoring process and the expected outcomes	x				
M4	Communication models and continuity of care	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		0.00%	33.33%	33.33%	33.33%	0.00%
LO 11a	Involve individuals and families in decision-making process		x	x	x	
LO 5a	Know and apply the main educational strategies which can be adopted to promote health and safety of individuals and families		x	x	x	
LO 16a	Know the main educational strategies for patient education and apply them in daily practice		x	x	x	
LO 16b	Know the main strategies and techniques for building an effective therapeutic relation with patients and families and apply them in daily practice		x	x	x	
LO 8b	Know and apply strategies and techniques to motivate workers and to engage them in community healthcare promotion		x	x	x	

MS	Nursing Research	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		15,38%	23,08%	23,08%	19,23%	19,23%
LO 4a	Know the main elements (guidelines, procedures, medicines) to enhance and promote health and prevent disease and injuries in individuals, families and communities and to be able to apply them in daily practice		x	x	x	x
LO 20b	Know the main guidelines to foster inclusiveness and apply them in daily practice		x	x	x	x
LO 10a	Know and use standardized and validated tools in order to evaluate their own practice		x	x		x
LO 10b	Know and use the main monitoring and reporting procedures in order to document their own practice		x	x	x	x
LO 26a	Know the main scientific evidence databases and make an effective search		x	x	x	x
LO 26b	Use the best scientific evidences properly and apply them in daily practice		x	x	x	x
LO 24a	Know and use the main procedures and tools for monitoring people affected by chronic and rare illnesses	x				
LO 28a	Know the main ICTs supporting health promotion and education and use the most common ones	x				
LO 28b	Know the main ICTs supporting the treatment of patients at distance and use the most common ones	x				
LO 28c	Know the main ICTs supporting distance health monitoring and use the most common ones	x				

## 16. Annex 5: The Flexibility Tool describing the Finnish Localized Curriculum

*Flexibility\_table*

	MANDATORY / OPTIONAL	MODULE	SUGGESTED STRATEGY					SUGGESTED LEVEL OF STUDY	ECTS[1]			Assigned ECTS [1]	Assigned ECTS check cell
			Lecture (f2f or online)	Individual study	Group work (f2f or online) (e.g.: problem based learning, case study)	Lab (f2f) (e.g.: role-play, simulation, etc.)	Work based learning (f2f) (e.g.: apprenticeship, stage, internship...)		Possible range of ECTS to be assigned to the LO eg.[1-2]				
UoL A	NEEDS ASSESSMENT												
LO 1a	Mandatory	M7	x	x	x			Advanced	0,5-2		0,5		
LO 1b	Mandatory	M8	x	x				Advanced	0,5-2		0,5		
LO 1c	Mandatory	M8	x	x				Advanced	0,5-2		0,5		
LO 3a	Mandatory	M7	x	x	x			Advanced	0,5-2		0,5		
LO 3b	Mandatory	M7	x	x	x			Advanced	1-2		1		
LO 3c	Mandatory	M7	x	x	x			Advanced	1-2		1		
LO 19a	Mandatory	M8	x	x				Advanced	0,5-2		0,5		
LO 19b	Mandatory	M8	x	x				Advanced	1-2		1		
LO 21a	Mandatory	M8	x	x				Advanced	0,5-2		0,5		
UoL B	DECISION MAKING PROCESS												
LO 2a	Mandatory	M3	x	x	x			Advanced	0,5-2		0,5		
LO 2b	Mandatory	M3	x	x	x			Advanced	1-2		1		
LO 11a	Mandatory	M3	x	x	x			Advanced	0,5-2		0,5		
LO 22a									0,5-1				
LO 22b	Mandatory	M3	x	x	x			Advanced	0,5-2		0,5		
LO 23a	Mandatory	M3	x	x	x			Advanced	1-2		1		
UoL C	HEALTH PROMOTION AND EDUCATION												
LO 4a	Mandatory	M2	x	x	x			Advanced	1-2		1		
LO 4b	Mandatory	M3	x	x	x			Advanced	0,5-2		0,5		
LO 5a	Mandatory	M2	x	x	x			Advanced	1-2		1		
LO 16a	Mandatory	M2	x	x	x			Advanced	1-2		1		
LO 16b	Mandatory	M2	x	x	x			Advanced	0,5-2		0,5		
LO 17a									0,5-1				
LO 17b	Mandatory	M1	x	x	x			Advanced	0,5-2		0,5		
LO 18a	Mandatory	M1	x	x	x			Advanced	1-2		1		
LO 18b	Mandatory	M2	x	x	x			Advanced	0,5-2		0,5		
LO 25a									0,5-1				
UoL D	COMMUNICATION												
LO 6a	Mandatory	M4	x	x	x			Advanced	1-2		1		
LO 15a	Mandatory	M4	x	x	x			Advanced	1-2		1		
LO 15b	Mandatory	M4	x	x	x			Advanced	1-2		1		
UoL E	NAVIGATION AS CARE COORDINATOR AND PATIENT ADVOCATE												
LO 8a									0,5-2				
LO 8b									1-2				
LO 14a	Mandatory	M5	x	x				Advanced	1-2		1		
LO 20a	Mandatory	M5	x	x				Advanced	1-2		1		
LO 20b	Mandatory	M5	x	x				Advanced	1-2		1		
LO 13a									0,5-1				
LO 13b									0,5-1				
LO 27a	Mandatory	M5	x	x				Advanced	0,5-2		0,5		
LO 27b	Mandatory	M5	x	x				Advanced	0,5-2		0,5		
UoL F	EVIDENCE BASED APPROACH												
LO 9a	Mandatory	M3	x	x	x			Advanced	1-2		1		
LO 10a	Mandatory	M1	x	x	x			Advanced	0,5-2		0,5		
LO 10b	Mandatory	M5	x	x				Advanced	1-2		1		
LO 12a									0,5-1				
LO 12b									0,5-1				
LO 12c									0,5-1				
LO 12d									0,5-1				
LO 26a	Mandatory	M5	x	x				Advanced	1-2		1		
LO 26b	Mandatory	M2	x	x	x			Advanced	1-2		1		
UoL G	ENHANCE AND PROMOTE INDIVIDUAL AND FAMILY HEALTH INCLUDING E-HEALTH TO SUPPORT THE QUALITY OF NURSING CARE												
LO 24a	Mandatory	M6	x	x	x			Advanced	1-2		1		
LO 24b	Mandatory	M6	x	x	x			Advanced	0,5-2		0,5		
LO 7a	Mandatory	M6	x	x	x			Advanced	0,5-2		0,5		
LO 7b	Mandatory	M6	x	x	x			Advanced	0,5-2		0,5		
LO 28a	Mandatory	M6	x	x	x			Advanced	0,5-2		0,5		
LO 28b	Mandatory	M6	x	x	x			Advanced	0,5-2		0,5		
LO 28c	Mandatory	M6	x	x	x			Advanced	0,5-2		0,5		

**ECTS Overview**

ASSIG MED	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10
	2	5	5	3	6	4	3	3	0	0
UoL A										
LO 1a	0	0	0	0	0	0	0,5	0	0	0
LO 1b	0	0	0	0	0	0	0	0,5	0	0
LO 1c	0	0	0	0	0	0	0	0,5	0	0
LO 3a	0	0	0	0	0	0	0,5	0	0	0
LO 3b	0	0	0	0	0	0	1	0	0	0
LO 3c	0	0	0	0	0	0	1	0	0	0
LO 13a	0	0	0	0	0	0	0	0,5	0	0
LO 13b	0	0	0	0	0	0	0	1	0	0
LO 21a	0	0	0	0	0	0	0	0,5	0	0
UoL B										
LO 2a	0	0	0,5	0	0	0	0	0	0	0
LO 2b	0	0	1	0	0	0	0	0	0	0
LO 11a	0	0	0,5	0	0	0	0	0	0	0
LO 22a	0	0	0	0	0	0	0	0	0	0
LO 22b	0	0	0,5	0	0	0	0	0	0	0
LO 23a	0	0	1	0	0	0	0	0	0	0
UoL C										
LO 4a	0	1	0	0	0	0	0	0	0	0
LO 4b	0	0	0,5	0	0	0	0	0	0	0
LO 5a	0	1	0	0	0	0	0	0	0	0
LO 16a	0	1	0	0	0	0	0	0	0	0
LO 16b	0	0,5	0	0	0	0	0	0	0	0
LO 17a	0	0	0	0	0	0	0	0	0	0
LO 17b	0,5	0	0	0	0	0	0	0	0	0
LO 18a	1	0	0	0	0	0	0	0	0	0
LO 18b	0	0,5	0	0	0	0	0	0	0	0
LO 25a	0	0	0	0	0	0	0	0	0	0
UoL D										
LO 6a	0	0	0	1	0	0	0	0	0	0
LO 15a	0	0	0	1	0	0	0	0	0	0
LO 15b	0	0	0	1	0	0	0	0	0	0
UoL E										
LO 8a	0	0	0	0	0	0	0	0	0	0
LO 8b	0	0	0	0	0	0	0	0	0	0
LO 14a	0	0	0	0	1	0	0	0	0	0
LO 20a	0	0	0	0	1	0	0	0	0	0
LO 20b	0	0	0	0	1	0	0	0	0	0
LO 13a	0	0	0	0	0	0	0	0	0	0
LO 13b	0	0	0	0	0	0	0	0	0	0
LO 27a	0	0	0	0	0,5	0	0	0	0	0
LO 27b	0	0	0	0	0,5	0	0	0	0	0
UoL F										
LO 9a	0	0	1	0	0	0	0	0	0	0
LO 10a	0,5	0	0	0	0	0	0	0	0	0
LO 10b	0	0	0	0	1	0	0	0	0	0
LO 12a	0	0	0	0	0	0	0	0	0	0
LO 12b	0	0	0	0	0	0	0	0	0	0
LO 12c	0	0	0	0	0	0	0	0	0	0
LO 12d	0	0	0	0	0	0	0	0	0	0
LO 26a	0	0	0	0	1	0	0	0	0	0
LO 26b	0	1	0	0	0	0	0	0	0	0
UoL G										
LO 24a	0	0	0	0	0	1	0	0	0	0
LO 24b	0	0	0	0	0	0,5	0	0	0	0
LO 7a	0	0	0	0	0	0,5	0	0	0	0
LO 7b	0	0	0	0	0	0,5	0	0	0	0
LO 28a	0	0	0	0	0	0,5	0	0	0	0
LO 28b	0	0	0	0	0	0,5	0	0	0	0
LO 28c	0	0	0	0	0	0,5	0	0	0	0



[illegible]

**Assessment Scaffolding****ASSESSMENT SCAFFOLDING**

M1	Orientation to community and family nursing	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		100,00%	0,00%	0,00%	0,00%	0,00%
LO 17b	Carry out health promotion programs and activities that meet the community's goals	Complete with the list of tools (if the method is planned)				
LO 18a	Evaluate policies for health promotion at family and community level	x				
LO 10a	Know and use standardized and validated tools in order to evaluate their own	x				
M2	Community based health promotion	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		100,00%	0,00%	0,00%	0,00%	0,00%
LO 4a	Know the main elements/guidelines/procedures/theories to enhance and promote health and prevent disease and injuries in individuals, families and communities and to be able to evaluate them in daily practice	x				
LO 5a	Know and apply the main educational strategies which can be adopted to promote health and safety of individuals and families	x				
LO 16a	Know the main educational strategies for patient education and apply them in daily practice	x				
LO 16b	Know the main strategies and techniques for building an effective therapeutic relation with patients and families and apply them in daily practice	x				
LO 18b	Effectively coordinate, develop and implement policies for health promotion at family and community level	x				
LO 26b	Use the best scientific evidences properly and apply them in daily practice	x				
M3	Community based health promotion	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		100,00%	0,00%	0,00%	0,00%	0,00%
LO 2a	Know the main professional ethical standards	x				
LO 2b	Take decisions based on professional ethical standards	x				
LO 11a	Involve individuals and families in decision-making process	x				
LO 22b	Know and apply decision-making techniques that ensures clinical and healthcare effectiveness and appropriateness	x				
LO 23a	Know and apply communication, counselling and negotiation strategies and techniques with different actors	x				
LO 4b	Know unique needs of subpopulations and detect and contrast the main inequities which affect them	x				
LO 9a	Know the main guidelines, procedures and tools for the monitoring and the definition of the outcomes and apply them in daily practice	x				

M4	Communication and interaction	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		100,00%	0,00%	0,00%	0,00%	0,00%
LO 6a	Know the main communication strategies and techniques which can be adopted by a FCN and apply them to specific contexts and needs	x				
LO 15a	Know professional standards and act in compliance with them	x				
LO 15b	Know advanced strategies and techniques of team working and professional collaboration and apply them to specific contexts and needs	x				
M5	Health promotion management	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		100,00%	0,00%	0,00%	0,00%	0,00%
LO 14a	Know which changes are needed to improve FCN practice and act in order to target and reach them	x				
LO 20a	Know the main ethical principles to manage disparity and diversity and apply them in daily practice	x				
LO 20b	Know the main guidelines to foster inclusiveness and apply them in daily practice	x				
LO 27a	Work and collaborate in a multidisciplinary team	x				
LO 27b	Effectively address problems related to health and illness through the multidisciplinary team	x				
LO 10b	Know and use the main monitoring and reporting procedures in order to document their own practice	x				
LO 26a	Know the main scientific evidence databases and make an effective search	x				
M6	Effective action models and intervention of health promotion	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		100,00%	0,00%	0,00%	0,00%	0,00%
LO 24a	Know and use the main procedures and tools for monitoring people affected by chronic and rare illnesses	x				
LO 24b	Know the main characteristics of chronic and rare diseases which could be monitored at distance and apply the main guidelines about the monitoring process and the expected outcomes	x				
LO 7a	Know the main guidelines and procedures for palliative care and apply them in daily practice	x				
LO 7b	Know the main communication and counselling techniques to manage relations with patients (and families) in palliative care	x				
LO 28a	Know the main ICTs supporting health promotion and education and use the most common ones	x				
LO 28b	Know the main ICTs supporting the treatment of patients at distance and use the most common ones	x				
LO 28c	Know the main ICTs supporting distance health monitoring and use the most common ones	x				
M7	Prevention of health problems of different aged	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		100,00%	0,00%	0,00%	0,00%	0,00%
LO 1a	Identify and assess individuals' health status and health needs	x				
LO 3a	Plan nursing care to meet the needs of individuals, families, and the community within their scope of competence	x				
LO 3b	Implement nursing care to meet the needs of individuals, families, and the community within their scope of competence	x				
LO 3c	Assess nursing care to meet the needs of individuals, families, and the community within their scope of competence	x				
M8	Community and family nursing training	ASSESSMENT TOOLS				
		WE	OE	A-WBL	SSK	OTH
		100,00%	0,00%	0,00%	0,00%	0,00%
LO 1b	Identify and assess families' health status and health needs	x				
LO 1c	Contextualize and apply needs assessment taking into account cultures and	x				
LO 19a	Assess community health needs in a multidimensional perspective	x				
LO 19b	Identify the appropriate clinical interventions and care management strategies for communities	x				
LO 21a	Assess the social, cultural, and economical context of patients and their families	x				