

Skjemainformasjon

Skjema	SFU
Referanse	1006086
Innsendt	12.05.2013 23:34:17

Host

Information about host institution and center

Name of centre	Centre of Excellent Interaction in Health Education
Host institution	Stord/Haugesund University College
PO Box address	Klingenbergvegen 8
Postal code / City/place	5414 STORD
Telephone	53491300
E-mail address	postmottak@hsh.no

Contact person

Contact person

Name	Gunn Haraldseid
Title	Dean
Telephone work / mobile	53491485 91175130
E-mail address	gunn.haraldseid@hsh.no

About the centre

About the centre

Is the centre already established at the time of application	Yes
When was the centre established	2009

Describe briefly the aims and current as well as planned activities of the centre (maximum 1500 characters)

The collaboration between Faculty of Health Education at Stord/Haugesund University College, local hospitals and municipalities has got a lot of positive attention at regional and national level. In the White Paper Long-term perspectives (Meld. St. 18 2012-2013)), this model is highlighted as an excellent example of innovation based on interaction between education, research and health services.

The unique is that Faculty of Health Education has developed a joint R&D unit in cooperation with the health services in our region at the west coast of Norway. The three partners pay equal to finance the unit. The core activity is R&D projects aiming to generate innovation in the health services as suggested in the Coordination Reform (St. meld. nr. 47 (2008-2009)). So far the results is new collaboration structures, continuing education training and professional networks, R&D projects and reports, annual conferences, a research group writing articles on the projects and a web page (<http://www.helsetorgmodellen.no/>).

In the future we want to link activities in a SFU to existing activities and structures in the R&D unit. The core activity in the Centre aims to generate innovation in the health education through excellent interaction between research, education and profession. The Centre has a dissemination plan and a plan for three activity areas: 1) Student-Active R&D, 2) Inter Professional Learning and 3) Practice-Oriented Learning and Assessment.

Application Document

Application Document

Upload application document

[profile_Application-SFU-HSH.pdf](#)

Timeline and budget

Timeline and budget

Upload planned timeline and the activities to be conducted

[timeline_Timeline activities SFU-HSH.pdf](#)

Upload plan for financial resource acquisition

[financial_SFU Budget-Financial resource acquisition.pdf](#)

Upload budget

[budget_SFU Budget-Cost plan.pdf](#)

Attachments

Attachments

- [Appendix_6.pdf](#)
- [Appendix_5.pdf](#)
- [Appendix_4.pdf](#)
- [Appendix_3.pdf](#)
- [Appendix_2.pdf](#)
- [Appendix_1.pdf](#)
- [budget_SFU Budget-Cost plan.pdf](#)
- [financial_SFU Budget-Financial resource acquisition.pdf](#)
- [timeline_Timeline activities SFU-HSH.pdf](#)
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- [Appendix_7.pdf](#)

Comments

Comments to the application form (maximum 1500 characters)

Profile and Vision

The profile of the **Centre of Excellent Interaction in Health Educationⁱ** at the Faculty of Health Education, [Stord/Haugesund University College \(HSH\)ⁱⁱ](#), is interaction between research, education and professionⁱⁱⁱ (1). The vision is to:

Develop and disseminate knowledge about how interaction between research, education and health services can create innovative and relevant health education

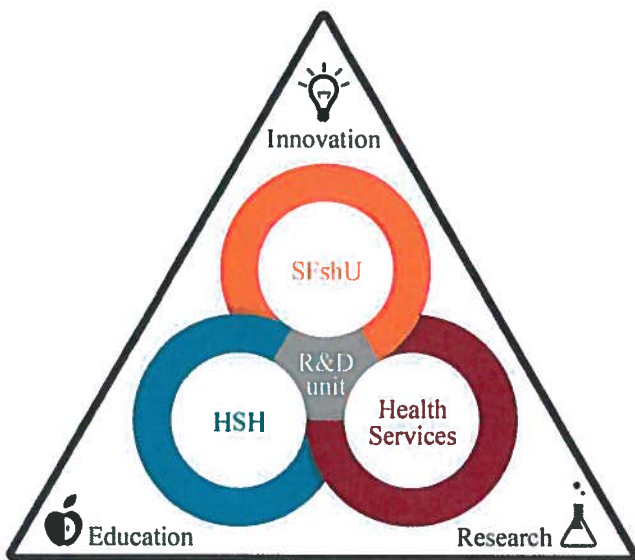


Fig. 1

The centre model (fig. 1) illustrates the triangle of knowledge (2) and the potential of innovation through regional interaction (3). It shows an existing interaction between HSH and health services in our region, including a unique joint R&D unit between the collaborating parties.

The aim for the R&D unit is to generate innovation in the health services. The structures and the activity in the R&D unit establish a strong basis for a SFshU in order to create innovative and relevant education.

Research highlights that geographical, institutional and relational presence is important to stimulate innovation (3). To achieve the goal “Relevant and innovative health education” the core activities in the Centre are: I) Student-active R&D, II) Inter professional learning, III) Practice-oriented learning and assessment. All of them in line with White papers nr.13 and nr.18 (1, 4).

Over the years, the academic community at the Faculty has developed a remarkable competence (appendix 1). Many staff members are connected to projects in the R&D unit, other practice-oriented R&D-projects^{iv}, quality improvement projects in the existing educations or projects related to creation of new relevant educations (CET/master^v). By doing so, the Faculty has developed a solid structure for interaction between the education and the profession, and simultaneously developed internal academic competence. In addition to this, the Faculty has increased its number of scientific publications during the last year.

Established Quality

HSH's strengths and quality factors (result/processes) in collaboration with the local health services are important for the Centre's profile concerning interaction, and shall therefore be presented here.

A joint R&D unit

[Helsetorgmodellene](#)^{vi} is an interaction project between HSH and the local health services. The model has been highlighted in the White Paper: *Long-term perspectives* (4) and accentuated as an excellent example of interaction:

Helsetorgmodellene appears to hold qualities that may contribute in solving parts of the problem concerning the interaction between the local municipalities, the actors of knowledge and the Hospital Trust. Others (...) should therefore consider whether this model is advantageous (p. 87).

The term Helsetorgmodellene denotes cooperation as a meeting point, providing the opportunity to mutually gather knowledge from various R&D projects. These projects are in line with The Coordination Reform (5).

A unique characteristic is that HSH has developed a joint R&D unit. The unit aims to establish common culture and language, enhance competence, create innovative projects, ensure that projects are based on knowledge, evaluate and document them. Through [web pages](#), networks, reports and annually conferences, the R&D unit supports exchange of knowledge between the collaborating parties. Additionally, the R&D unit prompts the implementation of new health services by offering workshops for professionals and ensure dialogue on a managerial level.

Helsetorgmodellene has been a running project for four years. From January 2014 a joint R&D unit will constitute a permanent interaction structure between the three parties. In the project period the focus is on health services for the elderly, the chronically ill, patients requiring rehabilitation, palliation and aid in terms of learning/coping. From 2014 onwards, the model will also comprise areas in relation to addiction, psychiatry and public health. This expansion opens up for a variety of new R&D projects.

Cooperation in Clinical Practice

A forerunner to the joint R&D unit is a long lasting collaboration process between HSH and the local health services regarding quality of clinical practice and development of new models for students' practice (6-7). These models display many characteristics in line with Caspersen and Kårstein's (8) conception of good quality in placement. The students' feedback has been positive

(9). The research-based assessment form in clinical practice (AssCE)^{vii} is regarded as useful in assessing to what extent the students develop essential skills and knowledge, and learn to develop a critical eye by using evidence based knowledge, problem-solving and research methods (10-11). The AssCE form will be evaluated in 2013 as a part of an ongoing R&D work. In order to ensure quality in clinical practice, HSH offers preceptor education for supervisors and have development projects concerning clinical practice together with the health services (12-15).

CET and Master`s Degree

HSH is an important allocator of competence in the health services in Western Norway and have a long tradition in tailoring [Continuing Education and Training \(CET\)](#) responding to the demands of the region. A forerunner to Interdisciplinary CET for “Psychosocial work for children and young adults” ([BU](#)), mentioned in the state budget (16) and White Paper 13 (1), was developed at HSH in 2004. Continuing Education and Training in [COPD](#)^{viii}, “Motivational Interviewing” and “Rehabilitation” are all developed in relation to the demands of competence in Helsetorgmodellene. These, and several other fields of CET at HSH, are interdisciplinary-based and focus on public health, preventive work and support at an early stage for clients with complex needs (17).

Experience from clinical practice development projects and R&D projects in the Helsetorgmodellene, shows that the health service requires staff with master`s degree competence. To comply with this demand, in 2009 HSH entered collaboration with Volda University College about a [Master`s degree in Health and Social Sciences](#). Furthermore, a unique interdisciplinary [Master in Clinical Health and Care](#), with focus on caring science and interaction, was developed at HSH in 2011.

Inter Professional Learning (IPL) ^{ix}

As one out of eight educational institutions HSH participated in the national CAB-project^x which focused on students preparations for future inter-professional collaboration. Various models for IPL were tried out (1, 18). HSH carried out an IPL project with collaboration between nursing students from HSH and students from Bergen University College (19). This and other team training models will continue in placements for students from HSH. As part of HSHs strategy for IPL, a group of teachers and professionals from the area attended a facilitator training in IPL in 2012. This group is now an ILP-network in Helsetorgmodellene and they have developed a similar [CET in IPL](#).

Bachelor of Nursing

The study programme for the bachelor degree in Nursing is continuously developed in close interaction with students and professionals. In 2000–2005 we carried out comprehensive pedagogical development projects, rooted in learning research (20-21) and in line with The Quality Reform (22-23). The result was a study programme centred on practice-oriented tasks, varied forms of learning and assessment, a team of teachers and a close interaction with the students (24-25). In 2003 HSH was awarded ["The country's best nursing education"](#) by a national student survey.

From 2006 the connection between R&D projects and educational processes has been a special focus. One teacher has for example developed a reflection tool to enhance the quality of students learning (26). A part of this project is to develop an interactive web-based learning tool.

An annual student survey^{xi} regarding the quality of education shows that the nursing students score high on generic skills, e.g. development of team skills and analytical competence (appendix 2). The former is, in our opinion, the result of a systematic emphasis on teamwork and collaborative learning throughout the nursing education. The latter, moreover, is the result of an effort to develop a questioning attitude, reflective thinking and to use theoretical knowledge in an adequate way regarding care of patients.

In 2013 we have started a comprehensive revision of the bachelor programme. The revision is in line with governmental papers (1, 5) and based on dialogue with students and profession.

Collaboration Structures

AHF and local health services have efficient collaboration structures, e.g. regular meetings in a collaboration council for HSH, Fonna Hospital Trust (FHT)^{xii} and regional municipalities. In connection with the joint R&D unit there has been established a board, an executive committee, networks, project and research groups, in which all three parts participate (HSH, FHT and municipalities). Furthermore, HSH is a part of the formal interaction structures between FHT and the municipalities in our region. Each educational programme has a study council with teachers, students and practitioners. HSH annually arranges a [Learning Environment Conference](#). The conference is based on dialogue between students and staff. The students view the conference as a useful opportunity to be influential.

Input Factors

Existing structures and resources in the joint R&D unit and facilities and services at HSH will be constitute the basis for activities in the Centre. The Centre will e.g. have access to R&D projects in the joint R&D unit (appendix 3) and support services such as library, ICT-support and facilitations at HSH. Students evaluate the facilities and services, especially the library services, as excellent and HSH has academic competence in digital learning at the Faculty of Teaching Education and a digital group. They can support the Centre's plan for digital/technology learning/assessment and dissemination.

The Faculty of Health Education has good structures for R&D advisement. Assistant professors, associated professors and professors work together to ensure adequate processes and results in R&D project. Members of the academic staff has started to carry out some of the activities we describe in the centre plan. Two of them are the coming centre leader Anny Holme and assistant professor Karen Vae. Anny Holme has newly become associate professor as a result of educational and practice-oriented R&D projects. Karen Vae is involved in projects in the R&D unit and has experience from student involvement in an ongoing practice development (26). Both have been part of educational projects in the Faculty Skill Centre and assessment projects in clinical practice.

More experienced researchers as Gerd Bjørke Geir Braut and Anna Løfmark have been R&D advisors in the Faculty for many years. Bjørke has special competence in inter professional learning. Bjørke and Braut are involved in projects in the R&D unit and Løfmark has special competence in practical learning and assessment in nurse education. These five have competence and experience from the health services and health education, as well as R&D work from both fields Tarja Tikkanen from the Faculty of Education will join the group to strengthen the pedagogical competence in the Centre.

Centre leader (ref. appendix 4) and these five other (ref. appendix 5) will be key persons in the Centre plan. They are project managers or project co-worker in one or more of the Centre projects. In addition will PhD-students, Associate professor Candidates, professionals recruited from the health services, project leaders from the R&D unit, researchers from the R&D-program in Faculty of Health (ref. appendix 1), internal and external R&D advisors (ref. appendix 6) and students be connected to each project group (ref. organisational plan, fig. 2, p.8-9).

Potential of Innovation and Dissemination

To achieve relevance and innovation in health education and health services, the Centre plan constitutes three activity areas and a plan for dissemination.

Student-Active R&D

Extensive student involvement in R&D is one of the goals in the White Paper 18 (3). R&D projects in Helsetorgmodellene provide significant potentials for student involvement as the projects take place in the municipalities and hospitals where the bachelor students are engaged in their clinical practice and in addition many CET/master students have their daily work. HSH has experience in involving students in R&D projects (14-15). "Intact Skin is Best" (27) is one example of an ongoing project in which students are involved. This project may serve as a model for student involvement in other quality improvement projects in the health services. Inter Professional Project [PROcompetence](#) is another ongoing example of student involvement in R&D.

Goal: Create models for student involvement in practice-oriented R&D projects.

Key persons: Associate Prof. Anny Holme (project manager) & Associate Prof. Geir S. Braut.

Added resources: PhD student and (75%), Associate professor candidate (50 %).

Plans for activities:

- 1) Map and analyse student involvement in existing R&D projects.
- 2) Develop, test and evaluate 2–3 models for student activity in R&D projects.
- 3) Elaborate on the models and transfer the experiences to other sets of R&D projects.
- 4) Evaluate and implement models for student-active R&D projects.

International Collaborators: University of Karolinska (S), Erstad Skøndal University College (S)

IPL in Learning and Education

The aims expressed in the White Paper 13 (1) refer to IPL in clinical practice for students in health and social education. HSH has developed models (19), established a competence team and developed CET in IPL. The fact that HSH provides only one kind of health profession students is a challenge, and demands creativity in ways of forming relevant student activities. One alternative is to develop learning models across bachelor and CET/master levels. Another alternative is to develop learning models where nursing students meet teacher students. This model might provide an opportunity to promote the national campaign in public health (17).

Goal: To create models for IPL in education and profession.

Key persons: Prof. Gerd Bjørke (project manager) & Prof. Tarja Tikkanen.

Added resources: PhD student and (75%), Associate professor candidate (50 %).

Plans for activities:

- 1) Evaluate and improve IPL education for staff in the fields of health, social care and school.
- 2) Develop open learning resources for IPL (Wiki books) and e-learning modules of IPL.
- 3) Develop and test various IPL models for students of nursing, teaching, CET/master.
- 4) Evaluate and implement models for the development of IPL within education and profession.

National Collaborators: Østfold University College and Ålesund University College.

International Collaborators: Linköping university College (S), VIA university College (DK), Häme University of Applied Sciences (FI).

Practice-Oriented Learning and Assessment

The White Paper 13 (1) also addresses the need for a closer interaction between education and profession to support the development of quality in clinical practice. HSH is well experienced in this kind of collaboration, by contributing in the clinical field (14-15). The SFU aim to develop learning and assessment by using part-time recruitment from the clinical field in HSHs skill centres. The goal is to develop models for collaboration in clinical practice-oriented learning by means of simulation and other technology (28-29) and clinical practice-oriented examination using Objective Structured Clinical Examination (OSCE) (30).

Goal: Create models for interaction in clinical practice-oriented learning and assessment.

Key persons: Assistant prof. Karen J Vae (project manager) & Prof. Anna Löfmark.

Added resources: Associate professor candidate (50 %), recruitment from health services (75%).

Plans for activities:

- 1) Develop and evaluate simulation learning for students entering hospital practice.
- 2) Develop and evaluate simulation learning for students entering municipality practice.
- 3) Develop and evaluate the assessment scheme, OSCE.
- 4) Implement models for interaction in simulation learning and OSCE.

National Collaborators: University of Stavanger.

International Collaborators: Gävle University College.

Dissemination Plan

The R&D unit annually arranges events with exchange of knowledge as a main object. These events correspond with the dissemination plan for the SFshU. Additionally, other faculties at HSH have experiences with different arenas for dissemination of knowledge which may serve as models for the Centre's communication work.

Web Pages and Social Media: The hub of the dissemination of knowledge will be a dynamic and interactive web page. Experiences from the R&D unit tell us that continually updating web pages is demanding. Consequently, we have chosen to appoint a part-time position for a communication adviser (fig.2) to be in charge of operating web pages, putting together information material and maintaining a communication strategy. One goal is to maintain updated web pages with sound/images, for instance streaming of lectures in seminars, videos from R&D activities etc. To engage actively in social media is another goal. Presumably one or two student assistants may contribute in this area.

Quality Day: To build a bridge between the activities in the R&D unit and the SFshU and to ensure a broader focus on quality in the health educations and health services, we aim to establish an annual Quality Day, on the model of the annual Learning Environment Conference at HSH. Invited participants will be students, staff from HSH and local health services, as well as external professional experts and patients/clients. The focus will be experiences and results from activities in the Centre and the R&D unit, and dialogue about quality in health services and education.

Student Conference: The teacher education at HSH has recently arranged its annual [student conference](#) for the third time. Being the only one of its kind in Norway, this spring the Minister of Education & Research attended the conference. The SFshU aims to arrange a similar conference for health sciences students every year – possibly along with teacher education students. The focus will be centred on imparting student involvement at R&D.

Rommetveit Seminar: In June every year The Faculty of Teacher and Cultural Education arranges "[Rommetveit seminar](#)". Campus Rommetveit enjoys a 175 year long tradition in pedagogical dissemination. With regard to SFshU we intend to host a similar international Conference in 2016 and 2018, focusing on innovation in health education. The goal is to attract both national and international participants, either by on site attendance or web-based participation.

External Dissemination: All participants in the Centre will be requested to present their experiences and knowledge from the projects on local (cf. above), Regional, National and International Conferences. Each Centre project will take part in in at least one National and International conference every year.

Conference Host: The centre will also endeavour to host some thematical conferences. The annual plan is to be host for the NIPNET conference (Nordic Inter Professional Network) in 2017.

Publication: The objective is that all participants of the project write 1–3 articles during 2015–2018, depending on how much R&D time they have at their disposal. To publish in open access will be preferred if possible. Additionally, there will be papers and posters at conferences.

Organisational Plan

The Centre will be governed by a Steering group, lead by the Dean at The Faculty of Health. Centre leader A Holme will manage the executive committee and coordinate all activities in the Centre as well as necessary cooperation with the leader of the R&D unit and other relevant internal and external partners (fig. 2, ref Appendix 6 for details). The centre will have administrative support: a communication associate responsible for web pages and impartation and administrative resources responsible for coordinating the operation and events (fig.2).

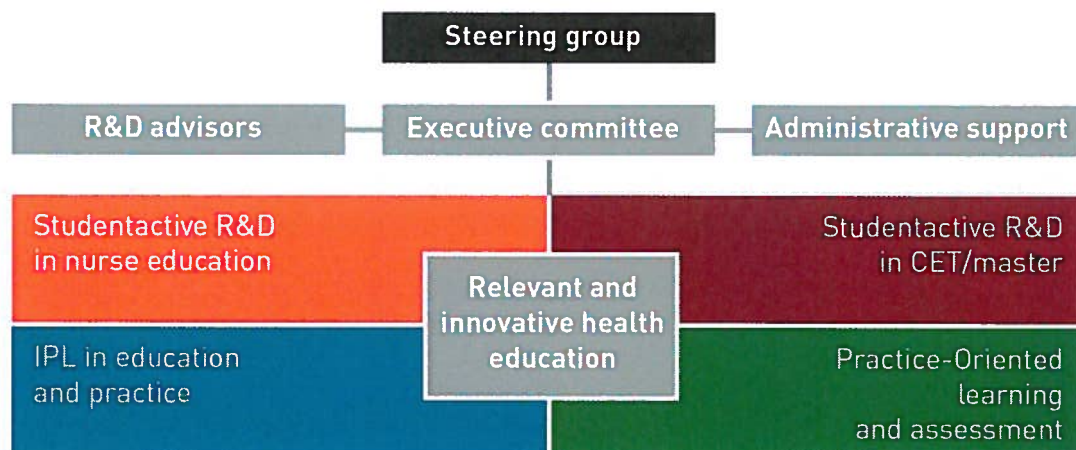


Fig. 2

Core activities in the Centre are organised in three areas. One of them, Student-active R&D, has two objectives according to different groups of students. In total this gives four projects in the Centre (fig.2). 1) Student-active R&D in Nursing education, 2) Student-active R&D in CET/master, 3) IPL in education & practice &, 4) Practice-Oriented learning and assessment.

Each project has a project manager and is allocated project team members: research fellows and students. They will also have access to relevant and highly qualified internal and external R&D advisors and networks.

Collaborative Partners and Networks

The interaction structures HSH already have established with the Fonna Health Trust Hospital and the municipality in our region are important to carry out the activities planned for in the Centre. HSH has a well established cooperation concerning clinical practice studies and projects in the joint R&D unit. Fonna Health Trust Hospital and the municipalities in our region are therefore the main collaborators for the Centre.

As pointed out under each of the Centre's activity fields, each project group has some network partners national and/or international. Additionally the R&D unit have a professional cooperation with "[Bjørgene caring and development Centre](#)", (Haugesund), "[Centre for caring science –West](#)" (Bergen) and "[Centre for Elderly Medicine and Interaction](#)" (Stavanger). These networks will also be important Collaborators for the SFU. In connection to Health Education HSH has collaboration with University of Stavanger and other Higher Education Institutions at the Western part of Norway.

Appendix overview

1. Institutional CV, Faculty of Health Education, Stord/Haugesund University College
2. The Course Experience Questionnaire (CEQ), Part results, Generic skills
3. Letter of intent
4. CV Centre Leader
5. CV's key persons
6. Organisational plan (expanded)
7. List of References

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- ⁱ In Norwegian: Senter for Fremragende samspill in Helse utdanning = SFshU. Further on we will use **SFshU** or **SFU**
- ⁱⁱ In Norwegian: Høgskolen Stord/Haugesund (HSH). Further on we will use **HSH**
- ⁱⁱⁱ Here we use the term Profession as in the Norwegian conspet “arbeidsliv” or “yrke”
- ^{iv} At HSH we use the term “practice oriented R&D project” for projects in cooperation with the practice field
- ^v CET/master: Students in Continuing Education and Training or Master ‘s degree. Further on we use **CET/master**
- ^{vi} In English: *Health marked model*. Further on we will we use Helsetorgmodellen
- ^{vii} Assessment of Clinical Education
- ^{viii} Chronic obstructive pulmonary disease. In Norwegian KOLS
- ^{ix} Inter Professional Learning. In Norwegian: Tverr Profesjonell Samarbeidslæring = **TPS**
- ^x Collaboration Across professional Boundaries
- ^{xi} The Course Experience Questionnaire (CEQ). In Norwegian: Erfaring med studiet (EMS)
- ^{xii} Fonna Hospital Trust (FHT). In Norwegian: Helse Fonna Helseforetak. Further on vi use **FHT**

Timeline activities SFshU, Stord/Haugesund University College

	2014	2015	2016	2017	2018
Student-active R&D in Nursing Education	Map and analyse				
	Develop, test and evaluate 2-3 models		Elaborate and transfer experiences		Evaluate og implement
Student-active R&D in CET/Master	Map and analyse				
	Develop, test and evaluate 2-3 models			Elaborate and transfer experiences	Evaluate og implement
IPL in learning and education	Evaluate and improve CET				
	Develop Wiki books/e-learning				
	Develop/test IPL models for bachelor, master, CET				Evaluate and implement
Practice-oriented learning and assessment	Simulation learning preparing hospital practice				
			simulation learning municipality practice		
	Develop and evaluate OSCE				Implement simulation and OSCE

Milestones organization

1.4.2014 Kick Off

1.8.2014 Hire PhD students

1.8.2014 Part-time recruitment from health services

Milestones Dissemination

1.1.2015 Launch Web page

1.5.2015 The first Student conference,

1.10.2015 The first Quality Day

1.7.2016 International Conference/Rommetveit Seminar

2017 Host for NIPNET Conference

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- 24 Haraldseid, G (2002) KATINKA: Kvalitetsutvikling av læringsorientert undervisning, vurdering og bruk av IKT i sykepleierutdanningen, Rapport januar 2002
- 25 Haraldseid, Gunn (2011): *Studentmedvirkning*. Refleksjonsnotat 4 i søknad om opprykk til førstelektor. Hentet fra
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- 26 Dahl H., Alfsvåg H (2013) Å fremme sykepleiestudenters evne til refleksjon, en pedagogisk utfordring”. Submitted.
- 27 Drange, B og Vae, KJ (2012): Foreløpig rapport for praksisutviklingsprosjekt ”Hel hud er best” Forebygging og dokumentasjon av trykksår ved Geriatrisk avdeling, Haugesund Sjukehus og somatisk avdeling, Bjørgene Omsorgssenter. Intern rapport HSH
- 28 Salas E., Wilson K. A., Bruke C. S., & Wiggman D. C. (2006) Does crew resource management training work? An update, an extension, and some critical needs. *Human Factors* 48, 392-412.
- 29 Husebø, S. E. (2012) *Conditions for learning in simulation practice: training for team-based resuscitation in nursing education.*, PhD Thesis UiS no. 173 – September 2012. University of Stavanger, Stavanger
- 30 Mårtensson G, Löfmark, A (2013) *Implementation and student evaluation of clinical final examination in nursing education*. Nurse Education Today. In press.

Centre of Excellent Interaction in Health Education

Stord/Haugesund University College - Høgskolen Stord/Haugesund
Faculty of Health Education

TOTAL COST PLAN: (IN NOK 1000)

	2014	2015	2016	2017	2018
Payroll and indirect expenses	5275	5275	5275	5275	5275
Other operating expenses	200	200	200	200	200
Totals:	5475	5475	5475	5475	5475

A more detailed budget is available in "plan for financial resource acquisition".

Centre of Excellence in Higher Education

Stord/Haugesund University College - Høgskolen Stord/Haugesund
Faculty of Health Education

TOTAL FUNDING PLAN: (IN NOK 1000)

	2014	2015	2016	2017	2018
Own financing (see details further down)	2475	2475	2475	2475	2475
Applied amount NOKUT (see details further down)	3000	3000	3000	3000	3000
Totals:	5475	5475	5475	5475	5475

(IN NOK 1000)

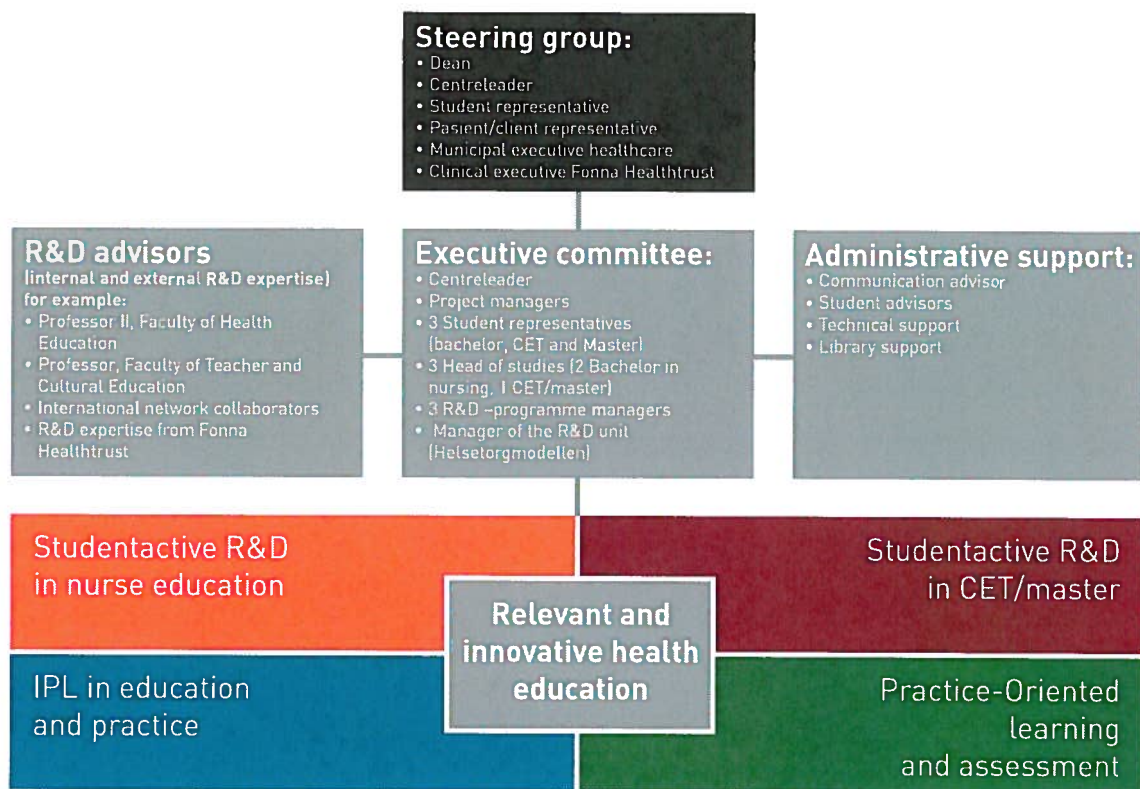
ALLOCATION SOUGHT FROM NOKUT:

	2014	2015	2016	2017	2018
2 PhD fellowships	1400	1400	1400	1400	1400
Centre leadership	800	800	800	800	800
Administration/Communication	500	500	500	500	500
Recruitment from regional health services	200	200	200	200	200
Operating costs	100	100	100	100	100
Totals:	3000	3000	3000	3000	3000
Specifications: Operating costs will cover materials, travel, some infrastructure etc.					

(IN NOK 1000)

OWN FINANCING:

	2014	2015	2016	2017	2018
2 Associate Professors	1500	1500	1500	1500	1500
R&D counselling	625	625	625	625	625
Recruitment from regional health services	250	250	250	250	250
Operating costs	100	100	100	100	100
Totals:	2475	2475	2475	2475	2475
Specifications: Operating costs will cover materials, travel, some infrastructure etc.					



Curriculum vitae Geir Sverre Braut

Persnal data:

Family name: Geir Sverre Braut
E-mail: gsb@helsetilsynet.no
Current oosition at HSH R& D advisor/part time Associate professor

Work Experience (main posts – last 20 year)

2002 – Deputy Director General, Norwegian Board of Health Supervision
2001 – 2002 Acting Deputy Director General of Health, Norwegian Board of Health
2001 Chief County Medical Officer, County of Telemark
1999 Senior Advisor, Ministry of Health and Social Affairs
1994 – 2002 Chief County Medical Officer, County of Rogaland

Work experience (part-time positions outside the main position)

2003 – Part-time Associate professor University of Stavanger
2002 – Part-time Associate professor Stord/Haugesund University College

Formal education / authorizations

2006 Approved as a general practicing physician (EØS-dir. 93/16/EEC)
1999 General maritime radio operator certificate (GOC / GMDSS)
1997 Approved specialist in community medicine
1994 Two-year leadership development program (AFF, Bergen)
1991 Diploma of public health, Nordic School of Public Health, Göteborg
1986 Approved as a general practitioner Dnlf
1982 Authorized as a physicians in Norway
1980 Candidate of medicine, University of Oslo

Appointments relevant for research and quality development

2011 – (2015) Chairman of the Board (President), European Partnership for Supervisory Organisations in Health Services and Social Care (EPSO)
2010 – Chairman of the Board, Laerdal Foundation for Acute Medicine,
2006 – 2009 Board member, Laerdal Foundation for Acute Medicine, Stavanger
2008 – 2011 Board member, Oslo University College, Dep. for health sciences.
2001 – 2008 Board Member/vice-chairman), Nova, Norwegian Social Research,
2000 – 2003 Board member, Center for Medical Technology Assessment, Oslo

Recent relevant publications

Peer-reviewed texts in scientific journals / anthologies

Braut GS, Njå O. Components of a tool to address learning from accident investigation. International Journal of Disaster Risk Reduction, available online 16th April 2013.

Lindøe P, Baram M, Braut GS. Risk regulation and proceduralization: an assessment of Norwegian and US risk regulation in offshore oil and gas industry. I: Bieder C, Bourrier M. Trapping safety into rules: how desirable or avoidable is proceduralization? Farnham: Ashgate, 2013: 69-86.

Braut GS. Legen som forvaltar av rettslege reglar. Tidsskr Nor Legeforen 2012; 132(14):1582.

Braut GS, Rake EL, Aanestad R, Njå O. Risk images as basis for decisions related to provision of public services. Risk Management 2012; 14(1): 60-76.

Hellebust CR, Braut GS. Regulated self-regulation or external control? Effects of different legislative approaches in the petroleum sector in Norway and Brazil. SPE Econ & Mgmt 2012; 4(2): 115-118.

Njå O, Braut GS, Vika OE. Bending the rules in the commercial goods road transport sector.

Procedia - Social and Behavioral Sciences 2012; 48: 2336–2350.

Lindøe PH, Baram M, Braut GS. Empowered agents or empowered agencies? Assessing the risk regulatory regimes in the Norwegian and US offshore oil and gas industry. I: Bérenguer, Grall & Guedes Soares (eds). *Advances in Safety, Reliability and Risk Management*. London: Taylor & Francis Group, 2012.

Njå O, Braut GS, Vastveit K Russell. Evaluation of regional risk analyses in Norway. I: Bérenguer, Grall & Guedes Soares (eds). *Advances in Safety, Reliability and Risk Management*. London: Taylor & Francis Group, 2012.

Njå O, Rake EL, Aanestad R, Braut GS. Risk based thinking is more important than accurate risk modelling. A discussion of risk assessment tools as basis for two categories of decisions. I: Bérenguer, Grall & Guedes Soares (eds). *Advances in Safety, Reliability and Risk Management*. London: Taylor & Francis Group, 2012.

Braut GS. Fagleg autonomi krev fagleg samarbeid. *Tidsskr Nor Legeforen* 2011; 131:1872.

Braut GS, Holt J. Meticillin-resistant *Staphylococcus aureus* infection – the infectious stigma of our time? *Journal of Hospital Infection* 2011; 77: 148-152.

Njå O, Braut GS. Investigation of incidents in systems designed or developed on the basis of risk analysis. *Safety Science Monitor* 2011; 15 (1): 1-12.

Hellebust CR, Braut GS. A comparison of regulations on work related health in the petroleum sector in Brazil and Norway (parallelpublikasjon engelsk/portugisisk). *Revista de Direito Sanitário/Journal of Health Law* 2010; 11 (1): 47-59.

Braut GS, Njå O. Learning from accidents (incidents). Theoretical perspectives on investigations as educational tools. *Reliability, Risk and Safety*. London: Taylor & Francis 2010; 9-16.

Lindøe PH, Braut GS. Risk regulation in the Norwegian petroleum industry: Robustness and changing methods of operation. *Reliability, Risk and Safety*. London: Taylor & Francis 2010; 2247-2253.

Braut GS, Lindøe PH. Risk regulation in The North Sea: a common law perspective on Norwegian legislation. *Safety Science Monitor* 2010; 14 (1): 9 p.

Braut GS. Kva skal til for at Statens helsetilsyn er nøgd? *Omsorg* 2009; 26 (3): 45-48.

Bjørke G, Braut GS. To karrierevegar – jamstilte, men ulike. *Uniped* 2009; 32 (4): 40-50.

Braut GS. Fagleg forsvarleg verksemd handlar om gode prosessar. *Tidsskr Nor Legeforen* 2008; 128: 2223.

Hanssen LE, Braut GS. Tilsyn med risikoperspektiv. *Michael* 2007; 4 (2): 104-110.

Braut GS. Do we need a national agenda to change our culture of care? *The Scandinavian Journal of Trauma and Emergency Medicine (Akuttjournalen)* 2003; 11: 83-84.

Braut GS. Praksisbasert legeutdanning til beste for alle. *Tidsskr Nor Lægeforen* 2003; 123: 2239.

Braut GS. Tida - ein knappare ressurs enn pengar! *Tidsskr Nor Lægeforen* 2001; 121: 1449.

Tekstboks contributions

Fintland I, Braut GS. Tilsyn og regulering av risiko i fortid og notid. I: Kringen J, Lindøe PH, Braut GS. *Risiko og tilsyn: risikostyring og rettslig regulering*. Oslo: Universitetsforlaget, 2012: 31-53.

Kringen J, Lindøe PH, Braut GS (red.) *Innledning*. I: Kringen J, Lindøe PH, Braut GS. *Risiko og tilsyn: risikostyring og rettslig regulering*. Oslo: Universitetsforlaget, 2012: 11-28.

(And so on)

Curriculum vitae – Gerd Bjørke

Contact information	Adress: Olaf Bullsvei 9 c, 0765 OSLO Telephone: private: 22 14 41 02, mobile: 911 67 198 e-mail: gerd.bjorke@hioa.no
Actual work position	Professor at Oslo and Akershus University College of Applied Sciences, 1997- present. Professor II at Stord/Haugesund University College, 2006 – present
Degree	Cand.polit. 1985 (socialpedagogy (master), sosiology and physiotherapy). Associate Professor 1981, professor 2008.
Education	1964 - Cambridge Certificate of Proficiency in English 1966 – Physiotherapy-certificate Oslo Ortopediske institutt 1969 - Examen philosophicum, University of Bergen 1975 – Teachers training – School of Physiotherapy, Oslo University College 1976 – Sosialpedagogy, bachelor degree, University of Oslo 1977 – Clinical physiotherapy, advanced course, School of Physiotherapy, Oslo 1981 – Sosialpedagogy, master degree, University of Oslo 1983 - Administration - 5 credits - Norges Handelshøyskole 1985 – Sosiology basic level, University of Oslo 1991-92 – Research methods, Det regionale høgskolestyret for Oslo and Akershus
Work Experience	1962-63: School-teacher, Manger Folkeskole 1963-64: Au-pair in England 1967-75: Physiotherapy Practice, mainly in rehabilitation 1975-81: Secretary of educational questions, Norwegian Physiotherapy Association 1981-87: Secretary - National Councils for Health Education 1988-92: Project-leader, Governmental Office of Education 1987-2001: Assistant/associate Professor at Oslo University College 1997 –2012: Associate Professor at Centre for Educational Research and Development, professor from 2008 1999-2002: Part-time Sogn og Fjordane University College, teachers training 2006-present: II-position at Stord/Haugesund University College
Projects, research and development	<ul style="list-style-type: none"> ➤ Initiative to and leader of Master programme for health educators 1991-1999, in cooperation with the University of Oslo ➤ Practice in physiotherapy programme, Oslo University College, 1992-1994 ➤ Consultant and follow-research - "VEKS"-project, Faculty of Health Sciences, Oslo University College 1998-2004 ➤ Project on implementing LMS at Oslo University College 2001-2004 ➤ Project on collegial assistanse at Oslo University College 2004- 2008 ➤ Project-leader "CAB-project"-Collaboration Across Borders, 2007-2012 ➤ A quality of life study among patients with scoliosis – 2010-2012.
Networking	<ul style="list-style-type: none"> ➤ Initiative to National Network for facilitator educations – 2002 ➤ Network for Higher Education, network-leader 2011-2012 ➤ NIPNET – Nordic Interprofessional Network – steering-group ➤ Network on interprofessional education at Oslo University College, 2004-2012, coordinator. ➤ Network on facilitator training at Oslo University College, 2007-2012
Teaching experiences	<ul style="list-style-type: none"> ➤ Teachers training for health educations, 1976-1994, leader ➤ Tutor training programme for health workers, 1991-2001, leader. ➤ Master programme for health educators 1991-1999, leader ➤ Basic course for college teachers 1997-2012, leader 2005-2012. ➤ Courses within rehabilitation 1999-2001
Censorship	<ul style="list-style-type: none"> ➤ 1999: Project work - The Polytechnical College ➤ 2004: Exam in Pedagogical Theory, Sogn og Fjordane University College ➤ 2005: Master degree in Special Needs Education, Oslo University, ➤ 2007: Master in Education, Oslo University, ➤ 2009: Examiner for a doctoral degree, Linköping, Sweden
Commissions	Associate professor - commissions: Candidates from Oslo, Akershus, Bergen, Sør-Trøndelag and Stord/Haugesund university colleges, and from the Police college Applicants for scholarship, dr. grad: From University of Oslo, Østfold

	University College, University of Tromsø Professor commissions: Candidates from Bergen, Oslo and Akershus, Tromsø and Agder university colleges.
Referee	2000-2005: Articles for "Fysioterapeuten" 2006: Articles for Norsk Pedagogisk Tidsskrift 2008: Book-review – Advanced Physiotherapy

Publications

Books:

- *Problembased learning*, 1. edition 1996, 2. edition 2000, Danish edition 2003
- *Active learning – handbook for students and teachers*, 1. Edition 2006, 2. edition 2012

Reports:

- A variety of reports on Interprofessional Education and Collaborative Practice, from 2004 – 2012, including reports within the CAB-project
- A review on development and carrying through teachers training for health personnel, 1976-1996
- A report on implementing LMS at Oslo university College, 2004
- A report on Super Teaching, 1997
- A report on practice studies in physiotherapy education – 1997
- A variety of reports on college teaching – 2009 – 2012
- Reports on developmental projects at Stord/Haugesund UNiversity College 2009-2012
- Research report on «Living with Scoliosis» - 2012
- Essays on knowledge and science as part of a qualification programme for associate professors at Stord/Haugesund University College 2013

Articles in English:

- Changes and Challenges in Physiotherapy Practices in Norway. *Physiotherapy Practice*, 1988, vol 4, 105-111
- Tutoring Group Work on the Internet, i *New teaching and Learning Practices: Experiences with eLearning Projects at Oslo University College, 1998-2005*, Bjarnø, red, HiO-rapport 2005 no 15
- From A Career Development Programme to Professional Doctorate or Practice-oriented PhD: a Norwegian Case Study. *Work Based Learning eJournal*, 2011, vol.2 (1), 83-98). <http://wblearning-ejournal.com/currentIssue/E3015%20rtb.pdf> Co-author: Laurence Habib
- Experiences from Group Supervision within an Alternative Path for qualifying University Teachers at a Doctoral Level – *Work Based Learning eJournal*. In print. Medforfatter Geir Sverre Braut.

Conference papers, in English:

- Qualifying for Teamwork in Health and Social Services, HiO, CPS-conference, 2004
- Crossing boundaries – experiences from an Interprofessional Unit in Health Education, *Community-Campus-conference*, Stavanger, 2004
- Interprofessional Learning in Health and Social Education - a necessity, a possibility or ignored? Oslo University College, 2007
- Learning and Knowledge Construction in Interprofessional Education. Collaboration Across Borders CAB III; Tucson, Arizona, 2011
- The Development of Interprofessional Education in the Nordic Countries: Breaking Boundaries – Building Bridges. Nordic Conference on Interprofessional Education and Collaboration, 2006.
- Qualifying for Interprofessional Collaboration. Symposium and poster, All together Better Health Conference, Kobe, 2012

Web-sites:

- www.cabnettet.wordpress.com
- www.uhp.no

Short CV

Tarja Tikkanen, Professor in Education

NAME	Tarja Tikkanen
TITEL	Dr.
Nationality	Finn
POSITION	Professor in Education, University College Stord/Haugesund, Norway
EDUCATION	1998– <i>Dr. in Education</i> , Dep't of Education, Univ. of Jyväskylä, Finland 1994 – <i>Licentiate in Education</i> , Dep't of Education, Univ. of Jyväskylä, FI 1989 – <i>Master of Education</i> , Dep't of Education, Univ. of Jyväskylä, FI 1982 – <i>Pre-school Teacher</i> , Institute for Kindergarten Teachers, Oulu, FI
Job career (5 recent years)	11/2011- current <i>Professor in Education</i> , University College Stord/Haugesund 08/2010 – 10/2011 <i>Associate Professor</i> , University College Stord/Haugesund 07/2004 – 04/2011 <i>Head of Research - Management</i> , organisations & competence, International Research Institute of Stavanger (IRIS) 03/2009 – 11/2009 <i>Associate Professor</i> , University of Stavanger, Norway(30%) 09/2008 – 04/2009 <i>Senior Advisor</i> , Continuing Education and Training. University of Stavanger, Norway (20%)
Scholarships/ Int'l mobility	01/2003 – 07/2003 <i>Visiting Fellow</i> , QUT Queensland University of Technology, Brisbane, Australia 07/1992 - 06/1993 <i>Fulbright Scholarship</i> , University of Michigan, USA
Research and development projects (selected)	2014-2017 " <i>Skills development for realizing the workforce competence reserve (SkillsREAL)</i> ". Project Coordinator & Leader. Partners University of Stavanger, Int'l Research Institute of Stavanger (IRIS) from Norway and four int'l partners from Finland, Sweden and Australia. Programme for Educational Research (Utdanning 2020), Norwegian Research Council (funding 7.3 MNOK). 2012-2014 " <i>Promoting competence building in Service Design through Touch-points (PRO-COMPETENCE)</i> ". Leader for the Norwegian Partner HSH. Partners from Estonia, Finland, Norway, Sweden. NORDPLUS Higher Education, Nordic Council. 2012-2014 " <i>Aren't we all special? – How to meet the educational needs of all children in the classroom? Competence, procedures and attitudes in a multi-actor and cross-sector regional perspective</i> " (<i>SPEDUREG</i>). Project Leader. Nine partners from Denmark, Estonia, Finland, Norway. NORDPLUS Horizontal, Nordic Council. 2012-2013 " <i>Curriculum in kindergarten? Language learning and use of ICT with small children (CHILDICT)</i> ". Project Leader. Consortium: 11 partners from Denmark, Estonia, Finland, Norway, Sweden. NORDPLUS Horizontal, Nordic Council. 2011-2013 <i>Utvikling av felles nordisk studiemodul for førskolelærerutdanningen: læring av naturfagbegreper hos barnehagebarn (NATGREP)</i> . Quality Assurer. Project Leader Dr. Merete Økland Sortland, HSH. Consortium: 5 partners from Denmark, Finland, Iceland, Norway, Sweden. NORDPLUS Higher Education, Nordic Council. 2008-2010 <i>CM ProWork Transfer</i> project on competence management. An <i>Innovation Transfer</i> , Leonardo da Vinci Programme, EC. Responsible researcher in Norway. Coordinator: Fraunhofer Institute (IAO), Germany. 2008-2010 <i>R&D School project "Les for livet!"</i> , Municipality of Suldal, Norway. Responsible scientist/organisational perspective. School development, "Knowledge promotion", Norwegian Board of Education. 2007-2009 <i>Project-based learning. Competence and innovations development in a university-industry-research cooperation</i> . Co-researcher. Seabed Rig. The Norwegian Research Council. 2004-2005 <i>Vocational Education and Training and mature competence in enterprises (VADMACE)</i> , jointly with the Rogaland Training and Education Centre. Project manager. Leonardo da Vinci Programme, LLP, EC. 2004-2005 <i>Distance learning, virtual college and university courses - How do we want</i>

	<p><i>to do IT? (DIVIRGIT) Network, jointly with the Rogaland Training and Education Centre. Coordinator. Nordic Council.</i></p> <p>2003-2004 <i>Evaluation of the 'Manifesto against bullying' at schools (Mobbemanifest). Project Manager and Responsible Scientist. Norwegian Board of Education (Læringscenteret/Utdanningsdirektoratet).</i></p> <p>1997-2001 <i>Working Life Changes and Training of Older Workers (WORKTOW). Project Coordinator & responsible scientist. DGXII, European Union (TSER, IV Framework).</i></p>
Publications (selected)	
<ol style="list-style-type: none"> 1. Tikkanen, T. Lifelong learning and education among 50+ in the Nordic countries. In B. Findsen & M. Formosa (Eds.) <i>International Perspectives on Older Adult Education: Research, Policies and Practice</i>. Springer. (forthcoming, 2014) 2. Tikkanen, T., Sinnerud, M. & Lindaas, I. Eksterne prosjekter som læringsarena. In M. Eilifsen (Ed.) <i>En-to-tverrfaglig undervisning i barnehageutdanninga</i>. Oslo: Universitetsforlaget. (forthcoming) 3. Tikkanen, T. & Billett, S. Older professionals, learning and practice. In S. Billett, C. Harteis & H. Gruber (Eds.) <i>The Springer International Handbook of Research in Professional and Practice-based Learning</i>. Springer. (forthcoming 2014, manuscript submitted and accepted) 4. Saarela, M., Santonen, T. & Tikkanen, T. 2013. Co-creation of innovations between higher education and actors in public, private and the third sector. Paper to be presented in the <i>International HELIX Conference on Innovative Practices in Work, Organization and Regional Development – Problems and Prospects</i>. 12-14 June 2013, Linköping. (Abstract accepted). 5. Tikkanen, T. 2013. Innovative capability in the light of demographic change. Paper to be presented in the <i>International HELIX Conference on Innovative Practices in Work, Organization and Regional Development – Problems and Prospects</i>. 12-14 June 2013, Linköping. (Abstract accepted). 6. Tikkanen, T. 2013. Lifelong learning – towards an active ageing [Elinikäinen oppiminen – kohti aktiivista vanhuutta]. In E. Heikkinen & T. Rantanen (Eds.) <i>Gerontologia</i>. Helsinki: Duodecim. (3rd edition), [In Finnish] (in print, expected in June 2013) 7. Tikkanen, T. 2012. A couple of decades of discourse on lifelong learning of and for ageing workers: Change, innovation, learning, progress? A paper presented in The European conference on Active Ageing and Intergenerational Learning – “<i>One Step Up in later life: learning for active ageing and intergenerational solidarity</i>” 19-21 November 2012, Brussels, Belgium (Invited). 8. Tikkanen, T., Guðmundsson, B., Hansen, L.E., Paloniemi, S., Isopahkala-Bouret, U., Randle, H. & Sandvik, J. 2012 Social partners: out with early exit, in with learning and career development for senior employees?, <i>Sociologia del lavoro</i>, n. 125, pp. 99-117. 9. Tikkanen, T. 2011. Innovation capability and productivity: what has demographic change to do with it? In S. Jeschke, I. Isenhardt, F. Hees & S. Trantow (Eds.), <i>Enabling Innovation. Innovative Capability - German and International Views</i>. Berlin/Heidelberg: Springer, 249-266. 10. Tikkanen, T. 2011. From managing a problem to capitalizing on talent and experience of older workers: Editorial. <i>The International Journal of Human Resources Management (IJHRM)</i>. Special issue on changing workforce demographic and ageing workers. Quest Editor. Apr2011, Vol. 22 Issue 6, p1217-1220. 11. Tikkanen, T., Guðmundsson, B., Hansen, L.E., Isopahkala-Bouret, U., Paloniemi, S., Randle, H. & Sandvik, J. 2011. <i>Social partners: out with early exit, in with learning and career development?</i> Copenhagen: NVL/Nordic Council of Ministers. 12. Tikkanen, T. 2009. The learning society as a greying society: Perspectives for older workers and lifelong learning. In: Cedefop (ed.) <i>Modernising vocational education and training. Fourth report on vocational training research in Europe: background report</i>. (Vol 2.) Luxembourg: Publication Office (Cedefop reference series), pp. 194-238. 13. Tikkanen, T. 2009. New opportunities and old challenges for older employees? <i>LLinE Lifelong Learning in Europe</i>, 14(2), 96-101. 14. Tikkanen, T. 2009. Analysis of Best Practice in lifelong learning for older workers, migrants and women. Final report to the <i>Keeping on Track</i> –project under the Lifelong Learning Programme (Key Activity 4), University of Reykjavik, Iceland (coordinator). Stavanger: IRIS. 15. Tikkanen, T. & Nyhan, B. (Eds.) 2008. <i>Innovative learning measures for older workers</i>. Cedefop. Panorama-series. Luxembourg: EUR-OP. 	

CURRICULUM VITAE

Anna Löfmark

410623-7128

Home: Runebergsv 20, 80267 Gävle

Tel home ++46 26 62 45 73

Education

Registered nurse	1965
Teacher training (Nursing) 1.5 years	1969
Doctor of Philosophy, PhD	2000
Associate professor	2010
Professor II	2012

Anna Löfmark, RN, PhD, Associate professor, employed at University of Gävle, Sweden since 1981 and at Stord/Haugesund University College, Norway since 2007, today both part time. Interest and main research area is clinical nursing education. The PhD thesis "Nursing students in clinical practice. Studies in independence, assessment and performance" (2000) at Uppsala University, Sweden, concerned students experience of what they learned in clinical practice but also how they handled situations in nursing care. The development of an assessment form for clinical nursing education started during the doctoral studies and the first version was adopted in 1998 and has continued. Research has continued with research articles and a textbook about clinical academic education together with two research fellows and co-authors (Ester Mogensen and Ingrid Thorell- Ekstrand). International contacts has included a co-operative multi-centre research project about clinical nursing education in Moshi, Tanzania, a teaching project about nursing and nursing science in St Petersburg supported by Sida (Swedish International Development Cooperation Agency), and a project about nursing education from bachelor to PhD education in the Scandinavian countries. Teaching has concerned many subjects in nursing education on different levels. The teaching today concerns supervision education, and involvement in projects about clinical education both at the University of Gävle and the University College in Stord/Haugesund.

Scientific publications, altogether 27 articles

1. Löfmark, A, Hannersjö, S, Wikblad, K. (1999) A summative evaluation of clinical competence: students' and nurses' perceptions of inpatients' individual physical and emotional needs. *Journal of Advanced Nursing*, 29 (4), 942-949.
2. Löfmark, A, Thorell-Ekstrand, I. (2000) Evaluation by nurses and students of a new assessment form for clinical nursing education. *Scandinavian Journal of Caring Sciences*, 14 (2), 89-96.
4. Löfmark, A, Wikblad, K. (2001) Facilitating and obstructing factors for development of learning in clinical practice : a student perspective. *Journal of Advanced Nursing*, 34 (1), 43-50.
5. Löfmark, A., Gustavsson, C. & Wikblad, K. (2003). Student nurses' ability to perform pain assessment. *Nurse Education in Practice*, 3 (3), 133-143.

6. Löfmark, A. & Thorell-Ekstrand, I. (2004) An assessment form for clinical nursing education: a Delphi study. *Journal of Advanced Nursing*, 48 (3), 291-298.
7. Löfmark, A., Smide B., & Wikblad, K. (2006) Competence of newly graduated nurses – a comparison of the perceptions of qualified nurses and students. *Journal of Advanced Nursing*, 53 (6), 721-728.
9. Lidskog, M., Löfmark, A., & Ahlström, G. (2008) Students' learning experiences from interprofessional collaboration on a training ward in municipal care. *Learning in Health and Social Care*, 7 (3), 134-145.
11. Löfmark, A., Hansebo, G., Nilsson, M., & Törnkvist, L. (2008) Nursing students' view on learning opportunities in primary health care. *Nursing Standard*. 23 (13), 35-43.
12. Bos, E., Löfmark, A. , &Törnkvist, L. (2009) District nurses' experience of supervising nursing students in primary health care: A pre- and post-implementation questionnaire study. *Nurse Education in Practice*. 9 (6), 361-666.
13. Löfmark, A, Morberg, Å., Öhlund L S., & Illicki, J. (2009) Supervising mentors' lived experience of supervision in teaching, nursing and social work education. A participation-oriented phenomenological study. *Higher Education*, 57 (1), 107-123.
15. Råholm, MB., Thorkilsen, K., & Löfmark A. (2010) Translation of the Nursing Clinical Facilitator Questionnaire (NCFQ) into Norwegian. *Nurse Education in Practice*, 10(4):196-200.
16. Löfmark, A., Thorell-Ekstrand, I. (2010) Strengthening and updating supervising staff nurses in educational workshops - an international partnership project. *Nurse Education in Practice*. 10(5):262-267.
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Curriculum vitae

Personal data

Family name: Karen Johanne Ugland Vae

Current position: Associate professor, HSH, Faculty of Health Education

Work experience (main posts)

01.08.2009–d.d.,	HSH:	Assistant professor
01.08.2002–31.07.2009,	HSH:	Lecturer
12.03.2002–31.07.2002,	AMK Headquarters:	CET Intensive Care Nurse 1
01.07.1999–11.03.2002,	AMK Headquarters:	Senior Charge Nurse
03.08.1998–30.06.1999,	HSH:	University College Teacher
01.06.1996–02.08.1998,	AMK Headquarters:	Senior Charge Nurse
01.09.1988–31.95.1996,	AMK Headquarters:	CET Intensive Care Nurse
27.08.1985–31.08.1988,	Intensive Care Unit:	CET Intensive Care Nurse
15.09.1981–26.08.1985,	Intensive Care Unit:	Nurse Teacher
01.03.1981–14.09–1981,	Intensive Care Unit:	Senior Charge Nurse
01.06.1979–28.02.1981,	Intensive Care Unit:	Student
12.02.1979–31.05.1979,	Intensive Care Unit:	Nurse

Formal education/authorisations

2010	HSH	English for Health Professional
2009	HiBo	Master's degree
2005	NLA	Examen philosophicum
2004	UIB	Research Methodology
2003	HSH	Interdisciplinary Pedagogy Counseling II
2001	HSH	Interdisciplinary Pedagogy Counseling I
2000	BI:	Crash Course in Health Management
1994–1996	UIS	Practical Pedagogical Education
1979-1981	FIH/SIR:	CET Intensive Care Nursing
1979	Betanien Nursing School	Reg nurse

Additional posts and positions of trust relevant to R&D and quality development

2009–2010, collaboration between HSH and Helse Fonna – *Talk with patient at arrival*: Project Leader in developmental clinical practice project.

2010–2011, collaboration between HSH and Helse Fonna – *Discharge planning* Project Leader in developmental clinical practice project.

2011–2012, Collaboration between Haugesund and Bokn local council, Helse Fonna and HSH: FoU co-worker in interaction project: Responsible for evaluation of the project.

2012, Collaboration between HSH and Helse Fonna and Bjørgene instruction hospital (due to be published in HSH's "skriftserie"): project co-worker/apportioned responsibility in evaluating: Developmental clinical practice project.

Publications

Vae, K.J (2011). Collaboration between HSH and Helse Fonna –*Discharge planning* HSH-rapport, Stord/Haugesund University College

Vae, K.J., Kvalevaag, H.K., Haukås, L., Berge, H. & Fjell, A. (2013) Utskrivningsplanlegging. I G.Bjørke (ed.) *Praksisutvikling 2011-2012. Samarbeid mellom høgskole og praksisfelt for utvikling av praksisstudier i sykepleierutdanning* (p 7 – 33). HSH-rapport 2013-4 Stord/Haugesund University College

Vae, K. J. & Kvinge, L. M. (2012). "Evaluering av "Helseteam for eldre". Health Market Model report 2012/1. <http://www.helsetorgmodellen.net/wp-content/uploads/2012/08/Evalueringsrapport-Helseteam-for-eldre.pdf>

Vae, K.J., Kvalevaag, H.K. & Haraldseid, M.E. Innkomstsamtale med pasient (2010). I G.Bjørke (ed.) *Praksisutvikling 2010. Samarbeid mellom høgskole og praksisfelt for utvikling av praksisstudier i sykepleierutdanning* (p 26 – 42). HSH-report 2011-3

Holme AN., Vae KJ. (2012) *Å håndtere akutte situasjoner. Sykepleierstudenter og førstehjelp*. HSH, Intern Rapport.

Drange, B Vae, KJ. et.al. (2012): *Foreløpig rapport for praksisutviklingsprosjekt "Hel hud er best" Forebygging og dokumentasjon av trykksår ved Geriatrisk avdeling, Haugesund Sjukehus og somatisk avdeling, Bjørgene Omsorgssenter*. HSH, Intern Rapport.

Curriculum vitae

Name: **Anny Norlemann Holme**

Current position: Associate professor, HSH, Faculty of Health Education

Work experience (main posts)

2013 –	HSH:	Associate professor,
2007 – 2013	HSH	Assistant professor
2000 – 2007	HSH:	Lecturer

Areas of work closely related to R&D and quality development:

2003-		Participant in research project: National proposals for use of diaries in intensive care units
2003 -2012		Participant in professional development project: National proposals for use of diaries in intensive care units
2005- 2012		Leader of profession team 3
2005–2007		Participant in pedagogical development project: Merger of two nursing educations
2009-2012		Participant in pedagogical development project: Dealing with acute situations. Nursing students and first aid
2000– 2003		Participant in pedagogical development project: Quality development of Bachelor in Nursing
1983–2000	Haugesund hospital:	Nurse/Intensive Care Nurse
1982–1983	Trondheim regional hospital:	Nurse
1980–1981	Deaconess's House Lovisenberg:	Nurse

Additional posts and positions of trust relevant to R&D and quality development

1987–1989	The Norwegian Nurses Organisation (NSF), Rogaland	Chief Employee Representative
1981–1982	The Deaconess's House Lovisenberg, hospital:	Substitute Teacher

Formal education/authorisations

2013	HSH	Associate professor
2012	HSH, HiOA	Course in Philosophy of Science and Understanding of Knowledge
2010	UiB	Phd course, Co-researcher: Qualitative Methods of Understanding
2007	UiB	Masters' Degree in Health Sciences, Nursing Science
2003	UiB	Research Method, part of basic course in health science
2000	HiS, now UiS:	Practical Pedagogical Education
1997	Haugesund hospital	CET in Intensive Care Nursing
1982	UiO	Examen Philisophicum
1979	Diakonhjemmet	Reg. Nurse

Publications

Egerod, I., Risom SS., Thomsen T., Holme AN et al. (2013) ICU-recovery in Scandinavia: a comparative study of intensive care follow-up in Denmark, Norway and Sweden *Intensive & Critical Care Nursing* (2):103-11

Gjengedal E., Storli SL Holme AN., Eskerud R. Ragne (2010).
An act of caring - patient diaries in Norwegian intensive care units. *Nursing in Critical Care* Volum 15.(4) s. 176-184

Holme AN.(2012) Profileringsdokument. Søknad om opprykk til førstelektor. HSH, Intern Rapport.

Holme AN., Vae KJ. (2012) *Å håndtere akutte situasjoner. Sykepleierstudenter og førstehjelp.* HSH, Intern Rapport.

Holme AN.(2012) Når to sykepleierutdanninger blir til en. HSH, Intern Rapport

Holme AN.(2012) *Læreplan for emne 3. Bachelor i sykepleie. Sykepleie til studenter med spesielle behov.* HSH, Intern Rapport

Holme AN.(2012) *Læreplan for praktiske studier Bachelor i sykepleie.* HSH, Intern Rapport

Holme AN.(2011) *I spenningsfeltet mellom teoretisk og praktisk kunnskap – naturvitenskaplige emner i sykepleierutdanningen.* HSH, Intern Rapport.

Holme AN., Gjengedal E., Eskerud RS., Storli SL.,Synnevåg H.(2010), Bruk av dagbok til respiratorpasienter ved norske intensivavdelinger. *InspirA* (3) s. 19-24

Holme AN (2008). Ektefellens behov for informasjon: når partner får akutt hjerteinfarkt. *Sykepleien Forskning* (1) s. 16-24

Holme AN.(2007) *Å være ektefelle til en pasient med akutt hjerteinfarkt - opplevelser og erfaringer den første tiden etter sykehusoppholdet.* Master Thesis : Det medisinske fakultet, Universitetet i Bergen

Conferences

Holme AN. Nasjonale anbefalinger for bruk av dagbok til pasienter ved norske intensivavdelinger. Molde "Ny tid med kardiologi"; 2012-04-25 - 2012-04-27

Holme AN. Å være ektefelle til pasient med akutt hjerteinfarkt. Fagdag HSH; 2011-12-02

Holme AN .En undersøkelse av bruk av dagbøker ved norske intensivavdelinger i 2008. Framlegg for sykepleiere på intensivavdelingen ved Haugesund sjukehus; 2009-11-11

Holme AN. Å være ektefelle til en hjerteinfarktpasient. Kvinner og hjertesykdom;
Kardiologisk Faggruppe, Haugesund sjukehus 2011-12-02

Holme AN En undersøkelse av bruk av dagbøker for respiratorpasienter ved norske
intensivavdelinger i 2008. NSFLIS(Norsk Sykepleierforbunds Landsgruppe av
intensivsykepleiere; Lillestrøm 2009-09-08 - 2009-09-11



Letter of Intent

We hereby express our intent to participate as partner in the proposed SFU-Center at Stord/Haugesund University College.

With this letter of intent we agree and assure that we will support and facilitate studentinvolvement in the R&D projects coordinated by the R&D-unit in Helsetorgmodellen.

Haugesund 06.05.13

A handwritten signature in black ink, appearing to read "Laila Nemeth".

Laila Nemeth
Head of board

A handwritten signature in black ink, appearing to read "Elise Hausken".

Elise Hausken
Manager of the R&D-unit

The Course Experience Questionnaire (CEQ)
 Part results, GENERIC SKILLS Bachelor in Nursing, HSH

(5=highest score, 1=lowest score)

Generic skills (campus Haugesund)	2013	2012	2011	2010
The course helped me develop my ability to work as a team member	4	4,4	4,4	4,3
My course helped me to develop the ability to plan my own work	3,9	4,3	4,1	4,1
The course improved my skills in written communication	4	4,2	3,9	4
The course developed my problem-solving skills	3,9	4,2	4	4
The course sharpened my analytic skills	4	4,0	4,1	4,1
As a result of my course, I feel confident about tackling unfamiliar problems	4	4,1	4,1	4,1
Total	4,0	4,2	4,1	4,1

Generic skills (campus Stord)	2013	2012	2011	2010
The course helped me develop my ability to work as a team member	4,2	4,2	4,3	4,2
My course helped me to develop the ability to plan my own work	4	4,1	4,1	3,9
The course improved my skills in written communication	3,9	4,0	4	4,1
The course developed my problem-solving skills	4	4,0	3,9	4
The course sharpened my analytic skills	3,9	4,2	4	4
As a result of my course, I feel confident about tackling unfamiliar problems	4,1	4,1	4,1	4
Total	4,0	4,1	4,1	4,0



Institutional CV –

Stord/Haugesund University College, Faculty of Health Education

<p>Stord/Haugesund University College (HSH)</p>	<p>Stord/Haugesund University College (HSH) is located in the western part of Norway, in two different campuses. HSH is a medium sized and modern state institution of higher education with approximately 3000 students and 270 employees. Stord/Haugesund University College offers studies of high quality, directed towards specific professions in society. There is a great demand for graduates from our study programmes.</p> <p>HSH is organized in three faculties:</p> <ul style="list-style-type: none"> • Faculty of Teacher and Cultural Education • Faculty of Technology/Business/Maritime Education • Faculty of Health Education <p>Commitment areas related to educational activities are:</p> <ul style="list-style-type: none"> • Didactics and professional knowledge in teacher education • Petro-maritime business activities • Health education • Security and HMS
<p>Research and Development at HSH</p>	<p>Stord/Haugesund University College has a wide set of research activities within its fields of education. Research is primarily connected to the practice field. Projects are based on close cooperation with local administration and business, school and training (kindergarten, primary and secondary school), local primary health care, regional health corporations and local industry and commerce (particularly maritime and offshore operations). Priority areas are within ICT in learning, applied IT, security, health education subjects and the maritime industry. A principle goal is that the internal expertise should have the ability to reflect on new research projects as well as on the curriculum at Stord/Haugesund University College. Another goal is connected to the international publication of results from the different research projects.</p>

<p>The Faculty of Health Education (AHF)</p>	<p>The Faculty runs a Bachelor-degree programme in Nursing at two campuses (Haugesund and Stord). Both campuses provide stimulating learning environments within modern buildings, providing easy access to well-equipped skills centres, libraries and IT tools.</p> <p>The Faculty specializes in a number of tailor-made Continuing Education and Training (CET) for health, social and pedagogical professions, in subject areas such as elderly, addiction problems, psychiatry, counseling, rehabilitation etc.</p> <p>From 2012 the faculty provides a new Master Education in Clinical Health and Caring Science. It has also provided a master programme in “Coping and Empowerment” in cooperation with Volda University College since 2010.</p> <p>The approximately number of students, AHF (2013):</p> <ul style="list-style-type: none"> - Bachelor in Nursing: 550 - Master: 40 - CET: 250 <p>In spring 2013, the Faculty has a staff of approximately 75 members. Among these are highly qualified R&D competence such as:</p> <ul style="list-style-type: none"> - 4 Professors - 16 Associate Professors - 6 active PhD Fellows - 6 approaching PhD students - 8 Associate Professors candidates
<p>Research and development at AHF</p>	<p>Research areas are related to three commitment areas:</p> <ol style="list-style-type: none"> 1) Clinical health and caring science 2) Public Health promotion and interaction in a longterm perspective 3) Developing competence and practice
<p>1) Clinical health and caring science</p>	<p>The scientific questions within the programme focus mainly on:</p> <ul style="list-style-type: none"> • The meaning of dignity within primarily elderly care and mental health care, and also what dignity promoting caring means in relation to the ethical attitude of health care personnel. • Existential caring in a longterm perspective, especially in difficult life situations. • The phenomena, conditions as well as theory and value base of caring. • Caring ethics in general in relation to clinical practice and person-centred care.

<p>2) Public Health promotion and interaction in a longterm perspective</p>	<p>This research and development programme is rooted in White paper no. 47 (2008-2009), and emanates in Helsetorgmodellen, a regional partnership project between the University college, local municipalities and specialist health care services in the Fonna Health Trust Region. A major issue is to enhance and to facilitate the interaction between different health care services at various levels in order to accomplish innovation and quality improvement in health services. To accomplish this, a joint R&D unit is established as the most central strategy in the collaboration.</p>
<p>3) Developing practice and competence</p>	<p>The aim of the R&D-programme Developing Practice and Raising Competence is to strengthen and improve the quality of practice within nurse education. Both research projects and development projects are included in the programme. Main focus will be on development projects. The majority of the projects will be financed from resources given to the development of practice, and are organized in cooperation with participants from the university college and from the clinical practice field. One important condition for the projects is that they are based on team work and –leadership. At least one tutor from the university college and one tutor from the practice field where the project is anchored should therefore lead the project.</p>
<p>International Cooperation at AHF</p>	<p><u>Student exchange:</u> The faculty has a high activity rate of student exchange International students from partner institutions mostly participate in two courses of clinical practice:</p> <ul style="list-style-type: none"> • Clinical practice for International students 20 ECTS (3 months) • Clinical practice for International students 30 ECTS (a full semester) <p><u>International R&D cooperation:</u> Internationally the Faculty collaborates with Karolinska instituttet (Sweden) for PhD. education, Åbo Akademi (Finland) for PhD. education, Ulster University (Northern Ireland) for research cooperation, Canterbury Christ Church University (Great Britain) for research cooperation.</p>