

9<sup>th</sup> International Clinical Skills Conference, Prato Tuscany

Sunday 18th May – Wednesday 24th May 2023



**Committee Role – Poster Co-Chair and Sponsor Liaison**

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| <b>Title</b>  | RN, PhD   |
| <b>First name</b>   | Katri   |
| <b>Surname</b>  | Manninen  |
| <b>Job Title</b>  | Senior Clinical Lecturer, University Nurse  |
| <b>Institute / Division</b>                                     | Karolinska University Hospital<br>Karolinska Institutet   |
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| <b>Email address</b>  | katri.manninen@regionstockholm.se   |
| <b>Biography (long descriptive text) – limited to 400 words</b> | <p>Katri has experience as nurse, educator and researcher within the fields of infectious diseases and medical education. She works as a university nurse at the department of infectious diseases doing both clinical work and working with educational issues and nursing development.</p> <p>Katri's passion is learning in clinical practice from the perspectives of students, supervisors and patients. She is member of a team that established a Clinical Education Ward at the department of infectious diseases and currently pedagogical leader for the ward. Katri has also established and been program director for a specialist nursing program in infectious diseases at Swedish Red Cross University.</p> <p>Katri supervises students in clinical practice, gives lectures on infectious diseases and nursing and on learning in clinical context. She is a pedagogical advisor in several national and international educational projects.</p> |

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| <p><b>Research (long text)</b></p> | <p>Katri's research experience is in clinical education and learning in clinical practice. She has explored how experience of authenticity can affect student learning, supervisors' pedagogical role and patient involvement in a clinical context with explicit pedagogical framework.</p> <p>Katri conducts research on learning clinical reasoning, building trust in clinical education, learning ethics in clinical practice and peer-learning in clinical practice. She is a member of several research networks and also supervisor for two doctoral students.</p> |
| <p><b>Teaching (long text)</b></p> | <p>Katri's teaching responsibilities at Karolinska University Hospital/Karolinska Institutet include:</p> <ul style="list-style-type: none"> <li>Clinical supervision (Infectious Diseases)</li> <li>Supervisor education</li> <li>Person-centred care</li> <li>Clinical skills</li> <li>Evidence-based nursing</li> <li>Research methodology</li> <li>Ethics</li> </ul>   |

**Publications (long text)**

Manninen K, Welin Henriksson E, Scheja M, Silén C. 2013. Authenticity in learning – nursing students' experiences at a clinical education ward. *Health Education*, Vol. 113 Iss 2 pp. 132 – 143. <https://doi.org/10.1108/09654281311298812>

Manninen K, Scheja M, Welin Henriksson E, Silén C. 2013. Self-centeredness or patient-centeredness—final year nursing students' experiences of learning at a clinical education ward. *Journal of Nursing Education and Practice*, Vol. 3 Iss 12 pp. 187-198. <https://doi.org/10.5430/jnep.v3n12p187>

Manninen K, Scheja M, Welin Henriksson, Silén C. 2014. Patients' approaches to students' learning at clinical education ward—an ethnographic study. *BMC Medical Education*, Vol 14 Iss 131. <https://doi.org/10.1186/1472-6920-14-131>

Manninen K, Scheja M, Welin Henriksson, E, Silén C. 2015. Supervisors' pedagogical role at a clinical education ward – an ethnographic study. *BMC Nursing*, Vol 14, Iss 55. <https://doi.org/10.1186/s12912-015-0106-6>

Manninen, K. 2016. Experiencing Authenticity – the core of student learning. *Perspect Med Educ* 5: 308. <https://doi.org/10.1007/s40037-016-0294-0>

Baumgartner, R; Häckter Stähle, C; Manninen, K; Hedman A-M. 2017. Assessment of nursing students in clinical practice – An intervention study of a modified process. *Journal of Nursing Education and Practice*. <https://doi.org/10.5430/jnepv711p111>

Kangas-Niemi A, Manninen K, Mattson J. 2018. Facilitating affective elements in learning - In a palliative care context. *Nurse Educ Pract*. Oct 3; 33:148-153. <https://doi.org/10.1016/j.nepr.2018.09.007>

Fredholm A, Manninen K, Hjelmqvist H, Silén C. 2019. Authenticity made visible in medical students' experiences of feeling like a doctor. *Int J Med Educ*. 2019; 10:113-121. <https://doi.org/10.5116/ijme.5cf7.d60c>

Hyll M, Schvarcz R, Manninen K. 2019. Exploring how medical students learn with the help of a digital presentation: a qualitative study. *BMC Medical Education*. 19: 210. <https://doi.org/10.1186/s12909-019-1569-z>

Koufidis C, Manninen K, Nieminen J, Wohlin M, Silén C. 2020. Unravelling the polyphony in clinical reasoning research in medical

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|  | <p>education. <i>J Eval Clin Pract</i> ;1–13.<br/> <a href="https://doi.org/10.1111/jep.13432">https://doi.org/10.1111/jep.13432</a></p> <p>Koufidis C, Manninen K, Nieminen J, Wohlin M, Silén C.2020. Grounding judgement in context: A conceptual learning model of clinical reasoning. <i>Med Educ</i>; 54: 1019-1028.<br/> <a href="https://doi.org/101111/medu.14222">https://doi.org/101111/medu.14222</a></p> <p>Manninen K, Björling G, Kuznekova J, Lakanmaa RL. 2020. Ethical coffee room: An international collaboration in learning ethics digitally. <i>Nurs Ethics</i>; 27:8: 1655-1668.<br/> <a href="https://doi.org/10.1177%2F0969733020934145">https://doi.org/10.1177%2F0969733020934145</a></p> <p>Koufidis C, Manninen K, Nieminen J, Wohlin M, Silén C. 2021. Representation, interaction and interpretation. Making sense of the context in clinical reasoning. <i>Med Educ. Medical Education</i>. 2021; 00:1–12.<a href="https://doi.org/10.1111/medu.14545">https://doi.org/10.1111/medu.14545</a></p> <p>Manninen K, Karlstedt M, Sandelin A, von Vogelsang A-C, Pettersson S. 2022. First and second cycle nursing students' perceptions of the clinical learning environment in acute care settings - A comparative cross-sectional study using the CLES+T scale. <i>Nurse Education Today</i> 108 (2022) 105211.<br/> <a href="https://doi.org/10.1016/j.nedt.2021.105211">https://doi.org/10.1016/j.nedt.2021.105211</a></p> |
| <p><b>Conferences / Lectures (long text)</b></p> | <p>Recent conferences</p> <p>2022<br/> <i>Authenticity and learning in clinical practice</i>. Key-note speaker, Nordic Forum for Nurse Educators, Turku, Finland</p> <p>2019<br/> <i>Patient Participation and Healthcare Teams: Canada, Denmark, Sweden &amp; United States of America Interconnected Perspectives</i>. Presentation and panel discussion, AIS 2019 Conference, Amsterdam, Netherlands.</p> <p>2017<br/> <i>What is the role of the patient in the education of the healthcare work force</i>. Panel member, Symposium at AMEE Conference, Helsinki, Finland</p> <p>2017<br/> <i>The role of authenticity in clinical education</i>. Poster presentation at International Council of Nurses (ICN) Congress, Barcelona, Spain.</p>   |
| <p><b>External links to work</b></p>             |  |