



Term

4

Hälsovetenskapliga institutionen

## BeVut

### Assessment form for clinical placement

#### H16004 Course IV Science and Health, Women's and children's health

Student's name \_\_\_\_\_

Student's Swedish Civil Registration Number \_\_\_\_\_

Supervisor/Head \_\_\_\_\_

Ward/unit \_\_\_\_\_

### Planning

Introduction of fire and safety routines \_\_\_\_\_

Date for discussion for the formulation of objectives \_\_\_\_\_

Date for mid-placement assessment \_\_\_\_\_

Date for final assessment \_\_\_\_\_

The student must accept and promote Röda Korsets Högskola's common values in respect of high quality, ethical behaviour and social commitment, as well as participation, transparency, equality and diversity. Display a serious commitment to the nursing profession and its duties. Be open to constructive criticism and committed to self-development and acceptance of responsibility. Display excellent teamwork skills with colleagues and other personnel.

Röda Korsets Högskola examines the learning objectives of the course in accordance with a twograde scale, P or F. BeVut is formulated using the criteria for the learning objectives. The course objectives are discussed with the student during the mid-placement assessment, when a formative discussion takes place which is intended to stimulate continual learning and development. This is followed up at the final assessment. All the pages in the form are to be treated as one cohesive document. The form is completed by an adjunct clinical assistant professor (Swedish acronym: AKA)/Supervisor and the student. The completed form is uploaded by the student onto the Canvas learning platform immediately after the Clinical Practice (VFU) period has been completed.

Detta dokument är vägledande för examinatorer slutgiltiga betygsbedömning

Hanna Gabrielsson, Gabriella Ahlenius

Enligt upphovsmannarätten tillhörande författarna Röda Korsets Högskola

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**Assessment criteria for Course IV**  
**VF01 Clinical placement women's and children's health 6.0 HE credits**

Mid-placement assessment = O, Final assessment = X

Learning objectives	For a <b>pass grade</b> , the student shall	O	The student <b>does not meet the criteria for pass grade.</b> The student	O
		X		X
8. Explain the etiology, diagnosis, and management of common conditions in gynecological and pediatric disorders.	- demonstrate knowledge of diagnosis and management of common medical conditions, tailored to the patient's needs.	<input type="checkbox"/>	- shows a lack of knowledge in diagnosing and managing common medical conditions, considering the patient's needs.	<input type="checkbox"/>
	- use relevant measurement and assessment tools.	<input type="checkbox"/>	- shows a lack of knowledge in the use of measurement and assessment tools.	<input type="checkbox"/>
	- explain the underlying causes of common gynecological and pediatric diseases.	<input type="checkbox"/>	- shows a lack of knowledge regarding the underlying causes of common gynecological and pediatric diseases.	<input type="checkbox"/>
9. Describe treatment strategies, including the mechanisms of action of relevant medications and common side effects in gynecological and pediatric care.	- demonstrate knowledge of common treatment strategies in pediatric and women's healthcare.	<input type="checkbox"/>	- shows a lack of knowledge regarding common treatment strategies in pediatric and women's healthcare	<input type="checkbox"/>
	- describe non-pharmacological and pharmacological treatments.	<input type="checkbox"/>	- shows a lack of ability to describe non-pharmacological and pharmacological treatments.	<input type="checkbox"/>
	- describe the undesired effects, both subjective and objective, of these treatments.	<input type="checkbox"/>	- shows a lack of ability to describe the undesired effects, both subjective and objective, of these treatments.	<input type="checkbox"/>

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Learning objectives	For a <b>pass grade</b> , the student shall	○	The student <b>does not meet the criteria for pass grade</b> . The student	○
		×		×
10. Apply patient-safe communication in both verbal and written forms within gynecological and pediatric care.	- demonstrate the ability to use tailored person-centered communication throughout all parts of the nursing process.	<input type="checkbox"/>	- shows a lack of ability to use tailored person-centered communication throughout all parts of the nursing process.	<input type="checkbox"/>
	- be able to communicate, both verbally and in writing, without the risk of misunderstandings, with patients/relatives and with other professionals and occupational groups.	<input type="checkbox"/>	- shows a lack of ability to communicate and collaborate, both verbally and in writing, with patients, relatives, and other professionals and occupational groups.	<input type="checkbox"/>
11. Apply the nursing process in collaboration with the patient, relatives, other professionals, and occupational groups in the context of gynecological and pediatric conditions.	- demonstrate the ability to explain and apply the nursing process, as well as understand the importance of interprofessional collaboration based on the patient's needs.	<input type="checkbox"/>	- shows a lack of ability to explain and apply the nursing process, as well as to understand the importance of interprofessional collaboration based on the patient's needs.	<input type="checkbox"/>
	- describe a specific situation where the patient's involvement in their care has been promoted.	<input type="checkbox"/>	- shows a lack of ability to involve the patient in their care.	<input type="checkbox"/>
12. Apply safe medication management.	- demonstrate the ability to prepare and administer medications, as well as evaluate and document effects, potential side effects, and interactions in a patient-safe manner.	<input type="checkbox"/>	- shows a lack of ability to prepare and/or administer medications, as well as a lack of ability to evaluate and/or document effects, potential side effects, and interactions in a patient-safe manner.	<input type="checkbox"/>
	- apply safe medication management in accordance with applicable laws, regulations, and guidelines.	<input type="checkbox"/>	- shows a lack of ability to demonstrate accuracy and safety in the preparation and administration of medications according to applicable laws, regulations, and guidelines.	<input type="checkbox"/>

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Learning objectives	For a <b>pass grade</b> , the student shall	<input type="radio"/>	The student <b>does not meet the criteria for pass grade</b> . The student	<input type="radio"/>
		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
13. Evaluate equality and equity and their significance in the care relationship within gynecological and pediatric care.	- demonstrate the ability to reflect on the concepts of equality and equity with a norm-critical approach, and how these may influence the care relationship.	<input type="checkbox"/>	- shows a lack of ability to reflect on the concepts of equality and equity with a norm-critical approach, including how and whether the care relationship may be affected.	<input type="checkbox"/>
14. Apply a professional attitude towards the patient, their relatives, and the healthcare team within gynecological and pediatric care.	- demonstrate the ability to create trustful encounters supported by compassion, empathy, professional knowledge, and ethical principles.	<input type="checkbox"/>	- shows a lack of ability to create trustful encounters supported by compassion, empathy, professional knowledge, and ethical principles.	<input type="checkbox"/>
	- demonstrate an understanding of the nurse's role within the healthcare team.	<input type="checkbox"/>	- shows a lack of understanding of the nurse's role within the healthcare team.	<input type="checkbox"/>

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## Mid-placement assessment

Date: \_\_\_\_\_

Absence: \_\_\_\_\_

Areas which worked well:

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Areas in which the student requires more training/practice:

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Risk of the student not achieving the objectives?\_

No

Yes

(Note that a written action plan must be drawn up and signed by the student, supervisor and an RKH representative if there is a risk of a fail grade.)

## Persons present at the mid-placement assessment

Name of Student \_\_\_\_\_

Name of Supervisor \_\_\_\_\_

Name of RKH-representative<sup>1</sup> \_\_\_\_\_

<sup>1</sup> An RKH-employed senior lecturer, adjunct, clinical adjunct or adjunct clinical assistant professor.

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## Final assessment

Date: \_\_\_\_\_

Absence: \_\_\_\_\_ days, \_\_\_\_\_ hours

The student has achieved the learning objectives for the course.

Yes  No

### Any other comments:

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Date Student's signature

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Date Supervisor's signature

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Name in block letters

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Date RKH-representative's<sup>1</sup> signature

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Name in block letters

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## Course-specific checklist

### Course IV Science and Health, Women's and children's health

The student has	Theoretical grounding	Taken part	Carried out under supervision	Carried out independently

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