



Guidelines for Clinical training at the Swedish Red Cross University

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Description:

This document describes the Swedish Red Cross University's regulatory framework for clinical training.

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Clinical training

The purpose of clinical training is for students to acquire, apply and integrate theoretical knowledge and practical skills. Students also develop a professional and ethical approach and apply an evidence-based working method during the clinical training.

Electronic ID – eTjänstekort

For your clinical training, you will need an electronic ID (*eTjänstekort*) issued by the Stockholm City Council, that will be ordered before your arrival. In order to obtain the electronic ID, you need to upload a copy of your passport, according to the instructions that you will receive from the international coordinators.

Scope and time

Students not contacted by their placements for clinical training two weeks before their placement period begins are responsible for contacting their clinical placement via the contact details in the Clinical Placement Programme (KLiPP). Students still unable to contact the healthcare organisation are to contact the international coordinators.

One clinical training week comprises 32 compulsory hours (excluding lunch break), regardless of whether the week includes national holidays. The remaining 8 hours comprise of various teaching activities.

Compression of time is not permitted and may only be done in consultation with the module/course coordinator and provided that it works for the placement.

The student follows the established timetable of the healthcare organisation. The placement includes day, evening, night, and weekend shifts. However, no more than 30% of the total placement may consist of night shifts. double shifts may not occur during one day, i.e., a day shift directly followed by an evening shift.

Students with special requests regarding placement must apply via the request form made available each semester at www.rkh.se for the coming semester. All students are informed of this via email.

Attendance and absence

Nursing students report their attendance on the attendance report. The student records the number of hours per day in the report. The attendance report is signed by a supervisor. After completing the clinical training, the student submits the attendance report within one week to the module/course coordinator. Attendance report is required to pass the course.

Swedish Red Cross University students must be able to complete placements in all care covered by the Health and Medical Services Act (2017:30) unless otherwise specified by the organisation. Changes of placement or period cannot be permitted on ethical, political, philosophical or religious grounds.

Absence during clinical training is reported as soon as possible to the placement and to the adjunct clinical lecturer or student coordinator, as well as to the contact teacher. It is the responsibility of the student to, in consultation with the supervisor, adjunct clinical lecturer or student manager, plan to make up time.

Regulations on hygiene, clothing, jewellery, and name tags

Students must comply with applicable regulations on hygiene, clothing and jewellery. During clinical training, a name tag with the Swedish Red Cross University logo is worn prominently.

Assessment during placement

Two formal assessment dialogues are conducted during the clinical training, a formative assessment halfway through clinical training and a summative assessment in the end. For the assessment dialogue, the course specific assessment instrument ACIEd (BeVut in Swedish) is used. Before each assessment dialogue, the student makes a self-assessment based on the assessment criteria in ACIEd. During the assessment dialogue, in addition to the student, the supervising nurse, adjunct clinical lecturer and contact teacher (usually attending digitally) participate in a three-way dialogue. The contact teacher only attends the final assessment dialogue if necessary. If, at the halfway assessment dialogue, the student's progress is at risks of failing to fulfil the intended learning outcomes in the ACIEd, upon final assessment, an action plan must be drawn up (see below under At risk of failure).

Assessment forms

The assessment is based on the intended learning outcomes described in the syllabus for each course and in the course specific assessment instrument Assessment of Clinical Education (ACIEd, (BeVut in Swedish)). ACIEd is submitted by the student to the module/course coordinator no later than one week after completion of the placement.

At risk of failure

If the supervising nurse, together with the contact teacher, assesses at the halfway assessment dialogue (or before/after the halfway assessment) that the student risks failing to achieve one or more of the intended learning outcomes in ACIEd, or the student has absences, the contact teacher draws up an action plan to support the student's learning to enable fulfilment of the learning outcomes upon final assessment. The student, the supervising nurse and the contact teacher plan for actions in order for the student to fulfil the learning outcomes. Review meetings are planned with the contact teacher, student, and supervising nurse to assess the student's development based on the written action plan. These review meetings should take place once a week to evaluate and support the student's progress towards the intended learning outcomes. The examiner must be informed that an action plan has been drawn up. In the final assessment, the student's results are assessed in relation to the course's intended learning outcomes in the ACIEd. If not all intended learning outcomes and assessment criteria have been satisfactorily met, shortcomings are documented. This creates a basis for assessment which is then administered to the assessing examiner. It is recommended that the examiner participates in the final assessment when there is a risk for failure.

In case of failure

If the student does not achieve the intended learning outcomes of the clinical training and fails, an action plan is made for the student to repeat the placement. The clinical lecturer is informed and contact the student to offer support and plan for activities supporting the learning of the student at the next clinical placement. Responsible teacher will make sure that the action plan is implemented.

Roles

The student

The student shall take active responsibility for his/ her learning and be well aware of the learning outcomes. The student plans and manages the assessment meetings. In case of problems or questions the student can contact the contact teacher.

Contact teacher

The contact teacher plans, together with the student and the supervising nurse, a time for halfway and if necessary, the final assessment and supports the student during the placement. The contact teacher carries out a halfway assessment in a three-way dialogue and, using the student's assessment instrument as a basis, documents any discrepancies in relation to the intended learning outcomes and assessment criteria. The contact teacher suggests actions and, together with the responsible examiner, suggest learning activities together to support the student's learning for the student to achieve the intended learning outcomes. The contact teacher is responsible for drafting and following up a documented action plan.

Examiner

The examiner is ultimately responsible for examining the student. The examiner, in consultation with the contact teacher, determines measures to enable the student to achieve the intended learning outcomes if there is a risk for failure

Adjunct clinical lecturer and supervising nurse

The adjunct clinical lecturer or supervising nurse is responsible for the formative assessment of the student's activities in the clinical training and participates at the halfway assessment together with the contact teacher. The adjunct clinical lecturer or the supervising nurse plans for the final assessment together with the student. The events that form the basis for the assessment that the student risks failing are documented. and the adjunct clinical teacher and/or the supervising nurse participate in the assessment meetings and the follow up of the action plan.

Action plan at risk of failure

Student:
Course/Semester:
Clinical placement:
Supervisor:

Risk of failure

Describe what gave rise to the risk of failure and attach the completed assessment form. The learning outcomes that are not achieved should be clearly specified in the assessment form.

Recommended measures for the student to achieve the intended learning outcomes the student is responsible for:

Adjunct clinical lecturer/supervisor responsible for:

Teacher/examiner responsible for:

Planned follow-up, date

Examiner at Swedish Red Cross University

Signature

date

Student

Contact teacher at Swedish Red Cross University

Signature

date

Signature

date

Adjunct clinical lecturer/supervising nurse

Signature



Action plan for clinical training, second attempt

The plan aims to give the best conditions to achieve the learning outcomes at the clinical training (the second attempt), and to sustain the security of the patient. The plan is formed by the clinical lecturer and student after the clinical training.

Student:	personal identification number:
Course/Semester:	
Previous clinical placement:	
Date:	

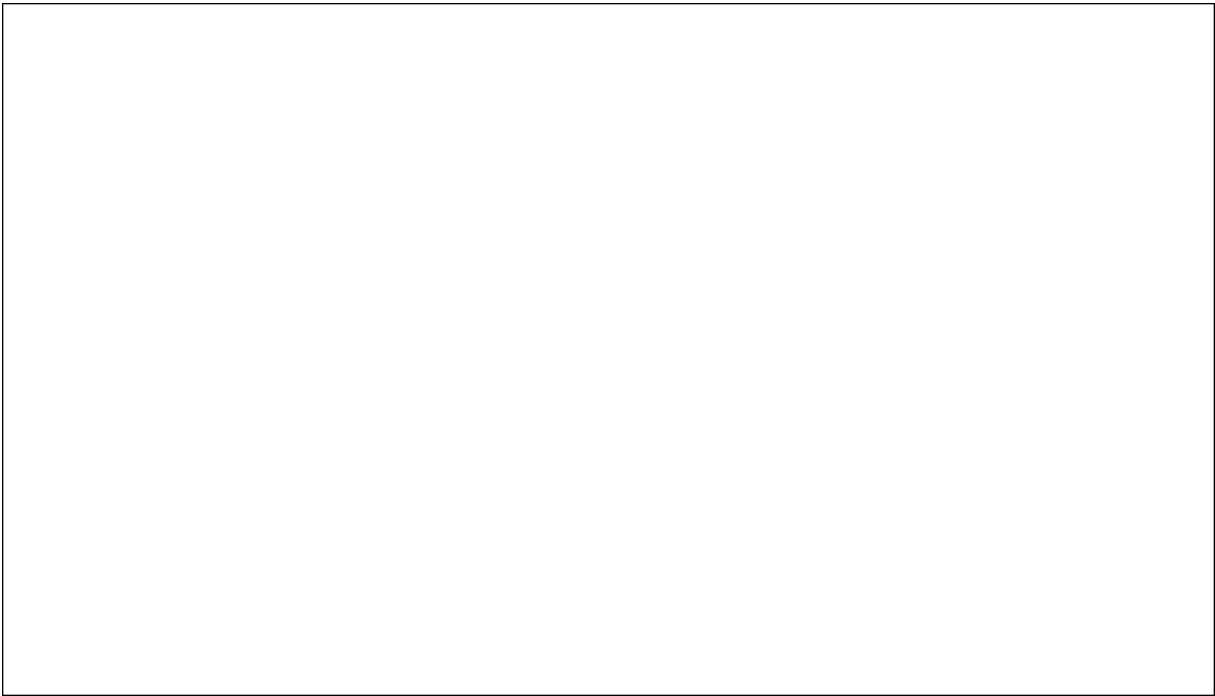
Attending:

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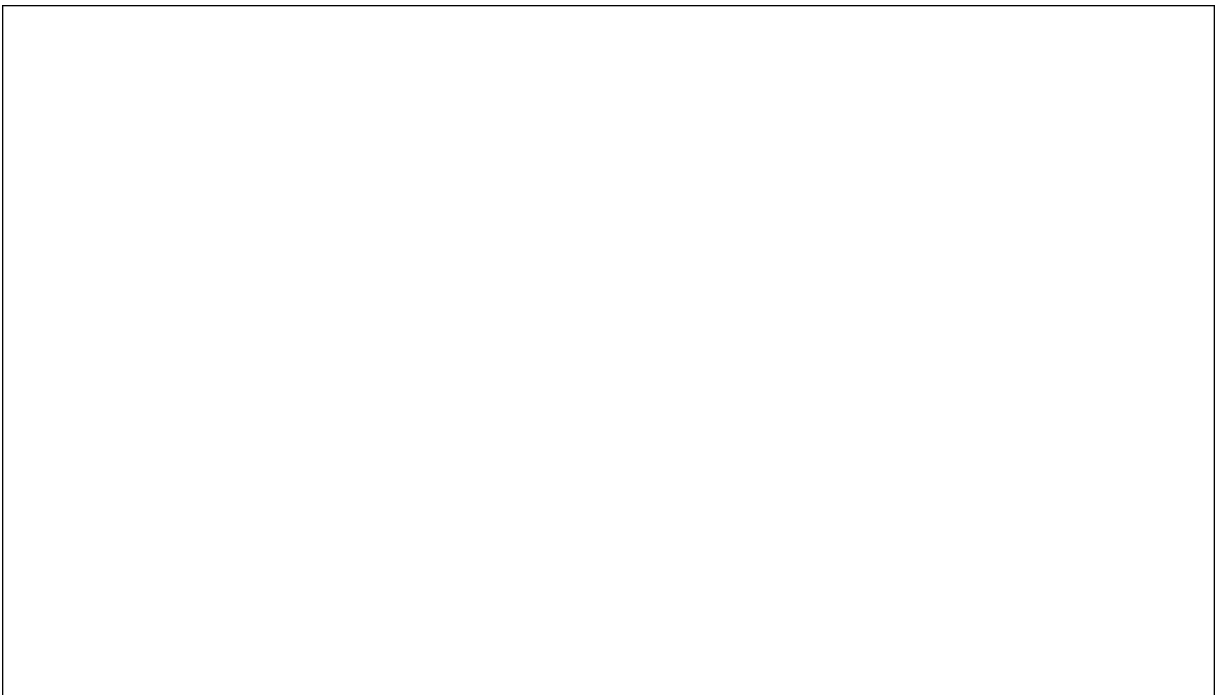
Which learning outcomes do you as a student need to focus on for the next clinical training? Be as specific as possible.

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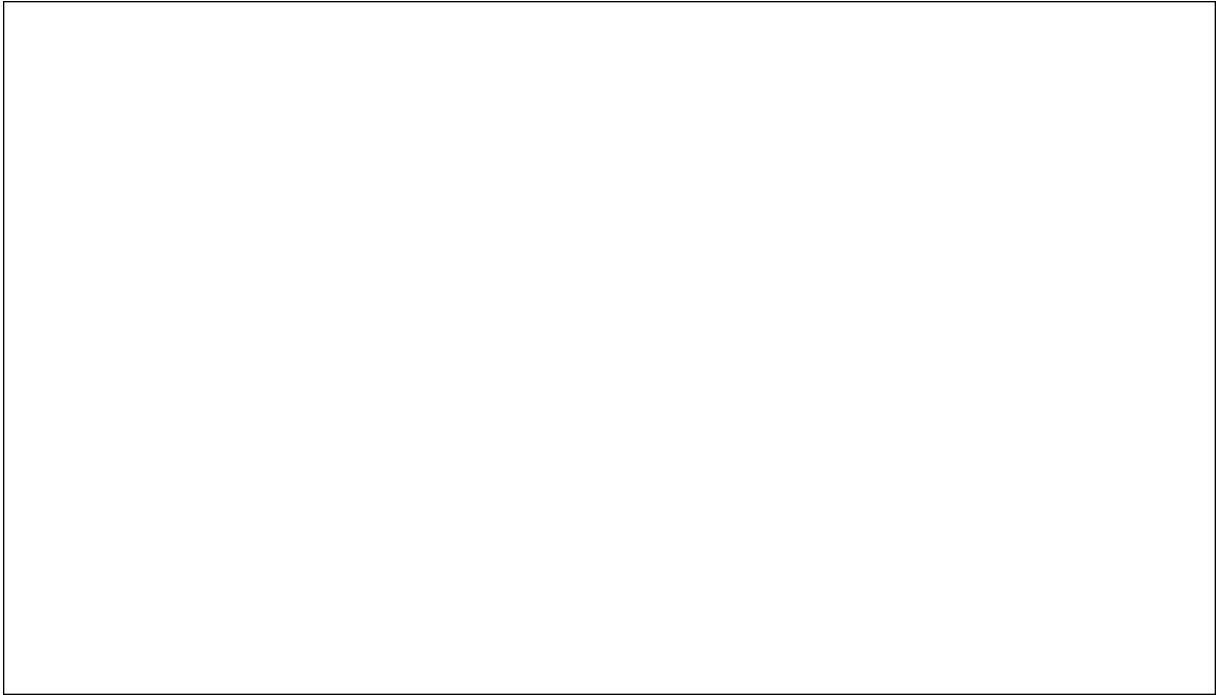
What do you need to prepare for your next clinical training?



What kind of support does the student wish for or is recommended to get?



Planning for the next clinical placement. For example, choice of location, pedagogical method etc.

A large, empty rectangular box with a thin black border, intended for the user to write their plan for the next clinical placement. The box is currently blank.