



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 responsible lecturer.

One clinical training week comprises 32 compulsory hours (excluding lunch break), regardless of whether the week includes national holidays. Lunch breaks are mandatory under the Working Hours Restriction Act (1982:673) and are important for recovery.

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 other eight hours of the week consists of individual studies, seminars, lectures, or examinations.

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. According to the Working Hours Restriction Act (1982:673), 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.

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 module/course coordinator. 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.

Contact teacher

The clinical placement where the Swedish Red Cross University conducts clinical training must be of high quality and provide a good learning environment for students. For each placement, a lecturer from the Swedish Red Cross University is appointed as a contact teacher. The university must maintain working contact with the clinical placement and supervising nurses, and this is ensured by the appointment of contact teachers. Working contact enables the university to carry out legally secure assessments of students' knowledge and understanding, skills and abilities, and judgment and approaches.

Assessment forms

Assessment of clinical training is the basis for summative assessment (see Guidelines for Examination at Red Cross University Ref. 46/2022 (only in Swedish)). 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. See www.rkh.se for further information.

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 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). If the student or supervising nurse needs support of any kind, the contact teacher must be contacted for further administration.

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 participates in the dialogue when the actions to achieve the intended learning outcomes are planned. 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 module/course coordinator, as well as 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. In some cases, the contact teacher may decide that the examiner should attend the final assessment. After the final assessment is completed, the result is reported in Ladok and certified by the examiner. The examiner makes a final assessment and certifies the grade in Ladok.

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. Based on the identified knowledge shortcomings, the examiner makes an action plan with recommendations for activities to support learning. The student is then referred to the study counsellor. The action plan made by the examiner together with the student, is sent by the examiner to the study counsellor, clinical placement coordinator and the Rota planner. Failing grades in clinical training is documented and archived. After the student has contacted the study counsellor, a plan for individual study is made. The study counsellor then notifies the clinical placement coordinator, the Education Administration, the examiner, and the module/course coordinator. The Education Administration assigns the student the correct group in Canvas, and the clinical placement coordinator assigns the student a new placement. The action plan issued by the examiner is followed up by a designated lecturer, preferably the module coordinator, and time is allocated by the Rota planner.

Adjunct clinical lecturer and supervising nurse

The adjunct clinical lecturer documents the events that form the basis for the assessment that the student risks failing and carries out a written assessment according to the applicable assessment instrument with recommended measures to support the student in achieving the intended learning outcomes as well as recommendations for preparation of the action plan.

Contact teacher

The contact teacher plans, together with the student and the supervising nurse, a time for halfway and 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 suggest actions and, together with the responsible examiner, suggest learning activities together to support the student's learning in order 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 responsible teacher, determines measures to enable the student to achieve the intended learning outcomes.

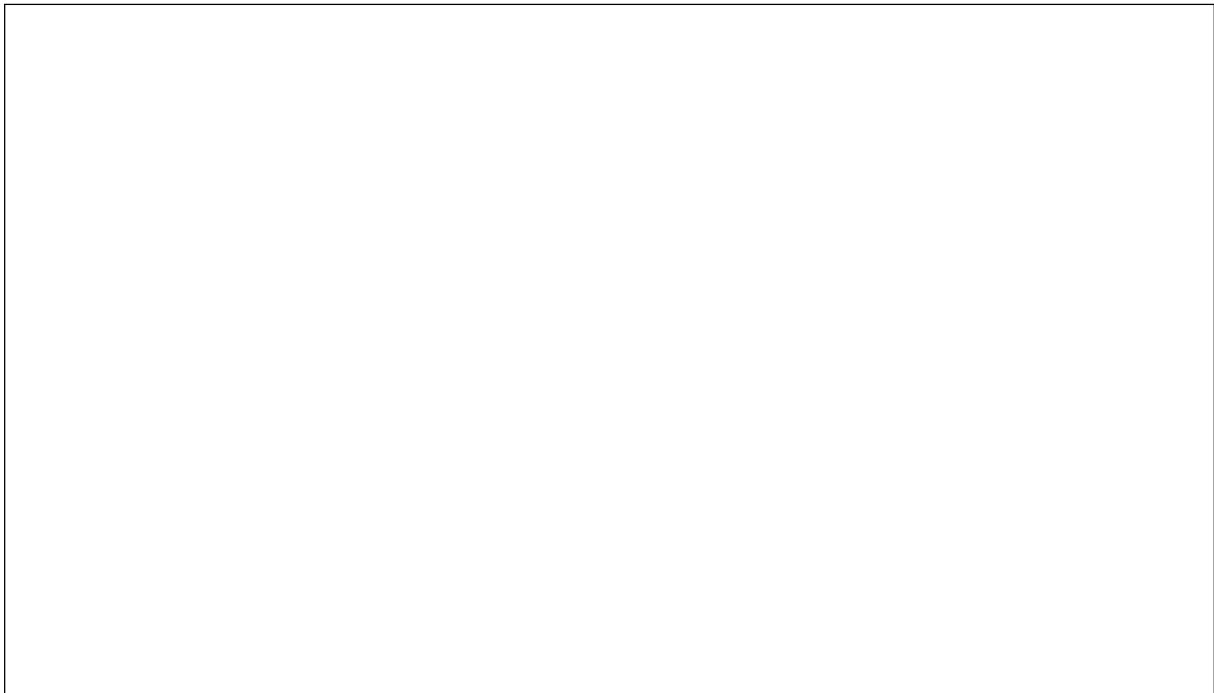
Action plan at risk of failure

Student:
Course/Semester:
Clinical placement:
Supervisor:

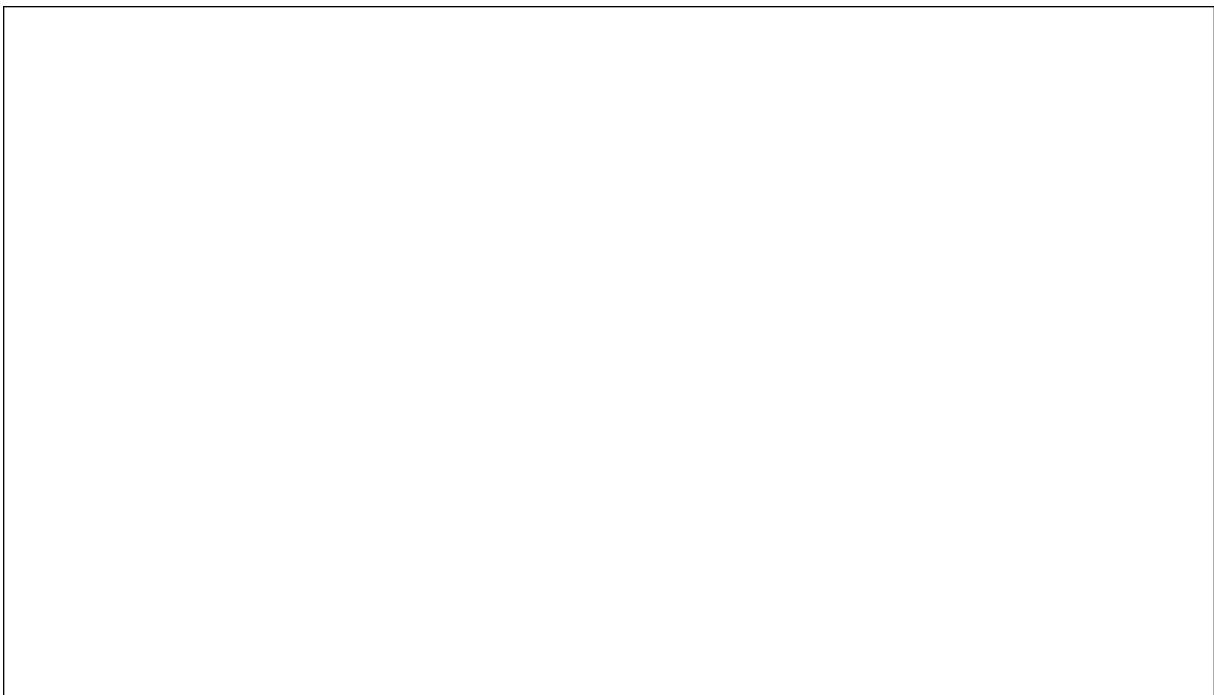
Risk of failure

Describe what gave rise to the risk of failure and attach the completed assessment form.

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

A large, empty rectangular box with a thin black border, intended for the student to write recommended measures for achieving learning outcomes.

Adjunct clinical lecturer/supervisor responsible for:

A large, empty rectangular box with a thin black border, intended for the adjunct clinical lecturer or supervisor to write their responsibilities.

Teacher/examiner responsible for:

Planned follow-up, date

Examiner at Swedish Red Cross University

Signature **date**

Student

Signature **date**

Responsible teacher at Swedish Red Cross University

Signature **date**

Adjunct clinical lecturer/supervising nurse

Signature