



JÖNKÖPING UNIVERSITY  
*School of Health and Welfare*

# AssCE\* - Discussion support for assessment and attendance report

Education programme

Nursing programme, 180 hp

Course

Psychiatric nursing, 7,5 ECTS

Semester 4

## AssCE\* basis for clinical placement (VFU)

### Nursing programme at School of Health and Welfare – Basic level

Students name	Personal identity number
Course <i>Psychiatric nursing, 7,5 ECTS</i>	Care unit
Time period	

Mandatory	Date	Signature
Participated in <b>reflection seminar</b>		Signature student
Completed all activities during Clinical placement (VFU)		Signature student
<b>Learning plan before clinical placement (VFU)</b> is submitted to supervisor		Signature supervisor

Written self-assessment before discussion is executed		
Before mid-course discussion (MD)	Signature student	Signature supervisor
Before final assessment (FA)	Signature student	Signature supervisor

Summary of goal achievement at MC and FA regarding assessed factors for the course (15 factors total)	Number at MC	Number at FA
Number of factors with: Inadequate achievement of goals		
Number of factors with: Good achievement of goals or Very good achievement of goals		
<b>Signature supervisor:</b>		

If Inadequate achievement of goals in one or more factors at MD	Date	Signature
Clinical lecturer at JU contacted		Signature supervisor
Individual educational action plan drawn up <i>In collaboration between student and supervisor</i>		Signature supervisor
		Signature student

If Inadequate achievement of goals in one or more factors at FA	Date	Signature
Clinical lecturer at JU contacted		Signature supervisor
Individual educational action plan drawn up <i>In collaboration between student and supervisor</i>		Signature supervisor
		Signature student

## **AssCE factors linked to learning outcomes in the course**

Below is a description of which AssCE factors are to be used as assessment basis by the student linked to the learning outcomes in the course. The AssCE factors are written after the headings in the assessment form.

### **Communication and teaching**

*AssCE factor 1: Communication and interaction with patients*

Intended learning outcomes:

- reflect on and discuss how own approach and care environments affect meetings with patients and those close to them
- having regard to the perspectives of patients and those close to them, analyse and identify nursing needs in cases of mental health problems

*AssCE factor 2: Communication with and interaction with next of kin*

Intended learning outcomes:

- having regard to the perspectives of patients and those close to them, analyse and identify nursing needs in cases of mental health problems.

*AssCE factor 4: Informs and teaches patients and family/friends*

Intended learning outcomes:

- having regard to the perspectives of patients and those close to them, analyse and identify nursing needs in cases of mental health problems.
- discuss and problematise the consequences of co-produced nursing in relation to mental health problems

### **The nursing care process**

*AssCE factor 6: Describes patients' nursing care needs*

Intended learning outcomes:

- having regard to the perspectives of patients and those close to them, analyse and identify nursing needs in cases of mental health problems.

*AssCE factor 7: Plans and prioritizes nursing care interventions*

Intended learning outcomes:

- discuss and problematise the consequences of co-produced nursing in relation to mental health problems.

*AssCE factor 8: Carries out nursing care interventions*

Intended learning outcomes:

- having regard to the perspectives of patients and those close to them, analyse and identify nursing needs in cases of mental health problems.
- demonstrate such professional proficiency that no person's health or safety are prejudiced.

*AssCE-faktor 9: Follows up needs/problems and nursing care interventions*

Intended learning outcomes:

- having regard to the perspectives of patients and those close to them, analyse and identify nursing needs in cases of mental health problems.
- discuss and problematise the consequences of co-produced nursing in relation to mental health problems.

*AssCE factor 10: Reports, documents and record-keeping*

Intended learning outcomes:

- discuss and problematise the consequences of co-produced nursing in relation to mental health problems.

### **Examinations and treatments**

\*AssCE - Assessment of Clinical Education, Version III ©

*AssCE factor 11: Participates in and carries out examinations and treatments*

Intended learning outcomes:

- having regard to the perspectives of patients and those close to them, analyse and identify nursing needs in cases of mental health problems.
- demonstrate such professional proficiency that no person's health or safety are prejudiced.

*AssCE factor 12: Administers medications*

Intended learning outcomes:

- give details of pathophysiology, symptoms, diagnostics and treatment of common psychiatric health conditions
- in regard to failing mental health, give details of and explain medicines': mechanisms of action; effects; uses; and, side effects
- demonstrate such professional proficiency that no person's health or safety are prejudiced.

**Management and co-operation**

*AssCE factor 14: Co-operates*

Intended learning outcomes:

- discuss and problematise the consequences of co-produced nursing in relation to mental health problems.

*AssCE factor 16: Safety awareness*

Intended learning outcomes:

- demonstrate such professional proficiency that no person's health or safety are prejudiced.

**Professional approach**

*AssCE factor 17: Scientific awareness*

Intended learning outcomes:

- discuss and problematise the consequences of co-produced nursing in relation to mental health problems.
- demonstrate such professional proficiency that no person's health or safety are prejudiced.

*AssCE factor 18: Ethical awareness*

Intended learning outcomes:

- reflect on stigmatisation in connection with mental health problems
- identify and discuss ethical dilemmas that can arise in nursing in connection with mental health problems.

*AssCE factor 19: Self-knowledge*

Intended learning outcomes:

- demonstrate such professional proficiency that no person's health or safety are prejudiced.

## Basic level

Learning outcomes for the clinical education of the nursing programme.

Year 1 Knowledge, understanding	Year 2 Knowledge, understanding	Year 3 Knowledge, understanding
<p>Is able to identify and describe the patient's situation and functions, as well as the physical, mental and social factors of importance in the context.</p> <p>Is able to define fundamental concepts, such as integrity and holistic view.</p>	<p>Demonstrates knowledge of current research and development work.</p> <p>Is able to account for and explain the theoretical background of patients' symptoms and manifestations of illness and relate these to the need for basic and specific nursing care.</p> <p>Demonstrates knowledge of laws and ordinances.</p>	<p>Shows knowledge of the scientific foundations as well as research and development issues of importance to the area.</p> <p>Shows knowledge of how to plan, lead and co-ordinate nursing work. Shows knowledge of the health and medical care system's requirements in society and regulation in laws and ordinances.</p>
Skills and abilities	Skills and abilities	Skills and abilities
<p>Is able to carry out basic personal care and show consideration for the patient's needs and wishes.</p> <p>Has the ability to prevent infection and the spread of infection.</p> <p>Can apply professional secrecy.</p>	<p>Has the ability to observe, plan, attend to and document the patient's basic and specific nursing care needs in co-operation with the patient and family/ friends.</p> <p>Demonstrates the ability to carry out nursing care based on relevant scientific and ethical principles.</p> <p>Has the ability to observe and counter-act complications in relation to care and treatment.</p> <p>Is able to inform about and ensure the patient's security and well-being during examinations and treatments.</p> <p>Is able to work with medical devices and take part in examinations and treatments according to current regulations.</p> <p>Is able to manage medications in an appropriate manner.</p> <p>Is able to give suggestions for quality-promoting measures.</p> <p>Is able to plan and carry out work in a structured manner.</p>	<p>Is able to assess, plan, carry out and evaluate patient care independently and in co-operation with the patient and family/friends.</p> <p>Is able to independently initiate health-promoting and preventive measures in care of the patient. Observes risks and has the ability to predict consequences and rectify with preventive measures.</p> <p>Demonstrates the ability to assess the need for and initiate improvements in methods and quality assurance.</p> <p>Has the ability to take in information and convey information to others. Can formulate and solve problems as well as carry out assignments within given time limitations.</p> <p>Is able to use his/her abilities in new situations.</p>
Judgement and approach	Judgement and approach	Judgement and approach
<p>Demonstrates the ability to see the patient as an individual.</p> <p>Demonstrates his/her commitment and interest.</p> <p>Demonstrates good judgement in his/her conduct.</p>	<p>Demonstrates the ability to acquire information from different areas and to consider different aspects prior to taking a decision on patient care.</p> <p>Demonstrates good judgement and insights into ethical issues in delicate situations.</p>	<p>Is able to identify difficult situations and discuss various solutions.</p> <p>Is able to see the nurse's role in the interprofessional team.</p> <p>Demonstrates good judgement, insight and consideration in his/her conduct and standpoints.</p>


From the examination description in the Higher Education Ordinance (SFS 1993:100). Revised for the clinical education parts of the nursing programme.


## Assessment tool AssCE\* for the clinical education parts of the nursing programme

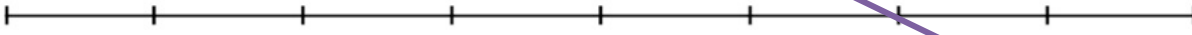
Assessment of professional development factors during the clinical education parts of the nursing programme, basic level. The assessment is to be carried out in relation to the level of instruction and learning outcomes for the course in question. If the student or supervisor does not believe that “Good achievement of goals” has been reached or marks “Inadequate achievement of goals” on the scale for any individual factor at the mid-course discussion or the final assessment, the reason for such an assessment shall be given in the space provided for “Comments”. Please indicate, using the abbreviations that follow, whether the comment was written at the mid-course discussion (MD) or at the final assessment (FA).

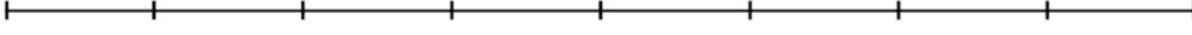
*With regard to his/her abilities, the student:*

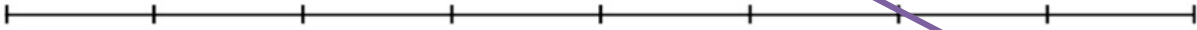
### I. Communication and teaching

1. Communication and interaction with patients		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	Communicates with patients in an engaged manner. Listens. Shows respect and empathy.	Adapts communication to the patient's needs, e.g., in cases of communication difficulties. Gives the patient adequate room in the dialogue.
		
Comments: .....		
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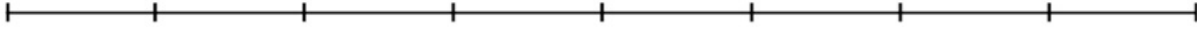
2. Communication with and interaction with next of kin		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	Communicates with and listens to the viewpoints of family/friends. Shows respect and empathy.	Creates a dialogue with family/friends and treats their viewpoints with respect.
		
Comments: .....		
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.....		

3. Cooperation with various authorities within nursing and health care		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	Communicates, consults and confers with others. Ensures continuity in the patient's chain of care.	Collects, discusses, and critically evaluates relevant information with various authorities and co-operates so as to ensure appropriate patient care. Provides correct information to appropriate authorities.
		
Comments: ..... ..... .....		


4. Informs and teaches patients and family/friends		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	Identifies individual needs. Organizes and carries out planned instruction. Adapts information and instructions for self-care. Provides health-promoting and preventive advice and support as well as follows up on understanding.	Ensures that the patient and family/friends receive co-ordinated and continuous information and instruction based on their needs and wishes. Uses various aids and techniques creatively.
		
Comments: ..... ..... .....		


5. Informs and teaches colleagues and students		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	Demonstrates the ability to seek out and convey information on the patient, situation and care problems. Informs about his/her own intended educational outcomes. Teaches and supervises upper secondary students, classmates or equivalent.	Critically evaluates information concerning various care issues and conveys it in an interesting manner. Teaches and supervises with a view to facilitating development and knowledge growth.
		
Comments: ..... ..... .....		


## II. The nursing care process


6. Describes patients' nursing care needs		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	Identifies individual needs, resources and risks. Applies interview methods. Uses relevant measurement devices.	Appraises the patient's need for care in complex situations, even with limited information, and in relation to resources and risks. Uses a variety of sources in data collection. Reflects on methods used.
		
Comments: ..... ..... .....		




7. Plans and prioritizes nursing care interventions		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	Analyses and reflects on what needs to be done. Plans the patient's care, together with the patient, according to existing problems, risks and resources. Explains why certain interventions are taken.	Plans and discusses necessary priorities with the patient. Discusses the care plan with the supervisor and other nursing staff.
		
Comments: ..... ..... .....		

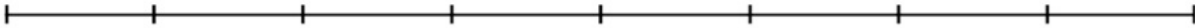
8. Carries out nursing care interventions		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	Carries out planned interventions on his/her own. Provides care in a knowledgeable and thoughtful manner. Applies theoretical knowledge in practical situations. Adapts care interventions to the patient's situation.	Takes the initiative in adapting care interventions. Relates care interventions to both best practice and research. Reflects on previously provided care and suggests alternatives when needed.
		
Comments: ..... ..... .....		

9. Follows up needs/problems and nursing care interventions		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	<p>Asks the patient how things are going or lets the patient participate in another way.</p> <p>Follows up the status of care, signs of change or stability and the results of interventions taken.</p> <p>Makes suggestions for care plan alteration when changes occur.</p>	<p>Systematically follows up provided care by asking the patient how things are going or how he/she feels and takes the initiative in carrying out interventions when needed.</p> <p>Reacts quickly to changes.</p>
		
<p>Comments: .....</p> <p>.....</p> <p>.....</p>		

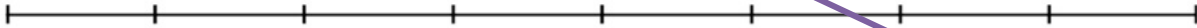
10. Reports, documents and record-keeping		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	<p>Is objective and correct in his/her speech and writing.</p> <p>Accounts for and relates interventions to the patient's situation.</p> <p>Reads the patient records.</p>	<p>Sees connections and reflects on the patient's wishes concerning care, developed care goals and provided care.</p> <p>Reports appropriately and documents important matters.</p> <p>Documents information from different sources quickly and accurately.</p>
		
<p>Comments: .....</p> <p>.....</p> <p>.....</p>		

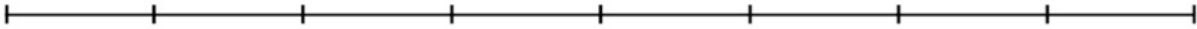
### III. Examinations and treatments

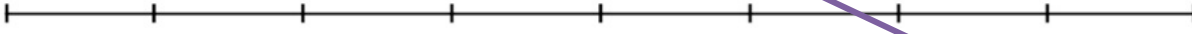
11. Participates in and carries out examinations and treatments		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	<p>Plans, observes and follows up the patient's care in connection with examinations and treatments.</p> <p>Monitors the patient's safety and well-being.</p> <p>Manages material and equipment with confidence and asepsis.</p>	<p>Plans and assumes responsibility for examinations and treatments being carried out in a way that is expedient for and considerate to the patient.</p> <p>Adapts performance of examinations and treatments to the patient's situation and needs.</p> <p>Manages material with insight and asepsis.</p> <p>Demonstrates knowledge of procedures and necessary precautions.</p>
		
Comments: ..... ..... .....		

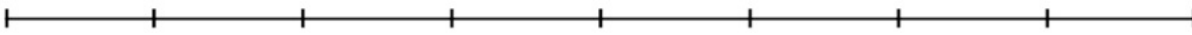
12. Administers medications		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	<p>Demonstrates knowledge and thoroughness in handling medication.</p> <p>Informs the patient about the medication effects and side effects.</p>	<p>Demonstrates the ability to systematically follow up and evaluate treatment involving medication.</p> <p>Informs the patient about the medication effects and side effects in a way that is appropriate to the patient.</p>
		
Comments: ..... ..... .....		

## IV. Management and co-operation


13. Plans, organizes, allocates and follows up on work assignments		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	Works systematically. Co-ordinates and prioritizes various efforts. Demonstrates awareness of costs and quality.	Demonstrates the ability to plan and organize appropriate patient care. Leads nursing work. Allocates and follows up on work assignments.
		
Comments: ..... ..... .....		


14. Co-operates		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	Demonstrates a positive attitude towards teamwork. Co-operates with different professional groups. Demonstrates awareness of fundamental democratic rules. Listens to the viewpoints of others.	Demonstrates the ability to engage in dialogue and to co-operate with other professional groups in work development.
		
Comments: ..... ..... .....		


15. Readiness to act		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	Takes the initiative. Behaves appropriately in unexpected situations. Adapts his/her working pace to the task.	Acquires information, manages and takes action in complex, unexpected and emergency situations. Demonstrates the ability to evaluate experiences after the fact and in co-operation with others.
		
Comments: ..... ..... .....		

16. Safety awareness		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	Demonstrates the ability to apply his/her knowledge in order to manage situations that could jeopardize safety, e.g., infection risks, fall risks, complications, misunderstandings.	Demonstrates up-to-date knowledge regarding harm caused by medical errors and submission of incident reports within his/her area of specialization. Able to account for existing ordinances and is familiar with safety issues under discussion both locally and nationally.
		
Comments: ..... ..... .....		

## V. Professional approach

17. Scientific awareness		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	Demonstrates a reflective and analytical ability. Demonstrates willingness to seek out and spread new knowledge. Shows an interest in using results from research and development work in current activities.	Demonstrates knowledge of the connection between science and well-tried experience and the importance of this connection to professional practice. Demonstrates a structured working method; evaluates and reconsiders thoughts, ideas and interventions.
		
Comments: ..... ..... .....		

18. Ethical awareness		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	Demonstrates care and respect for the patient's independence, integrity, and social and cultural situation. Demonstrates openness, courage and consideration in regard to different values.	Demonstrates the ability to analyse situations and weigh in relevant aspects, such as the patient's independence, informed consent and the nursing staff's reasons for its standpoints in the situation. Provides support in a deliberate manner and dares to stand up for the basic values of the profession and health care.
		
Comments: ..... ..... .....		

19. Self-knowledge		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	Is able to criticize him-/herself. Recognizes his/her own strengths and limitations. Shows responsibility for his/her own learning and development.	Demonstrates the ability to see him-/herself in perspective and to work on personal strengths and limitations relevant to professional practice. Demonstrates the ability to identify the need for additional knowledge.
		
Comments: ..... ..... .....		

20. Thoroughness, reliability and judgement		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	Finds and follows regulations and guidance documents. Demonstrates thoroughness and judgement in planning and carrying out care and in contacts with patients, family/friends and other professional groups. Prioritizes and completes obligations.	Demonstrates great thoroughness, judgement and insight into how care work should be accomplished. Serves as a model for others in his/her professional practice.
		
Comments: ..... ..... .....		

21. Independence		
Inadequate achievement of goals	Good achievement of goals	Very good achievement of goals
	Demonstrates insight and takes initiative within his/her own area of responsibility. Discusses and justifies his/her actions.	Demonstrates the courage to stand up for and work according to current knowledge and his/her own standpoints. Demonstrates his/her willingness to contribute to development of the profession and organization and to take the initiative in co-operation with other professional groups.
		
Comments: ..... ..... .....		



## Mid-course discussion and summary assessment

### Mid-course discussion

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City, Date

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Student's signature

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Print name

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Supervisors signature

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Print name

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Clinical lecturer's signature

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Print name

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### Supervisors summary assesment at Mid-course discussion

*Handledarens sammanfattande omdöme vid Halvtidsdiskussion skriven på engelska*

## Final assessment and summary assessment

### Final assessment

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City, Date

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Student's signature

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Print name

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Supervisors signature

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Print name

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Clinical lecturer's signature

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Print name

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### Supervisors summary assesment at Final assessment

*Handledarens sammanfattande omdöme vid avslutande bedömningsdiskussion skriven på engelska*

## Attendance Report VFU

Signed and scanned documents are uploaded to the learning platform no later than one week after completing VFU. The Working Hours Act must be complied with in terms of the number of work shifts in a row and the time worked and taking breaks during each work shift.

Planned schedule week \_\_\_\_\_

Planned hours \_\_\_\_\_

Supervisors name \_\_\_\_\_

Telephone number \_\_\_\_\_

Print name \_\_\_\_\_

Clinical placement \_\_\_\_\_

Clinical placement \_\_\_\_\_

Type of care \_\_\_\_\_

Student name _____		Year _____ <input type="checkbox"/> spring <input type="checkbox"/> autumn			
Print name _____					
Personal identity number _____		Semester (2, 3, 4, 5, 6) _____			
Day	Date	ev. Notes	Hours	Stud. signature	Super. signature
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Total hours during VFU					