

# Bachelor HES-SO en soins infirmiers



Semester  autumn  spring

Repeat placement

Clinical placement (location)

Institution :

Student's name :

Ward :

Year of graduation :

HES-SO training site :

Placement Period from / to :

PCP 5  PCP 6

## COMPETENCY ASSESSMENT – 3<sup>rd</sup> year level, Bachelor programme

Summary of student's evaluation :

Proposals/suggestions for future development of the student's competencies :

Number of not compensated days of absence :          days

Date et signatures :

The student :  
(has read the evaluation)

Clinical placement tutor  
LAST NAME, FIRST NAME

HES practice teacher  
LAST NAME, FIRST NAME

Result<sup>1</sup>:

A  B  C  
 D  E  F

<sup>1</sup>Result

The student has failed if one insufficient grade is given for « roles » to be acquired

Grading scale :

- A = Excellent : outstanding result, with a few minor insufficiencies ;
- B = Very Good : above average result despite some insufficiencies ;
- C = Good : good work overall, despite some notable insufficiencies ;
- D = Satisfactory : acceptable work although some important faults are identified ;
- E = Fair : work meeting minimum criteria ;
- F = Insufficient : the module is not acquired and must be repeated.

# Hes·so

Haute Ecole Spécialisée  
de Suisse occidentale  
Fachhochschule Westschweiz  
University of Applied Sciences  
Western Switzerland

## A. Competency reference guide for nurses

A. Competency reference guide for nurses	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Mastery of clinical examinations	<ul style="list-style-type: none"> <li>- Assesses the health status of patients in a systematic and rigorous manner, using appropriate instruments for data collection</li> <li>- Appropriately analyses and interprets the data collected</li> <li>- Formulates pertinent nursing diagnoses</li> <li>- Determines the level of urgency and severity of observed signs and symptoms</li> </ul>
Elaboration and implementation of pertinent care plans	<ul style="list-style-type: none"> <li>- Elaborates care plans in partnership with patients and with other professional staff, with reference to a specific nursing theory or model</li> <li>- Implements/supervises the implementation of care plans</li> <li>- Plans appropriate and effective nursing interventions with reference to standards of good practice</li> <li>- Assesses and updates care plans</li> </ul>
Mastery of nursing care techniques	<ul style="list-style-type: none"> <li>- Implements and assesses care provided in accordance with quality criteria</li> <li>- Shows mastery of care activities commonly used in the service</li> </ul>
Thoughtful implementation of medically delegated treatments	<ul style="list-style-type: none"> <li>- Explains medically delegated treatments calling upon all pertinent available knowledge</li> <li>- Conducts a critical examination of medically delegated treatments with regard to desired effects, undesirable side-effects and the overall condition of patients</li> </ul>
Appropriate management of care situations	<ul style="list-style-type: none"> <li>- Handles common care situations in the service swiftly and autonomously</li> <li>- Manages unusual care situations with the help of other professionals</li> </ul>
A2: To ensure, within the professional and inter-professional fields, the implementation and continuity of quality care in the interest of patients and their families.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Transmission of reliable, pertinent and complete information to professional and inter-professional team members	<ul style="list-style-type: none"> <li>- Transmits, in writing and verbally, information necessary for care continuity</li> <li>- Participates actively in nursing and inter-professional case conferences and meetings</li> </ul>
Mastery of principles of delegation and supervision	<ul style="list-style-type: none"> <li>- Delegates care interventions appropriately</li> <li>- Supervises care provided by members of the team under his/her responsibility</li> </ul>
Coherent coordination of care.	- Coordinates care in a coherent manner
A3: To support and inform patients as well as their relatives and friends, and to meet their needs for education in the context of their treatment and of health promotion and prevention measures, using current scientific knowledge as well as the ethical principles of the profession.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Transmission of reliable, pertinent and complete information to patients and their families	<ul style="list-style-type: none"> <li>- Identifies the needs for information of patients and their families and responds to them</li> <li>- Regularly, completely and appropriately informs patients and their families</li> <li>- Carries out therapeutic education measures required for preserving the autonomy of patients</li> </ul>
Pertinence and complete character of preventive interventions	<ul style="list-style-type: none"> <li>- Systematically integrates preventive measures into care plans</li> <li>- Detects crisis situations (biological, psychological or social) and offers professional support</li> <li>- Proposes help and support interventions in crisis situations</li> </ul>
A4: To found their practice upon the highest level of available scientific evidence and to promote the transfer of research results into nursing education and practice.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Pertinence and systematic character of the use of research results	- Refers to evidence-based practice when selecting care interventions
General comments	
Overall evaluation	Acquired <input type="checkbox"/> (mastery attained)                     In course of acquisition <input type="checkbox"/> (partial mastery)                     Not acquired <input type="checkbox"/> (insufficient mastery)

## B. Communicator role

<b>B1: To establish professional relationships characterized by trust with patients and members of their primary social networks by adapting communication to the context in which it takes place and by promoting shared decision-making.</b>	
<b>Assessment criteria</b>	<b>Indicators (non-exhaustive) to be used in the field situation</b>
Appropriate professional relationships	<ul style="list-style-type: none"> <li>- Demonstrates professional attitudes characterised by respect, empathy, congruence and authenticity</li> <li>- Creates and maintains trust in relationships with patients and their families</li> <li>- When communicating with patients and their families, uses techniques promoting shared decision-making</li> </ul>
<b>B2: To participate, in the context of professional or inter-professional teams, in the development of a shared understanding of care situations and to contribute, where necessary, to the management of conflicts.</b>	
<b>Assessment criteria</b>	<b>Indicators (non-exhaustive) to be used in the field situation</b>
Clear professional stance	<ul style="list-style-type: none"> <li>- Takes a stand as a member of the nursing team in inter-professional discussions, using pertinent theories and care models</li> <li>- Analyses his/her own attitudes and behaviour in conflict situations in a critical manner</li> </ul>
Open attitude towards other professions	<ul style="list-style-type: none"> <li>- Shows knowledge of the specific competencies of other professions</li> <li>- Takes other professionals into account when organising his/her own interventions</li> </ul>
<b>B3: To ensure the traceability of nursing processes by the collection of all data necessary for care continuity, taking into account the legal dimensions of written transmissions.</b>	
<b>Assessment criteria</b>	<b>Indicators (non-exhaustive) to be used in the field situation</b>
Appropriate verbal and written professional and scientific communication	<ul style="list-style-type: none"> <li>- Documents, in professionally appropriate language, pertinent, up-to-date and complete data in the case file</li> <li>- Assesses the nursing record with regard to current requirements and proposes appropriate improvements</li> <li>- Demonstrates an understanding of scientific language when sharing research results</li> </ul>
<b>B4: To communicate with patients, their families and other professionals and to share knowledge and experience with peers.</b>	
<b>Assessment criteria</b>	<b>Indicators (non-exhaustive) to be used in the field situation</b>
Mastery of interviewing techniques	<ul style="list-style-type: none"> <li>- Communicates in clear and appropriate manner and adapts the language used to each situation encountered</li> <li>- Puts different interviewing techniques to good use</li> </ul>
<b>General comments</b>	
<p>Overall evaluation      Acquired <input type="checkbox"/>      In course of acquisition <input type="checkbox"/>      Not acquired <input type="checkbox"/></p> <p style="text-align: center;">(mastery attained)                      (partial mastery)                      (insufficient mastery)</p>	

## C. Team member role

<b>C1: To commit, within the context of an interdisciplinary/inter-professional team, to the defence of individualised, optimal care.</b>	
<b>C4: To make available professional nursing competencies to all actors of the health care system, to patients, their families and their loved ones.</b>	
<b>Assessment criteria</b>	<b>Indicators (non-exhaustive) to be used in the field situation</b>
Quality of professional involvement	<ul style="list-style-type: none"> <li>- Is involved in the nursing and inter-professional team</li> </ul>
Appropriate stance in professional and inter-professional teams	<ul style="list-style-type: none"> <li>- Displays an open and assertive attitude in team work</li> <li>- Puts discipline-based and specific nursing care competencies forward within the inter-professional team</li> <li>- Plays a specific role in the defence of optimal individualised care within the inter-professional team</li> </ul>
<b>C2: To take on the responsibility of nursing care and to coordinate, accompany, support and direct other members of the health care team.</b>	
<b>Assessment criteria</b>	<b>Indicators (non-exhaustive) to be used in the field situation</b>
Appropriate mobilisation of the competencies of the inter-professional team	<ul style="list-style-type: none"> <li>- Mobilises, in appropriate and constructive manner, the competencies of members of the intra-professional and inter-professional teams</li> <li>- Identifies issues of interface between different professionals and proposes effective collaboration strategies</li> </ul>

<b>C3: To contribute to decision-making in intra- or inter-professional groups while defending professional ethics.</b>			
<b>Assessment criteria</b>	<b>Indicators (non-exhaustive) to be used in the field situation</b>		
Appropriate participation in ethical decision-making	<ul style="list-style-type: none"> <li>- Promotes knowledge and information sharing necessary for project management and common objectives</li> <li>- Encourages the participation of each team member and promotes consensus and respect of decisions taken</li> <li>- Integrates the ethical dimension in decision-making about patients care</li> </ul>		
General comments			
Overall evaluation      Acquired <input type="checkbox"/> In course of acquisition <input type="checkbox"/> Not acquired <input type="checkbox"/>			
(mastery attained)                      (partial mastery)                      (insufficient mastery)			

**D. Manager role**

<b>D1: To implement care plans in an efficient manner within the framework of institutional and legal norms.</b>			
<b>Assessment criteria</b>	<b>Indicators (non-exhaustive) to be used in the field situation</b>		
Appropriate organisation of one's own work and that of other staff members	<ul style="list-style-type: none"> <li>- Organises professional interventions in an efficient manner for staff under his/her responsibility, and appropriately delegates and prioritises care to be provided</li> <li>- Actively takes part in organising care within the service, taking into account institutional and extra-institutional constraints</li> <li>- Is able to explain issues arising from the use of assessment tools (RAI, LEP, DRG, PLAISIR) for nursing practice</li> </ul>		
<b>D2: To participate in the implementation and assessment of quality of care norms based upon scientific knowledge, and to identify areas where innovation is needed.</b>			
<b>Assessment criteria</b>	<b>Indicators (non-exhaustive) to be used in the field situation</b>		
Accurate implementation and appropriate critical assessment of quality standards	<ul style="list-style-type: none"> <li>- Proposes new methods and work processes based on models currently in use</li> <li>- Demonstrates an understanding of quality processes, instruments and methods currently in use in the institution</li> </ul>		
<b>D3: To use information technology appropriately and critically.</b>			
<b>Assessment criteria</b>	<b>Indicators (non-exhaustive) to be used in the field situation</b>		
Critical examination and use of IT and communication technology	<ul style="list-style-type: none"> <li>- Uses available IT tools in an appropriate manner</li> <li>- Acts in conformity with legal rules and regulations with regard to personal data protection</li> <li>- Regularly uses available data bases</li> </ul>		
<b>D4: To develop one's leadership potential and to play an active part in one's career development.</b>			
<b>Assessment criteria</b>	<b>Indicators (non-exhaustive) to be used in the field situation</b>		
Quality of professional leadership	<ul style="list-style-type: none"> <li>- Shows interest in new projects</li> <li>- Searches for evidence-based practice and promotes its use</li> <li>- Transmits his/her view of development of the profession to junior students</li> <li>- Shares his/her career plans with others</li> </ul>		
General comments			
Overall evaluation      Acquired <input type="checkbox"/> In course of acquisition <input type="checkbox"/> Not acquired <input type="checkbox"/>			
(mastery attained)                      (partial mastery)                      (insufficient mastery)			

## E. Health promoter role

E1: To make a commitment to promoting health and quality of life, and to defend the interests of patients and their families.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Emphasis placed upon health and quality of life of patients and their families	<ul style="list-style-type: none"> <li>- Systematically includes health and quality of life aspects of patients and their families in care plans</li> <li>- Mobilises and coordinates the resources of the social/health care network in order to optimize the patients' quality of life</li> </ul>
E2: To integrate into professional practice with individuals and groups the concepts of health promotion and of prevention of disease, and to actively participate in their implementation. E4: To participate in the development of new approaches in the fields of health promotion and disease prevention.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Mastery of the health education process	<ul style="list-style-type: none"> <li>- Assesses needs in the field of health promotion, prevention et therapeutic education of patients, families and groups</li> <li>- Plans and implements targeted and adapted interventions on the basis of current recommendations and models</li> <li>- Uses nursing and interdisciplinary models to design and explain interventions in the field of prevention and health education</li> </ul>
E3: To encourage patients and their families to use, in an individualised and differentiated manner, all available means to overcome their illnesses or to prevent them, in order to attain the best possible quality of life.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Pertinence of health promotion activities with regard to the autonomy of patients and their families	<ul style="list-style-type: none"> <li>- Supports the autonomy of patients through respect for their choices, their personal rhythms and their culture and through giving them any information necessary for the maintenance of their health</li> <li>- Identifies different issues in the field of health promotion</li> </ul>
General comments	
Overall evaluation          Acquired <input type="checkbox"/> In course of acquisition <input type="checkbox"/> Not acquired <input type="checkbox"/> (mastery attained)    (partial mastery)    (insufficient mastery)	

## F. Learner and educator role

F1: To maintain and develop their own professional competencies through continuing education, by supporting the fieldwork practice of students, and by founding their practice on pertinent scientific data.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Regular updating of knowledge	<ul style="list-style-type: none"> <li>- Shows an eagerness to learn</li> <li>- Keeps his/her knowledge up-to-date with regard to professional situations encountered</li> </ul>
Quality of student supervision	<ul style="list-style-type: none"> <li>- Takes part in supervising junior students</li> <li>- Uses differentiated and creative strategies when supervising students</li> <li>- Gives constructive feedback</li> </ul>
F2: To identify issues in the field of nursing practice that may be conducive to research and development projects, and to share their knowledge of research results with their teams.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Appropriate questioning of professional practice	- Asks frequent and pertinent questions about professional situations encountered
Appropriate and regular sharing of knowledge drawn from research within the team	<ul style="list-style-type: none"> <li>- Uses research results in his/her practice</li> <li>- Regularly shares knowledge of research results with team members</li> <li>- Assesses nursing care practices with regard to evidence-based practice and proposes improvements</li> </ul>

F3: To further and improve nursing care through reflexive practice.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Appropriate use of self-assessment and evaluation by others	<ul style="list-style-type: none"> <li>- Regularly conducts autonomous self-assessments with regard to objectives to be attained and competencies to be developed</li> <li>- Request and uses evaluation by others in order to progress</li> </ul>
Quality of reflexive practice	<ul style="list-style-type: none"> <li>- Builds new knowledge on the basis of experience and presents it to the care team for reactions</li> <li>- Drafts or develops proposals for improving care</li> <li>- Discusses ideas and reflexions with the team of professionals</li> </ul>
General comments	
Overall evaluation	Acquired <input type="checkbox"/> (mastery attained)
	In course of acquisition <input type="checkbox"/> (partial mastery)
	Not acquired <input type="checkbox"/> (insufficient mastery)

## G. Professional role

G1: To show respect for the ethical stances of the profession and to act in a committed manner towards patients, their families and society.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Quality of reflection on ethical issues and impact on professional practice	<ul style="list-style-type: none"> <li>- Is aware of his/her own values, of those of patients and their families and of those of the care context and integrates them into ethical reflection</li> <li>- Persues ethical principles and of the deontological code of the nursing profession</li> </ul>
G2: To represent their profession and to engage in its development.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Quality of professional involvement	<ul style="list-style-type: none"> <li>- Takes an active position on issues relating to the evolution of nursing care and nursing education</li> <li>- Takes an active position on current issues relating to the evolution of social/health care policies at the local or national level</li> </ul>
G3: To contribute to the quality of life of persons and of society	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Appropriate involvement in favour of sustainable development	<ul style="list-style-type: none"> <li>- Systematically applies current waste management protocols</li> <li>- Demonstrates responsible attitudes with regard to environmental protection</li> </ul>
G4: To show commitment to preserving their own health and that of their peers.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Appropriate use of self-protection measures as well as measures for the protection of others	<ul style="list-style-type: none"> <li>- Works in an ergonomically sound manner</li> <li>- Implements up-to-date hygiene and safety precautions</li> <li>- Designs strategies and uses resources aiming at preserving his/her own health and that of others</li> </ul>
General comments	
Overall evaluation	Acquired <input type="checkbox"/> (mastery attained)
	In course of acquisition <input type="checkbox"/> (partial mastery)
	Not acquired <input type="checkbox"/> (insufficient mastery)



