

Bachelor of Science HES-SO in Nursing



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 3 PCP 4

COMPETENCY ASSESSMENT – 2ND 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

Result¹:

A B C
 D E F

¹Result

The student has failed if two insufficient grades are 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

A1: To be responsible for preventive, therapeutic, rehabilitative and palliative nursing, for evaluating the needs of individuals and groups of all ages, as well as for carrying out or delegating appropriate care measures.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Pertinent observation and data collection activities	<ul style="list-style-type: none"> - Evaluates the health status of patients in a systematic and rigorous way, using appropriate data collection tools - Analyses et interprets the data collected in an appropriate way - Formulates pertinent nursing diagnoses - Determines, with the help of professionals, the degree of urgency and severity of observed signs and symptoms
Pertinent use of care plans	<ul style="list-style-type: none"> - Develops care plans with reference to a nursing theory or model, in collaboration with patients and other care staff - Implements/supervises the implementation of care plans - Organises his/her own interventions in an efficient manner - Assesses and updates care plans
Accuracy in the use of care techniques	<ul style="list-style-type: none"> - Implements and assesses care provided in accordance with quality criteria - Shows mastery of care activities commonly used in the service
Reflexive implementation of medically delegated treatments	<ul style="list-style-type: none"> - Explains medically delegated treatments using pertinent theoretical knowledge - Asks pertinent questions about medically delegated treatments with regard to desired effects, undesirable side-effects and to the overall situation of patients
Appropriate management of stable care situations	<ul style="list-style-type: none"> - Manages, with help, common stable situations in the service
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
Reliability and pertinence of information given to the professional and inter-professional team	<ul style="list-style-type: none"> - Transmits, both in writing and verbally, information necessary for continuity of care - Actively participates in nursing and inter-professional case conferences and meetings
Thoughtful use of delegation and supervision	<ul style="list-style-type: none"> - Delegates appropriately
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
Reliability and pertinence of information transmitted	<ul style="list-style-type: none"> - Identifies the needs for information in patients and their families and responds to it - Informs patients and their families in a regular and appropriate manner - Participates in designing and implementing therapeutic patient education aimed at optimizing patient autonomy
Pertinent interventions in the realm of prevention	<ul style="list-style-type: none"> - Regularly integrates prevention interventions in care plans - Identifies the impact of crisis situations (biological, psychological or social) on health - Participates in the design and implementation of help and support interventions in crisis situations
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
Pertinent use of research results	<ul style="list-style-type: none"> - Regularly refers to evidence-based practice when selecting 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

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.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Appropriate professional relationships	<ul style="list-style-type: none"> - Demonstrates professional attitudes characterised by respect, empathy, congruence and authenticity - Creates and maintains trust in relationships with patients and their families - Uses techniques promoting shared decision-making when communicating with patients and their families
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.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Appropriate verbal and written communication	<ul style="list-style-type: none"> - Records, in professionally appropriate language, pertinent and current data in the nursing records - Assesses the contents of the case file according to updated requirement criteria - Shows proper understanding of scientific language
B4: To communicate with patients, their families and other professionals and to share knowledge and experience with peers.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Appropriate use of interviewing techniques	<ul style="list-style-type: none"> - Communicates in clear and appropriate manner and adapts the language used to each situation encountered - Puts different interviewing techniques to good use
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)

C. Team member role

C1: To commit, within the context of an interdisciplinary/inter-professional team, to the defence of individualised, optimal care.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Quality of involvement in team work	- Becomes involved in the nursing and interdisciplinary team
Appropriate stance within the professional team	<ul style="list-style-type: none"> - Displays an open-minded attitude in team work - Finds positions he/she takes in the professional team on discipline-based and specific nursing care competencies - Plays a specific role in the defence of optimal individualised care within the professional team

C3: To contribute to decision-making in intra- or inter-professional groups while defending professional ethics.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Appropriate participation in ethical decision-making	<ul style="list-style-type: none"> - Takes part in knowledge production and information-sharing necessary for implementation of care plans and of joint objectives - Plays a part, within the professional team, to the process of consensus-building and contributes to the proper implementation of decisions reached - Integrates the ethical dimension in decisions taken concerning patients
General comments	
<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>	

D. Manager role

D1: To implement care plans in an efficient manner within the framework of institutional and legal norms.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Appropriate organisation of work within the professional team	<ul style="list-style-type: none"> - Organises professional interventions in an efficient manner for staff under his/her responsibility, and appropriately delegates and prioritises care to be provided - Actively takes part in organising care within the service - Demonstrates an understanding of issues connected with assessment tools used (RAI, LEP, DRG, PLAI-SIR) relevant for nursing practice
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.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Accuracy in the implementation of quality standards	<ul style="list-style-type: none"> - Appropriately implements methods and processes pertaining to current quality standards - Demonstrates an understanding of quality processes, instruments and methods used in the institution
D3: To use information technology appropriately and critically.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Appropriate use of IT and communication technology	<ul style="list-style-type: none"> - Appropriately and regularly uses IT tools available - Acts in conformity with legislation, rules and regulations in the field of personal data protection - Regularly uses available data bases
D4: To develop one's leadership potential and to play an active part in one's career development.	
Assessment criteria	Indicators (non-exhaustive) to be used in the field situation
Quality of the professional stance	<ul style="list-style-type: none"> - Expresses positions based on specific knowledge - Regularly searches for evidence-based practice
General comments	
<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>	

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 the health and quality of life of patients	<ul style="list-style-type: none"> - Regularly integrates elements pertaining to the health and quality of life of patients and their families into the care plan - Takes part in mobilising and coordinating the resources of the social/health care network in order to optimise the patients' quality of life
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
Appropriate implementation of health education protocols and therapeutic patient-education	<ul style="list-style-type: none"> - Assesses needs in the field of health promotion, prevention and therapeutic education of patients, families and groups - Takes part in planning and implementing targeted and adapted interventions on the basis of current recommendations and models - Uses nursing and interdisciplinary models to design and explain interventions in the field of prevention and health education
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
Appropriate health promotion interventions with regard to patient autonomy	<ul style="list-style-type: none"> - Supports the autonomy of patients through respect for their choices, their personal rhythms and their culture and gives them information necessary for the maintenance of their health - Identifies issues pertinent for health promotion
General comments	
<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>	

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"> - Shows an eagerness to learn - Keeps his/her knowledge up-to-date with regard to professional situations encountered
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
Relevant use of professional questioning Relevant use of knowledge stemming from research within the professional team	<ul style="list-style-type: none"> - Regularly asks pertinent questions about professional situations encountered - Uses research results in practice - Regularly shares knowledge about research results within the team - Analyses nursing care practices with regard to evidence-based practice and proposes improvements

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"> - Regularly conducts autonomous self-assessments with regard to objectives to be attained and competencies to be developed - Request and uses evaluation by others in order to progress
Regular reflexive examination of his/her own practice	<ul style="list-style-type: none"> - Regularly shares reflections about practice with other professionals - Takes reflexivity about practice into account in order to progress
General comments	
<p>Overall evaluation Acquired <input type="checkbox"/> Is being acquired <input type="checkbox"/> Not acquired <input type="checkbox"/></p> <p style="text-align: center;">(mastery attained) (partial mastery) (insufficient mastery)</p>	

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
Conduct in keeping with deontological rules and ethical principles	<ul style="list-style-type: none"> - Shows awareness of his/her own values, of those of patients and their families, and integrates them into decision-making. - Bases actions on ethical principles and deontological rules of the profession
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 sustainable development	<ul style="list-style-type: none"> - Systematically follows current protocols with regard to waste and materials management - Displays responsible attitudes with regard to environmental protection
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"> - Works in an ergonomically appropriate manner - Implements up-to-date hygiene and safety precautions - Designs strategies and uses resources aimed at preserving his/her own health
General comments	
<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>	

