``

BSc (Hons) in INTELLECTUAL DISABILITY NURSING Long Practice Placement – Year Two (4 weeks or more)

National Competence Assessment Document for the Undergraduate Intellectual Disability Nursing Student

(2019)

|  |
| --- |
| Full nursing student name (as per candidate register): |
|  |
| Nursing student college ID number: |
|  |
| Higher education institution: |
|  |



(PLEASE INSERT YOUR HEI LOGO HERE)

**NMBI National Competence Assessment Document – YEAR TWO**

**Signature Bank**

# PRECEPTORS/ASSOCIATE PRECEPTORS/REGISTERED NURSES

# SIGNATURE SHEET

All Preceptors/Associate Preceptors/Registered Nurses signing nursing student documentation should insert their details below, as indicated.

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Preceptor/Associate Preceptor/ Registered Nurse (PRINT NAME)  | Signature  | Initials | Practice Placement Area  |
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Completing this grid is a requirement for any professional who is signing the National Competence Assessment Document or making an entry.

**NMBI National Competence Assessment Document – YEAR TWO**

**Practice Placement Details and Attendance Record**

# This is a sample attendance record and will be operationalised in each HEI in accordance with local policy.

|  |  |
| --- | --- |
| Name of practice placement  |  |
| Number of weeks in this practice placement |  |
| Type of practice placement |  |
| Name of the health service provider |  |
| Phone number of placement |  |
| Name of CNM |  |
| Name of Preceptor  |  |
| Name of Associate Preceptor |  |
| Name of CPC |  |

|  |
| --- |
| Attendance Record |
| Week 1 | Date: |  |  |  |  |  |
| Nursing student signature |  |  |  |  |  |
| Preceptor signature |  |  |  |  |  |
|  |
| Week 2 | Date: |  |  |  |  |  |
| Nursing student signature |  |  |  |  |  |
| Preceptor signature |  |  |  |  |  |
|  |
| Week 3 | Date: |  |  |  |  |  |
| Nursing student signature |  |  |  |  |  |
| Preceptor signature |  |  |  |  |  |
|  |
| Week 4 | Date: |  |  |  |  |  |
| Nursing student signature |  |  |  |  |  |
| Preceptor signature |  |  |  |  |  |
|  |
| Week 5 | Date: |  |  |  |  |  |
| Nursing student signature |  |  |  |  |  |
| Preceptor signature |  |  |  |  |  |
|  |
| Week 6 | Date: |  |  |  |  |  |
| Nursing student signature |  |  |  |  |  |
| Preceptor signature |  |  |  |  |  |

**NMBI National Competence Assessment Document – YEAR TWO**

**Self-Evaluation**

# PRACTICE PLACEMENT: SELF-EVALUATION OF LEARNING NEEDS

# AND EXPECTATIONS

To be completed by the undergraduate nursing student prior to practice placement, incorporating theory and clinical skills learning to date. Learning plan agreed with Preceptor/Associate Preceptor for practice placement (in accordance with the practice placement learning outcomes). See Appendix 1 in Guidelines for the National Competence Assessment Document.

|  |
| --- |
| The previous applicable experiences that I bring with me to this practice placement are … |
|  |
| The learning outcomes and opportunities that I hope to achieve during this practice placement are … |
|  |
| Any concerns that I have about this practice placement are … |
|  |
| The relevant theoretical and practical learning that I bring to this practice placement are … |
|  |

**NMBI National Competence Assessment Document – YEAR TWO**

**Competence Assessment Interviews**

# PRACTICE PLACEMENT: PRELIMINARY INTERVIEW

# (Must be completed within the first 2 days)

|  |  |
| --- | --- |
| Name of Preceptor |  |
| Name of Associate Preceptor |  |
| **To be completed by the Nursing Student:**Learning needs identified by the nursing student (refer to practice placement learning outcomes) |
|  |
| **To be completed by the Preceptor/Associate Preceptor:**Learning plan agreed with Preceptor/Associate Preceptor for practice placement (in accordance with the practice placement learning outcomes) |
|  |
| Orientation to practice placement and Practice placement learning outcomes |  | Date: |  |
| Nursing student signature |  | Date: |  |
| Preceptor/Associate Preceptor signature |  | Date: |  |
| Proposed date for mid interview |  |
| Proposed date for the final interview |  |

**NMBI National Competence Assessment Document – YEAR TWO**

**Competence Assessment Interviews**

# PRACTICE PLACEMENT: MID INTERVIEW

|  |
| --- |
| **To be completed by the Nursing Student:**Nursing student’s review of progress during practice placement to date (refer to practice placement learning outcomes) |
|  |
| **To be completed by the Preceptor/Associate Preceptor:**Preceptor/Associate Preceptor’s review of nursing student’s progress during practice placement to date (in accordance with the practice placement learning outcomes) |
|  |
| Nursing student signature |  | Date: |  |
| Preceptor/Associate Preceptor signature |  | Date: |  |
| Does the nursing student require additional learning support to achieve competences? | Yes\* |  | No |  |
| CPC signature (if yes above) |  | Date: |  |

**\***If yes, contact CPC and adhere to local policy and procedures.

**NMBI National Competence Assessment Document – YEAR TWO**

**Competence Assessment Interviews (Reflection)**

**REFLECTIVE PRACTICE: NURSING STUDENT REFLECTION USING GIBBS MODEL OF REFLECTION (1988)**

As part of the nursing student’s competence assessment, the nursing student is required to complete ONE piece of reflective writing per practice placement, regardless of duration. The purpose of reflective writing is to demonstrate learning. The reflective writing is to provide one source of evidence relevant to the learning that has been achieved and must be linked to the practice placement learning outcomes in a particular domain. The nursing student should follow the template provided in the competence assessment document.

\*The Nursing Student, Preceptor/CPC/Link Academic Staff must ensure that **Persons, Children, Service Users or Staff are not identified in the reflective writing piece.**

Reflection must relate to situations encountered by the nursing student in this practice placement.

|  |
| --- |
| Description – What happened? |
|  |
| Feelings – What were you thinking and feeling? |
|  |
| Evaluation – What was good and bad about the experience? |
|  |
| Analysis – What sense can you make of the situation? |
|  |
| Conclusion – What else could you have done? |
|  |
| Action plan – If it arose again, what would you do? |
|  |
| Nursing student signature  |  | Date: |  |
| Preceptor/Associate Preceptor signature |  | Date: |  |

**NMBI National Competence Assessment Document – YEAR TWO**

**Competence Assessment Interviews**

**PRACTICE PLACEMENT: PROGRESS NOTES**

(**Performing at Year 2 Level of Competence)**

# These are sample progress notes and will be operationalised in each HEI in accordance with local policy.

|  |
| --- |
| Preceptor/Associate Preceptor can use this space to write any progress notes they may have on nursing student’s development of competences. |
|  |
| Signature |  | Date |  |
|  |
| Signature |  | Date |  |
|  |
| Signature |  | Date |  |
|  |
| Signature |  | Date |  |

**NMBI National Competence Assessment Document – YEAR TWO**

**Six Domains of Competence**

NMBI have determined that to practise safely and effectively as a Registered Nurse, a nursing student must demonstrate competence in the following Six Domains of Competence:

1. Professional Values and Conduct of the Nurse
2. Nursing Practice and Clinical Decision Making Competences
3. Knowledge and Cognitive Competences
4. Communication and Interpersonal Competences
5. Management and Team Competences
6. Leadership Potential and Professional Scholarship Competences

Competence is defined as the attainment of knowledge, intellectual capacities, practice skills, integrity and professional and ethical values required for safe, accountable and effective practice as a Registered Nurse. To assist in determining if a nursing student has met the required level of competence, NMBI has detailed performance criteria for each domain and relevant indicators which demonstrate if the performance criteria have been met (NMBI 2016).

**Year 2**: This level recognises that the undergraduate nursing student is an advanced beginner and has participation and/ or Identification in the provision of care in the practice environment. The undergraduate nursing student needs both the assistance and close supervision of the Registered Nurse while participating in the provision of person-centred nursing. ***Close supervision******is defined as the presence or close proximity to the undergraduate nursing student while providing delegated nursing care to children/persons/service users and supports family members (NMBI 2016)****.* Frequent prompting may be required to support the nursing student in the provision of person-centred nursing and in the identification of its underpinning evidence. The nursing student begins to identify her/his learning needs through discussion with the Preceptor/Associate Preceptor.

**In Year 2, at the end of each practice placement, nursing students have to achieve all domains and all indicators at participation and/or identification level in line with local HEI policy and procedures.**

|  |
| --- |
| Advanced Beginner |
| The nursing student demonstrates acceptable performance based on previous experience gained in real clinical situations.  |

|  |
| --- |
| Participation  |
| The nursing student becomes a participant rather than an observer with the support of the preceptor where learning opportunities are identified in partnership.  |
| Identification |
| The nursing student takes more responsibility for their own learning and participation and initiates appropriate action and evaluates the same. |

**NMBI National Competence Assessment Document – YEAR TWO: ADVANCED BEGINNER**

## DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE COMPETENCES

Criteria related to practising safety, compassionately and professionally under the ***close supervision*** of a Preceptor/Associate Preceptor/Registered Nurse.

|  |  |  |  |
| --- | --- | --- | --- |
| 1.1 Demonstrates safe, person-centred care  | \*P (Yes=✓ or No = X) | \*\*I (Yes =✓ or No= X) | \*\*\*Initials |
| a. | Practises safely in delivering therapeutic nursing interventions |  |  |  |
| b. | Assesses risk for safe moving and handling when undertaking nursing care |  |  |  |
| c. | Maintains safe hand hygiene and adheres to regulations for infection prevention and control |  |  |  |
| d. | Promotes a safe and person-centred environment for people with an intellectual disability, staff and visitors |  |  |  |
| e. | Acts responsibly when responding to emergency situations |  |  |  |
| f. | Acts responsibly to situations of risk to protect people with intellectual disability from harm or self-harm |  |  |  |

**\*P** – Participation: The nursing student becomes a participant rather than an observer with the support of the Preceptor where learning opportunities are identified in partnership.

**\*\*I** – Identification: The nursing student takes more responsibility for their own learning and participation and initiates appropriate action and evaluates same.

**Yes** = ✓ : Competence achieved.

**No**= X : Competence not achieved.

**\*\*\*Initials** – Initials of the Preceptor/Associate Preceptor or practitioner registered with NMBI.

|  |  |  |  |
| --- | --- | --- | --- |
| 1.2 Demonstrates compassion in providing nurse care | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Supports people with intellectual disability and their families with compassion and kindness through their health service experience and during periods of emotional distress |  |  |  |
| b. | Acts in a professional manner that is attentive, sensitive and non-discriminatory towards people with intellectual disability and their families, respecting choice and diversity in culture, faith and social background |  |  |  |
| c. | Assists people with intellectual disability and their families to maintain their dignity and wellbeing when undergoing diagnostic, nursing or medical procedures |  |  |  |
| 1.3 Demonstrates responsible and professional practice | **P (Yes=✓ or No = X)** | **I (Yes =✓ or No= X)** | **Initials** |
| a. | Clarifies with Preceptor situations that are beyond their level of competence |  |  |  |
| b. | Takes responsibility for completing delegated nursing interventions |  |  |  |
| c. | Practises in accordance with local policies, procedures, protocols and guidelines (PPPGs) |  |  |  |
| d. | Documents and reports nursing interventions in accordance with local policies, procedures, protocols and guidelines (PPPGs). |  |  |  |

**NMBI National Competence Assessment Document – YEAR TWO: ADVANCED BEGINNER**

## DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION MAKING COMPETENCES

Criteria related to delivering effective, person-centred nursing care under the ***close supervision*** of a Preceptor/Associate Preceptor/Registered Nurse.

|  |  |  |  |
| --- | --- | --- | --- |
| 2.1 Assesses the person’s nursing and health needs | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Assist the Registered Nurse in the holistic assessment and reassessment of a person with intellectual disability health and social care needs |  |  |  |
| b. | Reviews with the Registered Nurse information collated using an appropriate person-centred intellectual disability framework |  |  |  |
| c. | Identifies within observations variations from normal health or development for the person with intellectual disability |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 2.2 Plans and prioritises person-centred nursing care | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Assists a Registered Nurse to develop a person-centred nursing care plan |  |  |  |
| b. | Identifies with Registered Nurse person-centred actual and potential goals |  |  |  |
| c. | Identifies priorities for the structuring of person-centred goals within a care plan  |  |  |  |
| d. | Discusses an aspect of their care plan with the people with intellectual disability concerned and immediate family members |  |  |  |
| 2.3 Undertakes nursing interventions  | **P (Yes=✓ or No = X)** | **I (Yes =✓ or No= X)** | **Initials** |
| a. | Supports the person with intellectual disability and their family to promote general health, emotional wellbeing and development |  |  |  |
| b. | Assists the multidisciplinary team to deliver nursing interventions in accordance with a person-centred care plan |  |  |  |
| c. | Assists the people with intellectual disability to meet their essential needs in accordance with a person-centred care plan |  |  |  |
| d. | Carries out instructions in a responsible and timely manner in accordance with local PPPGs  |  |  |  |
| e. | Records nursing interventions, observations and feedback from the person with intellectual disability and family accurately and concisely |  |  |  |
| f. | Demonstrates respect for privacy and confidentiality in the safeguarding of personal and clinical data in written, verbal and electronic record keeping |  |  |  |
| g. | Uses clinical equipment and products safely, showing awareness of limitations and associated hazards in usage and disposal |  |  |  |
| h. | Assists the Registered Nurse in the safe administration and management of medicines |  |  |  |

**NMBI National Competence Assessment Document – YEAR TWO: ADVANCED BEGINNER**

|  |  |  |  |
| --- | --- | --- | --- |
| 2.4 Evaluates person-centred nursing care | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Reviews with the Registered Nurse nursing observations, clinical data and feedback from the person with intellectual disability and multidisciplinary team to evaluate the plan of care |  |  |  |
| b. | Assists the Registered Nurse in gathering accurate information and in the evaluation of the person-centred care plan |  |  |  |
| c. | Assists the Registered Nurse to review and revise the planned outcomes or nursing interventions for a person with an intellectual disability’s plan of nursing care |  |  |  |
| d. | Assists the Registered Nurse to carry out a re-assessment of a person with intellectual disability’s nursing and healthcare needs |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 2.5 Utilises clinical judgement | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Recognises and reports if a person with an intellectual disability’s physical, psychological or developmental condition is deteriorating |  |  |  |
| b. | Assists the multidisciplinary team in response to fundamental changes to a person with an intellectual disability’s optimal health status |  |  |  |
| c. | Demonstrates how to act in an emergency and to administer essential life-saving intervention to a person with an intellectual disability |  |  |  |
| d. | Identifies situations and the process for referral for specialist intervention in response to fundamental changes in the health status of a person with an intellectual disability |  |  |  |

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**NMBI National Competence Assessment Document – YEAR TWO: ADVANCED BEGINNER**

## DOMAIN 3: NURSING KNOWLEDGE AND COGNITIVE COMPETENCES

Criteria related to the application of knowledge and understanding of the health continuum and of principles from health and life sciences underpinning practice under the ***close supervision*** of a Preceptor/Associate Preceptor/Registered Nurse.

|  |  |  |  |
| --- | --- | --- | --- |
| 3.1 Practises from a competent knowledge base | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Identifies with reference to best-practice guidelines an intervention to meet a person with intellectual disability’s nursing or health goal |  |  |  |
| b. | Applies knowledge of human development in relation to the human and life sciences to the functioning of a person with intellectual disability in meeting their nursing and health needs |  |  |  |
| c. | Safely and accurately carries out medication calculations and management with particular regard to the vulnerability of a person with intellectual disability in receipt of healthcare |  |  |  |
| d. | Sources information relevant to a nursing/ therapeutic intervention in this practice placement |  |  |  |
| e. | Outlines to the Registered Nurse vulnerabilities and co-morbidities commonly associated with a person with intellectual disability health and nursing care in this practice placement |  |  |  |
| f. | Identifies a potential nursing approach to an ethical dilemma encountered in this practice placement |  |  |  |
| g. | Discusses with Registered Nurse the influence of child protection legislation on the nursing care of a person with intellectual disability in this practice placement  |  |  |  |
| h. | Discusses one aspect of nursing care that is subject to quality audit  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 3.2 Uses critical thinking and reflection to inform practice | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Identifies examples of policies, procedures, protocols and guidelines (PPPGs) for application to a specific aspect of nursing care relevant to this practice placement  |  |  |  |
| b. | Reflects using Gibbs (1988) cycle of reflection on a situation found to be challenging within this practice placement |  |  |  |

**NMBI National Competence Assessment Document – YEAR TWO: ADVANCED BEGINNER**

## DOMAIN 4: COMMUNICATION AND INTERPERSONAL COMPETENCES

Criteria related to effective communication and empathic interpersonal skills under the ***close supervision*** of a Preceptor/Associate Preceptor/Registered Nurse.

|  |  |  |  |
| --- | --- | --- | --- |
| 4.1 Communicates in a person-centred manner | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Demonstrates the ability to listen, seek clarification and carry out instructions safely |  |  |  |
| b. | Discusses the principles of cultural diversity, dignity and autonomy |  |  |  |
| c. | Applies active listening skills and responses when communicating with a person with an intellectual disability with emotional, sensory, intellectual or cultural communication difficulties |  |  |  |
| d. | Uses person-centred communication strategies that demonstrate respect for the rights and choices of a person with intellectual disability and their family |  |  |  |
| e. | Provides emotional support to a person with intellectual disability and their primary carer when undertaking nursing interventions and procedures |  |  |  |
| f. | Engages with a person with intellectual disability and immediate family regarding their experience of nursing interventions and health procedures |  |  |  |
| g. | Assists a person with intellectual disability to develop self-management skills in an aspect of healthcare |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 4.2 Communicates accurately with the healthcare team | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Communicates clearly with other members of the multidisciplinary team |  |  |  |
| b. | Demonstrates safe and effective communication skills, in oral, written and electronic modes |  |  |  |
| c. | Uses professional nursing terminology and accurately reports, records and documents observations |  |  |  |
| d. | Discusses when and how to make a referral for a person with an intellectual disability who requires language translators, interpreters or communication supports |  |  |  |
| e. | Assists a Registered Nurse in liaising with community services |  |  |  |

**NMBI National Competence Assessment Document – YEAR TWO: ADVANCED BEGINNER**

## DOMAIN 5: NURSING MANAGEMENT AND TEAM COMPETENCES

Criteria related to the application of management and team working competence under the ***close supervision*** of a Preceptor/Associate Preceptor/Registered Nurse.

|  |  |  |  |
| --- | --- | --- | --- |
| 5.1 Practises in a collaborative manner | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Interacts with members of the multidisciplinary team in a collaborative partnership |  |  |  |
| b. | Develops a professional relationship with members of the multidisciplinary team, in consultation with the person with intellectual disability, to coordinate an aspect of care |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 5.2 Manages team, others and self safely | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Demonstrates organisation in preparation for carrying out nursing interventions |  |  |  |
| b. | Promotes a safe and therapeutic environment for a person with intellectual disability |  |  |  |
| c. | Recognises situations that potentially challenge self or others, identifying actions to reduce risk |  |  |  |
| d. | Recognises risks and hazards associated with nursing interventions and reports these to Registered Nurse as appropriate |  |  |  |

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## DOMAIN 6: LEADERSHIP POTENTIAL AND PROFESSIONAL SCHOLARSHIP COMPETENCES

Criteria related to effective leadership potential and self-awareness under the ***close supervision*** of a Preceptor/Associate Preceptor/Registered Nurse.

|  |  |  |  |
| --- | --- | --- | --- |
| 6.1 Develops leadership potential  | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Utilises feedback, supervision and appraisal constructively to enhance self-awareness and proficiency |  |  |  |
| b. | Acknowledges personal and professional responsibility for own actions |  |  |  |
| 6.2 Develops professional scholarship | **P (Yes=✓ or No = X)** | **I (Yes =✓ or No= X)** | **Initials** |
| a. | Identifies learning needs with a Preceptor/Associate Preceptor  |  |  |  |
| b. | Applies learning derived from Supervisor or Preceptor feedback to enhance own practice setting |  |  |  |

**NMBI National Competence Assessment Document – YEAR TWO**

**Competence Assessment Interviews**

# PRACTICE PLACEMENT: FINAL INTERVIEW

|  |
| --- |
| **To be completed by the Nursing Student:**Nursing student’s review of progress during practice placement (refer to original practice placement learning outcomes and nursing student reflection) |
|  |
| **To be completed by the Preceptor/Associate Preceptor:**Preceptor/Associate Preceptor’s review of nursing student’s progress during practice placement (refer to original practice placement learning outcomes and nursing student reflection) |
|  |

|  |
| --- |
| Competence achieved (Please Circle as Appropriate) |
| Yes | **No\*** |
| Preceptor signature |  |
| Nursing student signature |  |
| Date |  |

\*If no, please indicate the domains and indicators which were not achieved. Contact the CPC in line with local **HEI** policy and procedures.

**NMBI National Competence Assessment Document – YEAR TWO**

**Competence Assessment Interviews**

**Domains and Indicators that were not achieved by the Nursing Student in this Practice Placement**

|  |
| --- |
|  |
| Preceptor signature |  | Date: |  |
| Nursing student signature |  | Date:  |  |
| CPC/ HEI signature |  | Date: |  |