BSc (Hons) in INTELLECTUAL DISABILITY NURSING Long Practice Placement – Year Three (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 THREE**

**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 THREE**

**Practice Placement Details and Attendance Record**

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

**PRACTICE PLACEMENT**

|  |  |
| --- | --- |
| 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 1SAMPLE | 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 THREE**

**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 THREE**

**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 THREE**

**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 HEI policy and procedures

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

 **Competence Assessment Interviews (Reflection)**

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 **Children,** **Persons, Service Users or Staff are not identified in the reflective writing piece.**

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

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 THREE**

**Competence Assessment Interviews**

# PRACTICE PLACEMENT: PROGRESS NOTES

# (Performing at Year 3 Level of Competence)

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

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

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

**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 Competences
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.

**Year 3:** At this level, the student nurse is an advanced beginner under the ***indirect supervision*** of the Registered Nurse. They can identify the needs of people and family in practice, and begin to adopt a problem-solving approach to the provision of safe nursing care. ***Indirect supervision is defined as the Preceptor being accessible to the undergraduate student nurse for guidance and support while providing delegated nursing care to Children/Persons/Service Users and supports family members****.* The undergraduate student nurse actively participates in the assessment, planning, delivery and evaluation of person-centred nursing, and is able to provide a rationale for their actions. It may be difficult for the student nurse to prioritise care in particular or complex situations.

**In Year 3, 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 THREE: ADVANCED BEGINNER**

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

Criteria related to practising safety, compassionately and professionally under the ***indirect 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. | Carries out basic risk assessments with regard to the safety of the person with an intellectual disability |  |  |  |
| b. | Delivers safe and effective nursing care |  |  |  |
| c. | Maintains safe hand hygiene, infection prevention and control and regulations governing the use in the care of the person with an intellectual disability in the healthcare setting |  |  |  |
| d. | Reflects on the application of ethical principles and professional guidance in relation to a safeguarding situation in this practice placement |  |  |  |
| e. | Acts responsibly when responding to emergency situations |  |  |  |
| f. | Acts responsibly to situations of risk to a person with an intellectual disability |  |  |  |

**\*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

|  |  |  |  |
| --- | --- | --- | --- |
| 1.2 Demonstrates compassion in providing nurse care | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Contributes to a positive environment of respect and inclusion towards all persons encountered in this practice placement |  |  |  |
| b. | Acts in a professional manner that is attentive, sensitive and non-discriminatory towards the person with an intellectual disability, showing respect for diversity and individual preference |  |  |  |
| c. | Assists the person to enhance their physical, sensory, emotional wellbeing and comfort during nursing and healthcare interventions |  |  |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| 1.3 Demonstrates responsible and professional practice | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Clarifies with Registered Nurse situations that are beyond their level of competence  |  |  |  |
| b. | Demonstrates professional responsibility through organising and completing delegated nursing interventions |  |  |  |
| c. | Justifies reasons for decisions and for actions taken to complete delegated tasks safely and in accordance with policies, procedures, protocols and guidelines (PPPGs) |  |  |  |
| d. | Documents and reports nursing interventions through a nurse to nurse handovers |  |  |  |

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

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

Criteria related to delivering effective, person-centred nursing care under the ***indirect 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. | Interviews a person with an intellectual disability using a relevant person-centred framework to elicit the person’s experience of altered health, ability or life-stage needs |  |  |  |
| b. | Uses a relevant person-centred intellectual disability framework to identify a person’s nursing and healthcare needs |  |  |  |
| c. | Undertakes health assessments and develop physical examination skills to recognise the changing healthcare needs |  |  |  |
| d. | Integrates knowledge of pathophysiology and pharmacotherapeutics into the assessment of a person with an intellectual disability  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 2.2 Plans and prioritises person-centred nursing care | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Identifies with the person their actual and potential goals of care with reference to best practice in consultation with the Registered Nurse. |  |  |  |
| b. | Devises a person-centred care plan taking into account relevant observations, feedback from the person, results of nursing and clinical assessments |  |  |  |
| c. | Presents a person-centred care plan for a person with an intellectual disability to the multidisciplinary team with a rationale for the interventions |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 2.3 Undertakes nursing interventions  | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Adapts nursing interventions to changing healthcare needs and documents changes in the plan of care |  |  |  |
| b. | Recognises, reports and escalates when a person requires interventions beyond the student’s competence  |  |  |  |
| c. | Empowers a person with an intellectual disability to promote self-management of their condition and to facilitate their health, recovery or wellbeing |  |  |  |
| d. | Enters information about the person’s nursing and healthcare accurately and concisely into documents and electronic records |  |  |  |
| e. | Demonstrates respect for privacy and confidentiality in the safeguarding of personal and clinical data in written, verbal and electronic record keeping |  |  |  |
| f. | Uses nursing interventions, medical devices and equipment safely, showing awareness of limitations and associated hazards in usage and disposal |  |  |  |
| g. | Assists the Registered Nurse in the safe administration, ordering, checking and management of medicines |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 2.4 Evaluates person-centred nursing care | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Reviews the observations and clinical data to evaluate the plan of care |  |  |  |
| b. | Assists the Registered Nurse to compile an entry to evaluate the person with an intellectual disability’s progress towards meeting the goals specified in the person-centred care plan |  |  |  |
| c. | Gathers additional data from multiple sources to analyse and evaluate priorities, goals and timeframes based on changes to the person with an intellectual disability’s condition or responses to care or treatment |  |  |  |
| d. | Evaluates a plan of care for a person with an intellectual disability against evidence of best practice |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 2.5 Utilises clinical judgement | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Recognises and acts responsibly to intervene and alert the Registered Nurse and members of the multidisciplinary team if a person with an intellectual disability’s health or condition is deteriorating |  |  |  |
| b. | Justifies nursing actions to manage risks identified in the care of the person in the current practice setting |  |  |  |
| c. | Participates with the clinical team in response to fundamental changes in a person with an intellectual disability’s health status |  |  |  |
| d. | Demonstrates how to act in an emergency and to administer essential life-saving interventions |  |  |  |
| e. | Identifies situations and processes for referral in response to fundamental changes in a person with an intellectual disability’s health status |  |  |  |

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**NMBI National Competence Assessment Document – YEAR THREE: 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 ***indirect 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. | Discusses with the Registered Nurse common physical, psychological and behavioural signs, associated with the care of people with intellectual disability in this practice placement |  |  |  |
| b. | Discusses with the Registered Nurse vulnerabilities and co-morbidities commonly associated with a specific person with an intellectual disability’s health and nursing care in this practice placement |  |  |  |
| c. | Safely and accurately carries out calculations for medication management including intravenous infusions where appropriate |  |  |  |
| d. | Sources information regarding an aspect of health policy relevant to this practice placement |  |  |  |
| e. | Explores ethical dilemmas that may occur in this practice placement |  |  |  |
| f. | Utilises health information technology and nursing informatics where available in nursing practice appropriate to this practice placement |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 3.2 Uses critical thinking and reflection to inform practice | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Analyses and suggests potential responses to a situation in the current practice placement perceived to be problematic |  |  |  |
| b. | Outlines the steps taken to enhance personal resilience during this practice placement |  |  |  |

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

## DOMAIN 4: COMMUNICATION AND INTERPERSONAL COMPETENCES

Criteria related to effective communication and empathic interpersonal skills under the ***indirect 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. | Uses a broad range of verbal and non-verbal strategies to communicate effectively and compassionately with the person with intellectual disability and their family |  |  |  |
| b. | Demonstrates the principles of cultural diversity, dignity and autonomy when communicating in a person-centred manner |  |  |  |
| c. | Applies active listening skills and responses when communicating with a person with intellectual disability |  |  |  |
| d. | Uses person-centred communication strategies and demonstrates respect for a person with an intellectual disability’s rights and choices |  |  |  |
| e. | Provides emotional support to people with intellectual disability and their families when undertaking nursing interventions and procedures |  |  |  |
| f. | Discusses with the person with an intellectual disability an aspect of their health or lifestyle that the person would like to change |  |  |  |
| g. | Ensures that the person receives all necessary information to make an informed choice regarding their healthcare |  |  |  |
| h. | Uses appropriate skills and knowledge to teach/facilitate a person or family member to self-manage an aspect of their health |  |  |  |
| 4.2 Communicates accurately with the health care team | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Communicates clearly and effectively with the 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 clinical observations |  |  |  |
| d. | Liaises with the members of the multidisciplinary team to ensure that the rights and wishes of the person with an intellectual disability are represented |  |  |  |
| e. | Discusses with the Registered Nurse the parameters for sharing of information in accordance with legal and professional requirements and in the interests of the protection of the public whilst respecting confidentiality and data privacy |  |  |  |

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

## DOMAIN 5: NURSING MANAGEMENT AND TEAM COMPETENCES

Criteria related to the application of management and team working competence under the ***indirect 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. | Develops opportunities to work together in a collaborative partnership with the person with an intellectual disability, their family and members of the multidisciplinary team |  |  |  |
| b. | Collaborates effectively with other healthcare disciplines and other members of the nursing team to coordinate care provision |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 5.2 Manages team, others and self safely | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Organises workload to complete delegated activities in a responsible and timely manner in accordance with local policies, procedures, protocols and guidelines (PPPGs) |  |  |  |
| b. | Works with the members of the multidisciplinary team to foster a supportive clinical working environment to facilitate a culture of trust, openness, respect, kindness and safe standards of care |  |  |  |
| c. | Demonstrates personal organisation and efficiency in care provision |  |  |  |
| d. | Assesses priorities to manage personal actions and resources safely and effectively |  |  |  |

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

## DOMAIN 6: LEADERSHIP POTENTIAL AND PROFESSIONAL SCHOLARSHIP COMPETENCES

Criteria related to effective leadership potential and self-awareness under the ***indirect 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. | Works with the Registered nurse to lead an activity or clinical intervention in this practice placement |  |  |  |
| b. | Plans an activity that involves delegation, coordination and liaison with other members of the multidisciplinary team |  |  |  |
| c. | Seeks, accepts and applies information to enhance self-awareness and personal competence through the constructive use of feedback, supervision and appraisal |  |  |  |
| d. | Applies learning derived from reflection on an aspect of nursing practice or a critical incident in this practice placement |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 6.2 Develops professional scholarship | P (Yes=✓ or No = X) | I (Yes =✓ or No= X) | Initials |
| a. | Identifies with the Preceptor/Associate Preceptor an activity or events to enhance continuing professional development |  |  |  |
| b. | Identifies with Preceptor/Associate Preceptor the criteria used to determine when the situation requires to be shared with more experienced colleagues, senior managers or other members of the multidisciplinary team |  |  |  |
| c. | Applies learning derived from Supervisor or Preceptor feedback to enhance own confidence and competence |  |  |  |

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

**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 THREE**

**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: |  |