

Location of practical training period

Institution:

Name of student:

Department:

Graduating year:

Repeat ☐

Training site:

Period from / to:

PTP 3 ☐ **PTP 4** ☐

COMPETENCY EVALUATION - Bachelor Year 2

Summative evaluation:

Ideas/suggestions for future competency development:

Number of days of absence not made up: **days**

Date and signatures

Student
(has read)

Practitioner trainer
LAST NAME, FIRST NAME

HES Trainer
LAST NAME, FIRST NAME

Result¹:

☐ A ☐ B ☐ C
☐ D ☐ E ☒ F

¹Results

Threshold for failure: 2 or more competencies not acquired

Grading scale

- A: All competencies have been acquired
- B: All competencies have been acquired, with the exception of one competency in the process of being acquired
- C: All competencies have been acquired, with the exception of two competencies in the process of being acquired
- D: Three or more competencies are being acquired
- E: One competency has not been acquired
- F: Two or more competencies have not been acquired

Competency in the expert nursing role

Generic Competency / Intermediate Level: Design, implement and evaluate the delivery of nursing care that is safe and adapted to the needs of individuals, based on a care model and professional standards, in a variety of clinical situations.		
Development level Year 2		
<ul style="list-style-type: none"> - Systematically and rigorously assesses patients' state of health, using appropriate data collection tools. - Determines, with the support of professionals, the degree of urgency and severity of observed signs and symptoms. - Integrates clinical assessment data into the care process. - Practises ongoing clinical reasoning with regard to evolving situations, incorporating the person's values, preferences, needs and beliefs, as well as abilities and resources. - Practises ongoing clinical reasoning with regard to evolving situations, integrating observations and other data collected, expressed needs and expectations, while mobilizing physiological, psychophysiological and pharmacological knowledge. - Formulates relevant nursing diagnoses taking into account the individuality of the person. - Designs, prioritizes and implements, with the support of professionals, various types of interventions adapted to the individual and the context in order to achieve the expected results while ensuring the patient's safety. - Evaluates the effectiveness of interventions using relevant criteria derived from standardized care results. - Carries out and regularly communicates complete, precise and structured care procedures, using professional language. - Safely administers medications and monitors expected effects as well as side effects and adverse reactions. - Manages care in routine, stable situations under indirect supervision. - Makes decisions based on best practice recommendations, taking into account the patient's preferences, values and beliefs and the context of care. - Refers to evidence in selecting interventions for the targeted patient outcome. - Participates in emergency measures in crisis situations. 		
Comments		
Overall assessment	Acquired <input type="checkbox"/>	In the process of acquisition <input type="checkbox"/> Not acquired <input type="checkbox"/>
Generic Competency / Intermediate Level: Build a partnership with the person being cared for, with a view to improving their health and quality of life.		
Development level Year 2		
<ul style="list-style-type: none"> - Considers the person as a partner, recognizing their experience and expertise in health matters. - Fosters an environment in which the psychological, physical, socio-cultural and spiritual dimensions of the person are expressed, supported and protected. - Accepts and promotes the expression of the person's feelings and emotions. - Takes the person's autonomy and quality of life into account when planning and delivering care. - Preserves the dignity of the person in all care and communications. - Respects ethical principles (autonomy, beneficence, non-maleficence and justice). - Integrates the person's preferences, values and beliefs into the care process. - Supports the person's self-determination and decision-making process. 		
Comments		
Overall assessment	Acquired <input type="checkbox"/>	In the process of acquisition <input type="checkbox"/> Not acquired <input type="checkbox"/>

Competency in the role of communicator

Generic Competency / Intermediate Level: Communicate orally and in writing, using professional communication tools, with patients/clients, their loved ones and professionals to ensure follow-up care in different situations.		
Development level Year 2		
<ul style="list-style-type: none"> - Encourages the person's self-expression using appropriate communication tools. - Adapts the mode of communication to the person and to the various professionals. - Documents and transmits relevant and up-to-date data using professional language. - Engages in difficult communications. - Expresses clinical judgment in the service of the person, adapting to the situation and context. - Transmits and/or documents information related to the care process in a relevant manner, ensuring patient safety and continuity of care. - Makes appropriate use of tools, instruments or scales in use in the unit, department or institution. - Actively participates in nursing and interprofessional conferences. - Ensures that personal data is entered only on documents that comply with data protection regulations. - Identifies the data access procedure. - Ensures that written, oral and delegated communications respect professional confidentiality. 		
Comments		
Overall assessment	Acquired <input type="checkbox"/>	In the process of acquisition <input type="checkbox"/> Not acquired <input type="checkbox"/>

Competency in the role of collaborator

Generic Competence / Intermediate Level: Participate in decision-making and concerted action by intra- and inter-professional teams, in collaboration with patients/clients.		
Development level Year 2		
<ul style="list-style-type: none"> - Calls on the intra- and interprofessional team, respecting each member's role and activities, integrating the person into the care project and respecting the organisation of the department. - Makes their own contribution visible and brings the added value of nursing care to decisions shared by intra- and interprofessional teams. - Participates in intra- and inter-professional care projects. - Integrates the ethical dimension into decision-making about the person receiving care. - Communicates the person's values, preferences and beliefs to intra- and interprofessional team members. - Incorporate patients' rights into decision-making. - Respects the principle of self-determination of the person. 		
Comments		
Overall assessment	Acquired <input type="checkbox"/>	In the process of acquisition <input type="checkbox"/> Not acquired <input type="checkbox"/>

Competency in the leadership role

Generic Competency / Intermediate Level: Justify one's interventions and decisions, drawing on disciplinary and interdisciplinary knowledge.			
Development level Year 2			
<ul style="list-style-type: none"> - Places the person at the centre of the care process during interventions. - Exercises responsibility by assessing patient safety and quality of care during delegated care. - Prioritizes interventions. - Effectively organizes their professional interventions for persons under their responsibility, ensuring their safety. - Delegates clear, precise interventions and ensures follow-up of delegated acts. - Actively participates in the organisation of care in the department. - Applies relevant work methods and processes in line with current quality standards. - Systematically evaluates care based on quality standards and protocols. 			
Comments			
Overall assessment	Acquired <input type="checkbox"/>	In the process of acquisition <input type="checkbox"/>	Not acquired <input type="checkbox"/>

Competency in the health promotion role

Generic Competency / Intermediate Level: Implement health promotion, prevention, health education or therapeutic education initiatives using nursing or interdisciplinary models.			
Development level Year 2			
<ul style="list-style-type: none"> - Identifies the person's needs in terms of health promotion and prevention. - Initiates, under supervision and in collaboration with the person receiving care, health promotion and prevention interventions adapted to the person. - Knows and mobilises, under supervision, the resources of the health and social services network. - Adopts a health promotion posture by adapting their interventions. - Integrates the therapeutic education process into the care process while respecting standards. - Takes into account the determinants of health by integrating them into the care process. - Helps people to identify their own health needs and make decisions. - Supports self-determination by respecting the person's choices, preferences, values and beliefs. 			
Comments			
Overall assessment	Acquired <input type="checkbox"/>	In the process of acquisition <input type="checkbox"/>	Not acquired <input type="checkbox"/>

Competency in the learner-trainer role

Generic Competence / Intermediate Level: Critically reflect on one's own practice and competency development, and participate in the supervision of auxiliary staff and lower-level students.		
Development level Year 2		
<ul style="list-style-type: none"> - Updates their knowledge in accordance with the professional situations encountered. - Regularly self-assesses their own practice and attitude based on objectives and competencies to be developed. - Takes an active role in their own learning by seeking out professionals for direct and indirect supervision and practice analysis. - Shares research results with the professional team. - Analyses care practices in light of evidence. - Learns to supervise other novice students. 		
Comments		
Overall assessment	Acquired <input type="checkbox"/>	In the process of acquisition <input type="checkbox"/> Not acquired <input type="checkbox"/>

Competency in the professional role

Compétence Générique / Niveau Intermédiaire : Démontrer un positionnement professionnel fondé sur l'éthique, les valeurs, la déontologie, la réflexivité et la pensée critique.		
Development level Year 2		
<ul style="list-style-type: none"> - Respects the person's presumed wishes (e.g. Advance Health Directives) - Acts in accordance with the profession's ethical principles and code of conduct. - Supports professional values (safety, integrity, privacy, dignity, self-determination, autonomy) within teams. - Systematically applies the principles of ergonomics, precaution, hygiene and safety for self and persons receiving care. - Implements health promotion and prevention strategies and mobilizes resources to preserve their own health. - Applies the fundamental articles of the Health Professions Act: patient's rights, professional confidentiality, professional responsibility, obligation to keep up to date with best practices, obligation to provide quality care, conduct an ongoing assessment of one's ability to practice, defence of the patient's interests. - Systematically applies current waste and material management protocols. - Demonstrates responsible attitudes to environmental protection (sustainability and cost). - Participates in discussions related to the evolution of nursing care. - Participate in discussions on the evolution of local and national health and social policies. 		
Comments		
Overall assessment	Acquired <input type="checkbox"/>	In the process of acquisition <input type="checkbox"/> Not acquired <input type="checkbox"/>