

# Higher Diploma in Mental Health Nursing



Bord Altranais agus  
Cnáimhseachais na hÉireann  
Nursing and Midwifery Board  
of Ireland



Feidhmeannacht na Seirbhíse Sláinte  
Health Service Executive

Full nursing student name (as per candidate register):

Nursing student college ID number:

Higher education institution:

National Competency  
Assessment Document for  
The Higher Diploma in  
Mental Health Nursing

# Table of Contents

Instructions for Use .....	3
About the National Clinical Assessment Document (NCAD) .....	4
Clinical Assessment Protocol .....	6
Steps to be followed in the Clinical Assessment Protocol.....	8
Guidelines for Completion of Self- Evaluation for Placement in the NCAD.....	9
<b>CORE MENTAL HEALTH LONG PRACTICE PLACEMENTS</b>	
Practice Placement 1 Entry Level .....	12
Practice Placement 2 Intermediate Level .....	33
Practice Placement 3 Intermediate Level .....	54
Practice Placement 4 Exit Level.....	75
<b>SPECIALIST MENTAL HEALTH LONG PRACTICE PLACEMENTS</b>	
Mental Health in Older Life.....	96
Mental Health Practice Placement 1 .....	116
Mental Health Practice Placement 2 .....	138
<b>NURSING IN OTHER SETTINGS</b>	
General Adult Long Practice Placement.....	158
General Adult Short Practice Placement.....	179
Intellectual Disability Short Practice Placement.....	194
APPENDICES.....	207

This is a confidential document. It is the property of the student and the UCD School of Nursing, Midwifery and Health Systems. This document may not be altered or de- faced and it may not be photocopied. The student is responsible for its security and for maintaining it in good condition. The document should be available for inspection by authorised personnel on request.

INSTRUCTIONS FOR USE	ü
It is my responsibility to ensure that I have the correct documentation prior to going on practice placements.	<input type="checkbox"/>
I will carry this document with me at all times while on practice placements.	<input type="checkbox"/>
It is my responsibility to obtain the clinical learning outcomes for each placement and to use these as a guide to set my own learning outcomes.	<input type="checkbox"/>
It is my responsibility to ensure that the preceptor/co-preceptor signs the <b>Signature Bank</b> before signing Performance indicators.	<input type="checkbox"/>
It is my responsibility to ensure that I have arranged a date for a <b>preliminary meeting</b> . It is carried out at the beginning of the placement in order to discuss the learning opportunities and performance indicators to be attained during the placement.	<input type="checkbox"/>
It is my responsibility to ensure that I have arranged a date for an <b>intermediate meeting</b> . It is carried out to discuss progress during placements of 4 weeks or more and if requested by a preceptor on placements of less than 4 weeks. Attendance is reviewed, in addition to my medication workbook.	<input type="checkbox"/>
It is my responsibility to ensure that I have arranged a date for a <b>final meeting</b> . A final meeting is carried out at the end of the placement to review the domains, performance indicators and skills attained. Attendance is reviewed, in addition to my medication and clinical skills workbook.	<input type="checkbox"/>
It is my responsibility to seek feedback on my progress throughout the placement.	<input type="checkbox"/>
It is my responsibility to ensure that any final learning plan is notified to the preceptor/co-preceptor at the next practice placement.	<input type="checkbox"/>
It is my responsibility to act in accordance with local policies and guidelines (e.g. uniform policy).	<input type="checkbox"/>
It is my responsibility to have all documentation signed off within <b>two</b> weeks of completing clinical time	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ Students are assessed in relation to the performance indicators in each Domain of Competence.</li> <li>▪ Performance indicators should be signed off by the preceptor/co-preceptor when they are satisfied that the student has attained them</li> <li>▪ Any staff nurse who acts as a preceptor may sign performance indicators for students if they are satisfied that the required level has been attained.</li> <li>▪ A daily Record of attendance must be completed at the end of each shift.</li> <li>▪ <b>100% attendance</b> is required on all practice placements.</li> </ul>	
<p><b>I have read and understood the above instructions.</b></p> <p><b>Student Signature:</b> _____ <b>Date:</b> _____</p>	

## About the National Clinical Assessment Document

### Practice Placement Documentation

This National Competence Assessment Tool (NCAD) is an official document, containing a record of your attainments as a student in practice placement. The NCAD will be used as a dossier of evidence of your attainments throughout your education and training programme.

It is an essential record for course progression and for the awarding of the degree from UCD. It is an essential requirement for your registration as a nurse/midwife with the Nursing and Midwifery Board of Ireland (NMBI).

The *NCAD* should contain the records of the assessments of your clinical instruction.

It is your responsibility to know and understand the protocol for obtaining a clinical assessment. You are responsible for keeping your *NCAD* up-to-date and in good order.

Normally, you will be requested to submit your updated *NCAD* for inspection by internal and external examiners prior to the Programme Examination Board and/or at the end of the semester/stage/year. Students will be given the specific date to present their documentation at the beginning of each semester in which a practice placement takes place.

The grade descriptors for clinical assessments are described in the UCD School of Nursing Midwifery and Health Systems policy on the presentation of undergraduate clinical modules (Appendix 1) and as outlined in the UCD – Modularisation and Semesterisation General Regulations. Grades for clinical assessments are Grade Point Neutral.

### **All assessment judgements are deemed to be provisional until the Programme Examination Board confirms final results.**

Please carefully read the steps in the **clinical assessment protocol**. You are responsible for ensuring that you understand the clinical assessment protocol.

## Who to Turn To

You are never alone when on practice placement and there are clinical, and university supports available to you. These supports are ineffective unless you fully engage with your learning outcomes. You must be able to explain your learning outcomes to your designated preceptor who will then guide and support you in achieving these outcomes.

## Clinical Supports

- Preceptor
  - Is there to supervise and guide your performance. Your preceptor will assess your attainment of the standards for each of the various domains of competence (more details about the domains are outlined below). Your preceptor will liaise with the CPC.
- Clinical Placement Coordinator (CPC)
  - Supports and facilitates your learning. Monitors the quality of the clinical learning environment. Liaises with the University and your Personal Tutor.

## UCD SNMHS Supports

- UCD Personal Tutor
  - Offers assistance to you on matters, academic, clinical, and personal. Your personal tutor will not routinely visit you when you are on placement, but if you are encountering any difficulties, they are available to support you. Your personal tutor liaises with the clinical site, CPC, and preceptor.
- UCD Student Advisor
  - Independent support who offers guidance on all matters, financial, personal, academic, and clinical. Liaises with personal tutor.

## Please insert the following details:

Name of **UCD Personal Tutor**: \_\_\_\_\_

Email Address of UCD Personal Tutor: \_\_\_\_\_

Phone Number of UCD Personal Tutor: \_\_\_\_\_

Name of **Student Advisor**: Anna Scully \_\_\_\_\_

Email address of Student Advisor: anna.scully@ucd.ie \_\_\_\_\_

Phone number of Student Advisor: 01 716 6497 \_\_\_\_\_

## Clinical Assessment Protocol

Each student is required to complete practice placements on the programme. Each practice placement involves a clinical assessment. For the purpose of progression and the award of Higher Diploma in Mental Health Nursing, each student is required to achieve a 'pass' grade for each clinical module in the programme.

### Regulations for Progression

A student will not be able to progress to registration without having

- attained all the performance indicators for the clinical modules and
- met the requirement for attendance

### Regulations for Assessment of Clinical Modules

- The final outcome of clinical assessment is recorded as either 'pass' or 'fail' and is grade point neutral.
- The student must attain a 'pass' grade in all practice placements in order to attain an overall 'pass' for the stage and progress to the next stage of the programme.
- A 'pass' in clinical assessment is determined on the basis of a student attaining the required performance indicators of assessment for the various domains of competence as outlined in the NCAD
- The relevant sections of the NCAD must be completed at the appropriate time in consultation with the student's clinical preceptor and presented to the UCD personal tutor.
- Students should obtain comprehensive feedback from their preceptor during their practice placements and at the mid interview to ensure that the student is aware of the areas of competence they may need to focus on in the remainder of a practice placement.
- Students should be familiar with the protocol '*When a Student is Having Significant Difficulties in Meeting Performance Indicators during a Practice Placement and When a Student is Unsuccessful in their Clinical Assessment*'.
- In the case of a student failing to obtain a pass standard in a single practice placement, a final learning plan will be set in place for the student. The final learning plan will be prepared by the student's UCD personal tutor, in consultation with the student and the relevant person(s) in the student's hospital, that is, Clinical Placement Co-ordinator, Nurse Practice Development Co-ordinator, Director of Nursing.
- In the case of a student not attaining the performance indicators in a particular module, a repeat practice placement will be required.
- A student who fails a clinical placement module having had two attempts will be ineligible to continue the programme.

## Regulations Regarding Attendance

- Practice placements are an integral part of the Higher Diploma in Mental Health Nursing programme and are a mandatory requirement to ensure that each student meets the Nursing and Midwifery Board of Ireland (NMBI) minimum registration requirements in respect of clinical instruction and the academic requirements of the programme.

**Therefore, FULL attendance at all scheduled practice placements is mandatory; all attendances are monitored, and all absences recorded.**

- A student that attains all domains and performance indicators for the module but does not fulfil the attendance is required to complete the shortfall of absent time in the clinical setting.
- In the event of you being absent from scheduled practice placement(s), you will be required to undertake additional practice placement time commensurate with the duration of time absent.
- This additional practice placement time will be scheduled and must be completed in full before the student can be deemed to have completed the programme.
- The precise scheduling of such periods of additional practice placement time is completely at the discretion of the facilitating health service provider. You will be offered one opportunity to make up this outstanding absence time. If you do not take up this first opportunity you may NOT be offered another date.
- Students should also note that practice placements may take place over a wide geographical area determined by the UCD Nursing and sponsoring area Clinical Allocations Offices.

### All Students Should be Familiar with The Following Documents:

- *Code of Conduct for all Students registered on Programmes at the UCD School of Nursing, Midwifery and Health Systems*
- *Programme Outline for the Higher Diploma in Mental Health Nursing.*
- *Psychiatric Nurse Post Registration Education Programme Standards and Requirements (2018) (Second Edition) Nursing & Midwifery Board of Ireland.*
- *Protocol on the presentation of clinical modules.*
- *Protocol in the following event: 'When a Student is Having Significant Difficulties in meeting Performance Indicators during a Practice Placement and When a Student is Unsuccessful in their Clinical Placement'. (Appendix 2).*

## Steps To Be Followed In The Clinical Assessment Protocol

- Meet with the Clinical Placement Co-ordinator (CPC) to review learning opportunities for the practice placement.
- Report to the Clinical Nurse Manager and the clinical preceptor and provide the preceptor with the NCAD. It is the student's responsibility to make all relevant documentation available for the assessment process. Read the NCAD prior to your placement and reflect on your learning objectives.
- **All absences must be reported to relevant personnel as per local policy.**
- Undertake a **preliminary interview** with the clinical preceptor to discuss learning needs, opportunities, and performance indicators to be attained during the practice placement and co-sign the record of the meeting.
- Undertake an **Intermediate interview** (on placements 4 weeks or longer and where indicated by preceptor – on placements of less than 4 weeks duration) with the clinical preceptor to review progress, with particular reference to the learning needs and performance indicators to be attained. Review performance indicators attained at this stage and co-sign the record of the meeting. The student's attendance is also reviewed at this meeting.
- Undertake a **final meeting** with the preceptor to review the learning needs and performance indicators attained.
- Co-sign the record of the final interview which includes a Record of Attendance in the presence of the preceptor.
- Submit updated NCAD to personal tutor for inspection and review.
- Students are required to have all documentation completed within **two weeks** of the last day of their clinical placement.
- Students with absences outstanding need to attend UCD Clinical Allocations Office to arrange completion of outstanding time and collect a time sheet. Full attendance is required on all practice placements thus ensuring compliance with the Nursing and Midwifery Board of Ireland (NMBI) registration requirements.
- Following Unsuccessful Practice Placement, A Final Learning Plan (Appendix 4), form should be completed in consultation with the student, preceptor, clinical placement coordinator and UCD personal tutor. A copy of the Final Learning Plan should be retained by the student for their own records.



## Guidelines for Completion of Self Evaluation for Practice Placements

Nursing students are expected to complete a self-evaluation of learning needs and expectations on each placement, incorporating theory and clinical skills learning to- date in accordance with the practice placement learning outcomes. The self- evaluation of learning needs and expectations requires that you evaluate these for four main areas:

- Previous applicable experiences that I bring with me to this practice placement
- Learning outcomes and opportunities that I hope to achieve during this practice placement
- Any concerns that I have about this practice placement
- Relevant theoretical and practical learning that I bring to this practice placement

Figure 1 provides a guide to help you with your evaluation (Nursing and Midwifery Board of Ireland (NMBI), 2019).

Identification of nursing learning outcomes and learning opportunities should commence once you find out the speciality of the clinical area for your placement. Information relating to the speciality of your allocated placement site can be accessed through the Clinical Placement Coordinators. It is important when thinking about what you hope to learn on this placement that you revise the module content addressed in UCD and read information in the core texts for your programme about the particular specialist setting. You also need to obtain the specific learning outcomes for that specialist placement on your first day on placement so that you can review these and set your own learning outcomes for that specialist setting.

A learning outcome states what you hope to learn during the placement, and it should build on the knowledge, skills, and professional values that you have learnt on previous placements while also addressing the six domains of competence outlined in your NCAD and the Psychiatric Nurse Post Registration Education Programme Standards and Requirements (NMBI, 2018). While it is your responsibility to determine and write learning outcomes and expectations, examples of learning outcomes for each of the six domains of competence are listed below as a guide.

### ***Domain 1: Professional values and conduct of the nurse competences:***

- I will respectfully engage with service users and clarify what is important to them and
- how I can be of professional help in a manner seeking to understand their equality, diversity and inclusivity needs with compassion, sensitivity, and collaboration.
- I will consider and discuss the safety needs of each person allocated to my care with my preceptor.

**Domain 2: Nursing practice and clinical decision-making competences**

- I will accurately assess the needs of each person in my care during this placement and record this information in the nursing records for that person.
- I will deliver safe and effective mental health nursing care for an elderly person with dementia/ a person with depression by the end of the specialist placement.

**Domain 3 Knowledge and Cognitive Competence**

- I will consider the clinical placement I am undertaking and demonstrate an understanding of the nursing theory underpinning the nursing care and the treatment that the person is receiving (for example: eating disorders, later life care etc.)
- I will study and reflect on a professional guideline or on a challenging situation (potential or witnessed) and discuss this with my preceptor.

**Domain 4: Communication and inter-personal competences**

- I will demonstrate an understanding of the facilitators and barriers to effective communication with a person who is elderly/ has a mental health condition during this specialist placement.
- I will demonstrate safe and effective oral, written, and electronic communication skills during this placement.

**Domain 5: Management and team competences**

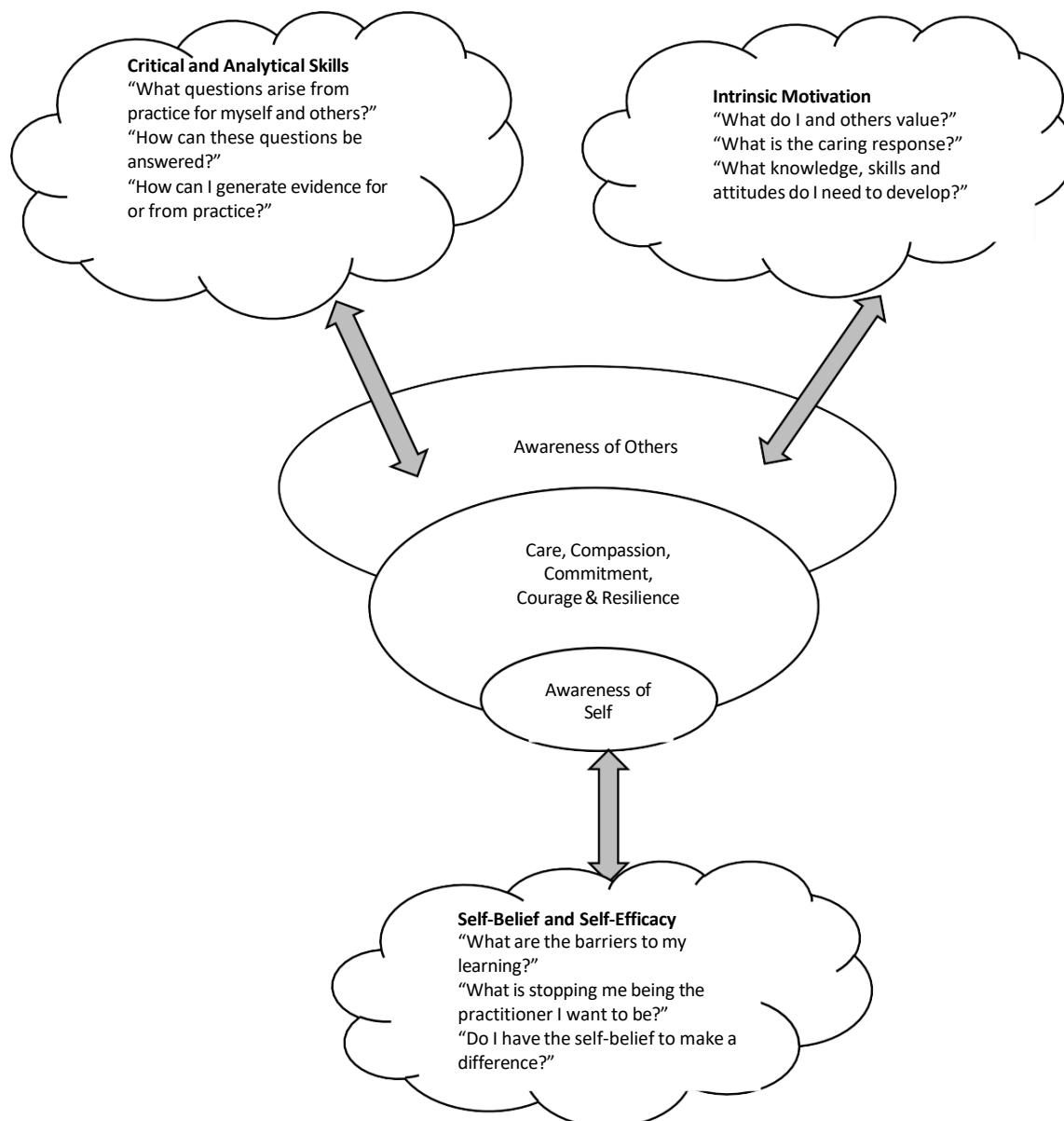
- I will practice giving a comprehensive handover including age, diagnosis, risks, care plan, treatment plan, progress to date, person's perspective/requests etc. on at least one patient to my preceptor or the multidisciplinary team as directed having obtained the information directly from the person/service user, their family, my preceptor and the case notes.
- I will describe to my preceptor how I would respond to challenging events and unforeseen circumstances in practice with some examples identifying the policies or guidelines that pertain.
- I will develop a professional relationship with the multi-disciplinary team in the coordination of care for a person/service user in the practice setting.

**Domain 6: Leadership potential and professional scholarship competences**

- I will seek feedback and demonstrate how I use this constructively to develop professionally in this specialist practice setting.
- I will demonstrate how I will organise my learning time in the practice setting including actively seeking out learning opportunities during the practice placement.

## FIGURE 1: SELF-EVALUATION OF LEARNING NEEDS AND EXPECTATIONS (NMBI, 2019)

### A guide to help you with your self-evaluation



Sources:

(McLean, 2012)

Values for Nurses and Midwives in Ireland (NMBI, 2016)

With thanks to the Faculty of Health Sciences of the University of Southampton for allowing the use of some of their principles outlined in their assessment of practice document for adult nursing students.

#### References

McLean, C. (2012). The Yellow Brick Road: A Values Based Curriculum Model. *Nurse Education in Practice*, 12(1), 159-163.

Nursing and Midwifery Board of Ireland (2019). *Guidelines for the Completion of the National Competence Assessment Documents for the Undergraduate Nursing Programmes*. Nursing and Midwifery Board of Ireland, Dublin.

Nursing and Midwifery Board of Ireland (2016) *Nurse Registration Programmes Standards and Requirements*. Nursing and Midwifery Board of Ireland, Dublin.

Nursing and Midwifery Board of Ireland (2016). *Values for Nurses and Midwives in Ireland*. Nursing and Midwifery Board of Ireland, Dublin.

**CORE MENTAL HEALTH  
PRACTICE PLACEMENT 1 – ENTRY PHASE  
LONG PRACTICE PLACEMENT**



## National Competence Assessment Document – Entry Phase – Attendance Record

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						
<b>Week 1</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 2</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 3</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 4</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 5</b>	Date:					
	Nursing student signature					
	Preceptor signature					

Attendance Record						
<b>Week 6</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 7</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 8</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 9</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 10</b>	Date:					
	Nursing student signature					
	Preceptor signature					

**National Competence Assessment Document –  
Entry Phase– Long Practice Placement  
Self-Evaluation**

**PRACTICE PLACEMENT: SELF-EVALUATION OF LEARNING NEEDS AND EXPECTATIONS**

To be completed by the 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). For guidance Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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 ...



**National Competence Assessment Document – ENTRY PHASE  
Long Practice Placement Competence Assessment Interviews**

**PRACTICE PLACEMENT: PRELIMINARY INTERVIEW  
(Must be completed within the first 2 days)**

Name of Preceptor			
Name of Associate Preceptor			
<b>To be completed by the Nursing Student:</b>			
Learning needs identified by the nursing student (refer to practice placement learning outcomes)			
<b>To be completed by the Preceptor/Associate Preceptor:</b>			
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			

**National Competence Assessment Document – ENTRY PHASE  
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.

**Practice Placement Mental Health Nursing  
INTERMEDIATE MEETING (LEARNING PLAN)**

<b>Student Name:</b>		<b>Student Number:</b>	
<b>Placement:</b>		Dates from: _____ to _____	
<ul style="list-style-type: none"> <li>The preceptor should if appropriate enact Step 1 of the protocol '<i>When a Student is Having Significant Difficulties in Meeting Performance Indicators during a Clinical Placement.</i>'</li> </ul>			
Domain 1: Professional Values and Conduct of the Nurse Competences			
Domain 2: Nursing Practice and Clinical Decision-Making Competences			
Domain 3: Knowledge and Cognitive Competences			
Domain 4: Communication and Inter Personal Competences			
Domain 5: Management and Team Competences			
Domain 6: Leadership Potential and Professional Scholarship Competences			
Nursing Student Signature:			Date:
Preceptor/Associate Preceptor signature:			Date:
CPC signature (if appropriate):			Date:

## National Competence Assessment Document – ENTRY PHASE 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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

\*The nursing student, Preceptor/CPC/Link Academic Staff must ensure that **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:

**National Competence Assessment Document – ENTRY PHASE  
Competence Assessment Interviews**

**PRACTICE PLACEMENT: PROGRESS NOTES  
(Performing at Entry Phase of Competence)**

**Preceptor/Associate Preceptor can use this space to write any progress notes they may have on nursing student's development of competences.**

<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	

## National Competence Assessment Document – ENTRY PHASE 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.

In the Entry phase, 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 student nurse for guidance and support while providing delegated nursing care to children/persons/service users and supports family members.*** The 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 the Entry phase, at the end of each practice placement, nursing students must achieve all domains and all indicators at 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.

### Identification

The nursing student takes more responsibility for their own learning and participation and initiates appropriate action and evaluates the same.

**National Competence Assessment Document – ENTRY PHASE: 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		*I (Yes = ✓ or No = X)	**Initials
a.	Carries out basic risk assessment with regard to safety of the person		
b.	Delivers safe and effective nursing care		
c.	Maintains safe hand hygiene, infection prevention and control and regulations governing the care of the person with mental health difficulties in the healthcare setting		
d.	Reflects on the application of ethical principles and professional guidance in relation to a safeguarding situation in this placement		
e.	Acts responsibly when responding to emergency situations		
f.	Acts responsibly in situations of risk to protect people with mental health difficulties from harm or self-harm		

\*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		I (Yes = ✓ or No = X)	Initials
a.	Contributes to a positive environment of respect and inclusion towards people with mental health difficulties and their families in this practice placement		
b.	Acts in a professional manner that is attentive, sensitive and non-discriminatory, showing respect for diversity and individual preference		
c.	Assists people with mental health difficulties to enhance their physical, sensory, emotional well-being and comfort during nursing and healthcare interventions		
1.3 Demonstrates responsible and professional practice		I (Yes = ✓ or No = X)	Initials
a.	Clarifies with preceptor situations that are beyond the 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 local policies, procedures, protocols and guidelines (PPPGs)		
d.	Documents and reports nursing interventions in accordance with local policies, procedures, protocols and guidelines (PPPGs).		



**National Competence Assessment Document – ENTRY PHASE: 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		I (Yes = ✓ or No = X)	Initials
a.	Interviews a person with mental health difficulties using a relevant person-centred framework to elicit the persons' experience of altered health, ability or life stage needs		
b.	Uses a relevant person-centred framework to identify a persons' nursing and recovery needs		
c.	Undertakes mental health assessments using recovery-focused approaches and develops physical examination skills to recognise the changing care needs		
D.	Applies knowledge of life, behavioural and social sciences to identify through observations and feedback variations in mood, mental health or behaviour for the person		
2.2 Plans and prioritises person-centred nursing care		I (Yes = ✓ or No = X)	Initials
a.	Devise a recovery nursing care plan taking into account relevant observations, feedback from the person with mental health difficulties and results of clinical assessments		
b.	Identifies with Registered Nurse persons' actual or potential recovery goals with reference to best practice		
c.	Presents a plan of recovery for a person with mental health difficulties and rationale for interventions to the multidisciplinary team		
d.	Discusses with the person experiencing mental health difficulties, the recovery plan and priorities, taking into account feedback from the person		
2.3 Undertakes nursing interventions		I (Yes = ✓ or No = X)	Initials
a.	Adapts nursing interventions to changing mental health needs and documents changes in the recovery plan of care		
b.	Recognises, reports and escalates when a person with mental health difficulties requires interventions beyond the students' competence		
c.	Empowers a person with mental health difficulties to promote self-management of their condition and to facilitate their mental health, recovery or well-being		
d.	Enters information about the nursing and healthcare of a person with mental health difficulties 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 and 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		I (Yes = ✓ or No= X)	Initials
a.	Reviews with the Registered Nurse nursing observations, clinical data to evaluate the plan of care for a person with mental health difficulties		
b.	Assists the Registered Nurse to compile an entry to evaluate progress towards meeting the goals specified in the person-centred care-plan for a person with mental health difficulties		
c.	Gathers additional data from multiple sources to analyse and evaluate priorities, goals and timeframes based on changes to the condition or responses to care or treatment of person with mental health difficulties		
d.	Evaluates nursing interventions within a recovery care-plan for one person with mental health difficulties against evidence of best practice		
2.5 Utilises clinical judgement		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 persons' 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 persons' health status		
d.	Demonstrate how to act in an emergency and to administer essential life-saving interventions (where the opportunity arises – if it does not please mark N/A in the box)		
e.	Identifies situations and processes for referral in response to fundamental changes in a persons' mental health, mood or behaviour		

**National Competence Assessment Document – ENTRY PHASE: 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		I (Yes = ✓ or No = X)	Initials
<b>a.</b>	Discusses with the Registered Nurse common physical, psychological and behavioural signs associated with the care of people with mental health difficulties in this practice placement		
<b>b.</b>	Discusses with the Registered Nurse vulnerabilities and co-morbidities commonly associated with a specific persons' mental health and nursing care in this practice placement		
<b>c.</b>	Safely and accurately carries out calculations for medication management including intravenous infusions where appropriate		
<b>d.</b>	Sources information regarding an aspect of mental health policy relevant to this practice placement		
<b>e.</b>	Explores ethical dilemmas that may occur in this practice placement		
<b>f.</b>	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		I (Yes = ✓ or No = X)	Initials
<b>a.</b>	Analyses and suggests potential responses to a situation in the current practice placement perceived to be problematic		
<b>b.</b>	Outlines the steps taken to enhance personal resilience during this practice placement		

**National Competence Assessment Document – ENTRY PHASE: ADVANCED BEGINNER**  
**DOMAIN 4: COMMUNICATION AND INTERPERSONAL COMPETENCES**

Criteria related to effective communication and empathic inter-personal skills under the *indirect supervision* of a Preceptor/Associate Preceptor/Registered Nurse.

4.1 Communicates in a person-centred manner		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 mental health difficulties and their families		
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 mental health difficulties		
d.	Uses person-centred communication strategies and demonstrates respect for a persons' rights and choices		
e.	Provides emotional support to people with mental health difficulties and their families when undertaking nursing interventions and therapeutic activities		
f.	Discusses with the person with mental health difficulties an aspect of their health or lifestyle that the person would like to change		
g.	Ensures that a person with mental health difficulties receives all necessary information to make an informed choice regarding their recovery or health		
h.	Uses appropriate skills and knowledge to teach/facilitate a person with mental health difficulties or a family member to self-manage an aspect of their mental health recovery		
4.2 Communicates accurately with the health care team		I (Yes = ✓ or No = X)	Initials
a.	Communicates clearly and effectively with 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 members of the multidisciplinary team to ensure that the rights and wishes of the person with mental health difficulties 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		

**National Competence Assessment Document – ENTRY PHASE: 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		I (Yes = ✓ or No= X)	Initials
<b>a.</b>	Develops opportunities to work together in a collaborative partnership with the person with mental health difficulties and their families and members of the multidisciplinary team		
<b>b.</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		I (Yes = ✓ or No= X)	Initials
<b>a.</b>	Organises workload to complete delegated activities in a responsible and timely manner in accordance with local policies, procedures, protocols and guidelines (PPPGs)		
<b>b.</b>	Works with 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		
<b>c.</b>	Demonstrates personal organisation and efficiency in care provision		
<b>d.</b>	Assesses priorities to manage personal actions and resources safely and effectively		

**National Competence Assessment Document – ENTRY PHASE: 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		I (Yes = ✓ or No = X)	Initials
<b>a.</b>	Works with the Registered Nurse to lead an activity or clinical intervention in this practice placement		
<b>b.</b>	Plans an activity that involves delegation, coordination and liaison with other members of the multidisciplinary team		
<b>c.</b>	Seeks, accepts and applies information to enhance self-awareness and personal competence through the constructive use of feedback, supervision and appraisal		
<b>d.</b>	Applies learning derived from reflection on an aspect of nursing practice or a critical incident in this practice placement		
6.2 Develops professional scholarship		I (Yes = ✓ or No = X)	Initials
<b>a.</b>	Identifies with the Preceptor an activity or event to enhance continuing professional development		
<b>b.</b>	Identifies with the Preceptor the criteria used to determine when the situation needs to be shared with more experienced colleagues, senior managers or other members of the multidisciplinary team		
	Applies learning derived from supervision or preceptor feedback to enhance own confidence and competence		

**National Competence Assessment Document – ENTRY PHASE  
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's 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)**

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.

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

**National Competence Assessment Document – ENTRY PHASE**  
**Competence Assessment Interviews**

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

<b>Preceptor signature</b>		Date:	
<b>Nursing student signature</b>		Date:	
<b>CPC/ HEI signature</b>		Date:	



**CORE MENTAL HEALTH  
PRACTICE PLACEMENT 2 – INTERMEDIATE  
PHASE  
LONG PRACTICE PLACEMENT**



### National Competence Assessment Document – Intermediate Phase Practice Placement Details and Attendance Record

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						
<b>Week 1</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 2</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 3</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 4</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 5</b>	Date:					
	Nursing student signature					
	Preceptor signature					

Attendance Record						
<b>Week 6</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 7</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 8</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 9</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 10</b>	Date:					
	Nursing student signature					
	Preceptor signature					

**National Competence Assessment Document – Intermediate Phase Self-Evaluation**  
**PRACTICE PLACEMENT: SELF-EVALUATION OF LEARNING NEEDS AND EXPECTATIONS**

To be completed by the 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). For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

The previous applicable experiences that I will 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 will bring to this practice placement are ...

## National Competence Assessment Document – Intermediate Phase Competence Assessment Interviews

### PRACTICE PLACEMENT: PRELIMINARY INTERVIEW

**(Must be completed within the first 2 days)**

Name of Preceptor			
Name of Associate Preceptor			
<b>To be completed by the Nursing Student:</b>			
Learning needs identified by the nursing student (refer to the practice placement learning outcomes)			
<b>To be completed by the Preceptor/Associate Preceptor:</b>			
Learning plan agreed with Preceptor/Associate Preceptor for the practice placement (in accordance with the practice placement learning outcomes)			
Orientation to the 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			

## National Competence Assessment Document – Intermediate Phase 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 the practice placement learning outcomes)

--

#### To be completed by the Preceptor/Associate Preceptor:

Preceptor/Associate Preceptor's review of the 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

**Practice Placement Mental Health Nursing  
INTERMEDIATE MEETING (LEARNING PLAN)**

<b>Student Name:</b>		<b>Student Number:</b>	
<b>Placement:</b>		Dates from: _____ to _____	
<ul style="list-style-type: none"> <li>The preceptor should if appropriate enact Step 1 of the protocol '<i>When a Student is Having Significant Difficulties in Meeting Performance Indicators during a Clinical Placement.</i>'</li> </ul>			
Domain 1: Professional Values and Conduct of the Nurse Competences			
Domain 2: Nursing Practice and Clinical Decision-Making Competences			
Domain 3: Knowledge and Cognitive Competences			
Domain 4: Communication and Interpersonal Competences			
Domain 5: Management and Team Competences			
Domain 6: Leadership Potential and Professional Scholarship Competences			
Nursing Student Signature:			Date:
Preceptor/Associate Preceptor signature:			Date:
CPC signature (if appropriate):			Date:



## National Competence Assessment Document – Intermediate Phase 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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

\*The Nursing Student, Preceptor/CPC/Link Academic Staff must ensure that **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:

**National Competence Assessment Document – Intermediate Phase**  
**Competence Assessment Interviews**  
**PRACTICE PLACEMENT: PROGRESS NOTES**  
**(Performing at Intermediate Phase Level of Competence)**

Preceptor/Associate Preceptor can use this space to write any progress notes that they may have on nursing student's development of Competences

<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	

## National Competence Assessment Document – Intermediate Phase: Six Domains of Competence

NMBI have determined that to practice 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.

**In the Intermediate phase**, the nursing student will be expected to competently apply a systematic approach to the provision of person-centred practice under the *distant supervision* of a Registered Nurse. *Distant supervision is defined as the nursing student providing safe and effective delegated nursing care to children/service users, persons and supports family members. The nursing student accepts responsibility for the provision of delegated care and recognises when the guidance and support of the preceptor and Registered Nurse is required and seeks such assistance in a timely manner.*

The nursing student must demonstrate the evidence-based practice and critical thinking. The nursing student is capable of supporting the child or young person and their family and to work collaboratively with professional colleagues within the clinical environment. The nursing student possesses many attributes including practical and technical skills, communication and interpersonal skills, organisational and managerial skills and the ability to perform as part of the healthcare team, demonstrating a professional attitude, accepting responsibility and being accountable for one's own practice.

**In intermediate phase, at the end of each practice placement, nursing students have to achieve all domains and all indicators at Internalisation in line with local HEI policy and procedures.**

### Competent

A student nurse who has gained experience and therefore can plan actions with a view to achieving efficiency and long-term goals. They have the ability to manage the complexity of clinical situations.

### Internalisation

The student nurse makes informed decisions based on the information available and works as an autonomous practitioner.

### Dissemination

The student nurse uses critical analysis to determine the outcomes of their actions and can give the rationale for their action to others.

**National Competence Assessment Document – Intermediate Phase: COMPETENT**  
**DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE**

1.1 Demonstrates safe, person-centred care		*I (Yes = ✓ or No = X)	**D (Yes = ✓ or No = X)	***Initials
a.	Adheres to best practice to ensure the safety of the person and protection of the public through delivery of safe, ethical and competent person-centred care			
b.	Demonstrates professional conduct through integrity, honesty and adherence to legislative requirements in the delivery of person-centred care			
c.	Adheres to the principles of hand hygiene, infection prevention and control, and regulations governing these for the care of the person with mental health difficulties in this practice placement			
d.	Acts professionally with due regard to regulatory requirements			
e.	Challenges and reports practice that could compromise a person's safety, dignity or privacy			

\*I – Internalisation: The student nurse makes informed decisions based on the information available and works as an autonomous practitioner

\*\*D – Dissemination: The student nurse uses critical analysis to determine the outcomes of their actions and can give the rationale for their action to others.

\*\*\*Initials – Initials of the Preceptor/Associate Preceptor

1.2 Demonstrates compassion in providing nursing care		*I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Consistently supports the person with mental health difficulties through the delivery of compassionate, impartial and non-judgemental nursing care			
b.	Consistently acts in a professional manner showing respect for diversity and individual preferences			
c.	Assists people with mental health difficulties to enhance their physical, sensory and emotional wellbeing during the delivery of a person-centred care			
1.3 Demonstrates responsible and professional practice		*I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Practises to the level of expected competence			
b.	Recognises and responds to situations that require to be shared with the Registered Nurse, more experienced colleagues or members of the multidisciplinary team			
c.	Provides rationale for decisions and actions taken to complete delegated tasks safely and in accordance with policies, procedures, protocols and guidelines (PPPGs)			
d.	Seeks opportunities to undertake and enhance competence			

**National Competence Assessment Document – Intermediate Phase: COMPETENT**  
**DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION MAKING**

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

<b>2.1 Assesses the person's nursing and health needs</b>		<b>*I (Yes = ✓ or No = X)</b>	<b>D (Yes = ✓ or No = X)</b>	<b>Initials</b>
a.	Applies an appropriate person-centred framework in a systematic manner when taking a comprehensive nursing history			
b.	Undertakes mental and health status assessments and develops physical examination skills.			
c.	Recognises and interprets signs of normal and changing mental and healthcare needs to reach an accurate assessment of the nursing needs of a person with mental health difficulties			
d.	Integrates knowledge of pathophysiology and pharma-co therapeutics into the assessment of a person			
<b>2.2 Plans and prioritises person-centred nursing care</b>		<b>*I (Yes = ✓ or No = X)</b>	<b>D (Yes = ✓ or No = X)</b>	<b>Initials</b>
a.	Devises a person-centred care plan, taking into account relevant observations, feedback from the person with mental health difficulties and results of nursing and clinical assessments			
b.	Plans recovery nursing interventions with specific outcomes for the achievement of goals applying best practice evidence and taking into account the acuity of person's the mental and health status			
c.	Prioritises and provides rationale for the immediate and long-term nursing needs of a person with mental health difficulties while taking into account the person's holistic needs			
d.	Discusses with the person concerned and family the plan of care and priorities, taking into account feedback			
<b>2.3 Undertakes nursing interventions</b>		<b>*I (Yes = ✓ or No = X)</b>	<b>D (Yes = ✓ or No = X)</b>	<b>Initials</b>
a.	Adapts nursing interventions to a person's changing healthcare needs and document changes in the plan of care			
b.	Recognises and reports when a person with mental health difficulties requires interventions beyond the student's competence			
c.	Empowers a person with mental health difficulties to promote self-management of their condition and to facilitate their health and wellbeing			
d.	Support the safety, dignity and comfort of a person with mental health difficulties whilst undergoing nursing recovery interventions and in meeting their activities of daily living needs			
e.	Uses medical devices and equipment safely, showing awareness of limitations and associated hazards in usage and disposal			
f.	Assists the Registered Nurse in the safe administration, ordering, checking and management of medicines while following legislation and professional guidance			

2.4 Evaluates person-centred nursing care		*I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Collates a range of nursing observations, clinical data and feedback from the person and multidisciplinary team to evaluate and adjust the person-centred care plan			
b.	Gathers additional data to analyse and evaluate person centred priorities, goals and timeframes based on the changes to the person's condition or responses to care or treatment			
c.	Monitors and evaluates nursing recovery interventions within a person-centred care plan using evidence of best practice			

2.5 Utilises clinical judgement		*I (Yes = ✓ or No = X)	*D (Yes = ✓ or No = X)	**Initials
a.	Uses clinical judgement to adapt interventions in recognising changes in a person's mental and health status			
b.	Recognises and acts responsibly to intervene and alert members of the multidisciplinary team if a person's mental or health is deteriorating			
c.	Initiates essential emergency lifesaving interventions in response to life-threatening changes to a person's health status (if opportunity does not arise on placement, please insert N/A in the box)			

**National Competence Assessment Document – Intermediate Phase: COMPETENT**  
**DOMAIN 3: NURSING KNOWLEDGE AND COGNITIVE COMPETENCE**

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 *distant supervision* of a Preceptor/Associate Preceptor/Registered Nurse.

3.1 Practises from a competent knowledge base		*I (Yes = ✓ or No = X)	*D (Yes = ✓ or No = X)	**Initials
a.	Discusses with the Registered Nurse common physical, psychological and behavioural signs, associated with the care of people with mental health difficulties in this practice placement			
b.	Discusses with the Registered Nurse vulnerabilities and co-morbidities commonly associated with the health and nursing care of a person with mental health difficulties in this practice placement			
c.	Applies current nursing knowledge to situations encountered in this practice placement			
d.	Safely and accurately carries out medication calculations for medication management by diverse routes of delivery			
e.	Sources information regarding an aspect of mental health policy relevant to this practice placement			
f.	Explores ethical dilemmas that may occur in this practice placement			
g.	Utilises health information technology and nursing informatics where available in nursing practice appropriate to this practice placement			
h.	Applies knowledge of relevant mental health legislation to the nursing care of people with mental health difficulties in this practice placement			

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



**National Competence Assessment Document – Intermediate Phase: COMPETENT  
DOMAIN 4: COMMUNICATION AND INTER-PERSONAL COMPETENCE**

Criteria related to effective communication and empathic inter-personal skills under the *distant supervision* of a Preceptor/ Associate Preceptor/ Registered Nurse.

4.1 Communicates in a person-centred manner		*I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Applies active listening skills and responses to communicate effectively and compassionately with the person with mental health difficulties and their family			
b.	Demonstrates the principles of cultural diversity, dignity and autonomy when communicating in a person-centred manner			
c.	Uses person-centred communication strategies and demonstrates respect for the rights and choices of the person			
d.	Provides emotional support and information for nursing, medical/surgical or diagnostic procedures			
e.	Uses appropriate skills and knowledge to teach/facilitate a person with mental health difficulties or family member to self-manage an aspect of their mental health recovery			
f.	Empowers a person with mental health difficulties to express wishes in respect of their mental healthcare decisions/recovery interventions.			

4.2 Communicates accurately with the healthcare team		*I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Using professional nursing terminology and accurately reports, records and documents clinical observations			
b.	Demonstrates safe and effective communication skills, in oral, written and electronic modes.			
c.	Conveys information accurately in nurse-to-nurse reporting and during multidisciplinary team meetings			
d.	Liaises with other health and social care professionals to ensure that the rights and wishes of the person with mental health difficulties are represented			
e.	Shares information in accordance with legal and professional requirements and in the interests of the protection of the public, whilst respecting confidentiality and data privacy			

**National Competence Assessment Document – Intermediate Phase: COMPETENT  
DOMAIN 5: NURSING MANAGEMENT AND TEAM COMPETENCE**

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

5.1 Practises in a collaborative manner		*I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Develops opportunities to work towards the wellbeing and optimal functioning of a person with mental difficulties through a collaborative partnership with the person, family and multidisciplinary team			
b.	Collaborates effectively with nursing colleagues and multidisciplinary team to coordinate the recovery care of the person with mental health difficulties			
c.	Works with the multidisciplinary team to foster a supportive clinical working environment			

5.2 Manages team, others and self safely		*I (Yes = ✓ or No = X)	D (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.	Assesses priorities to manage organisation of nursing recovery interventions and resources safely and effectively			
c.	Assesses risk to a person's safety, security and wellbeing and uses information to develop a safety plan			
d.	Contributes to the learning experiences of other students through support, supervision and facilitation of learning			
e.	Participates in an audit /quality improvement activity in this practice placement			

**National Competence Assessment Document – Intermediate Phase: ADVANCED BEGINNER**  
**DOMAIN 6: LEADERSHIP POTENTIAL AND PROFESSIONAL SCHOLARSHIP COMPETENCES**

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

6.1 Develops leadership potential		*I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Identifies the skills necessary to coordinate the management of care in this practice placement			
b.	Enhances personal competence through the constructive use of feedback, supervision and appraisal			
c.	Applies learning derived from reflection on critical incidents in daily practice to enhance competence			
d.	Shows the application of self-awareness in developing competence to manage diverse clinical situations and to enhance resilience			

6.2 Develops professional scholarship		*I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Demonstrates professional scholarship through self-directed learning and critical reasoning in decision making			
b.	Learns from experience to adapt nursing interventions and to update competence			

## NMBI National Competence Assessment Document – Intermediate Phase Competence Assessment Interviews

### PRACTICE PLACEMENT: FINAL INTERVIEW

#### To be completed by the Nursing Student:

Nursing student's review of progress during the practice placement (refer to original practice placement learning outcomes)

#### To be completed by the Preceptor/Associate Preceptor:

Preceptor/Associate Preceptor's review of nursing student's progress during the practice placement (refer to original practice placement learning outcomes)

#### 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.

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

## National Competence Assessment Document – Intermediate Phase Competence Assessment Interviews

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

<b>Preceptor signature</b>		Date:	
<b>Nursing student signature</b>		Date:	
<b>CPC/ HEI signature</b>		Date:	

**CORE MENTAL HEALTH  
PRACTICE PLACEMENT 3 (Where applicable)  
– INTERMEDIATE PHASE  
LONG PRACTICE PLACEMENT**



### National Competence Assessment Document – Intermediate Phase Practice Placement Details and Attendance Record

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						
<b>Week 1</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 2</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 3</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 4</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 5</b>	Date:					
	Nursing student signature					
	Preceptor signature					



Attendance Record						
Week 6	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
Week 7	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
Week 8	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
Week 9	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
Week 10	Date:					
	Nursing student signature					
	Preceptor signature					

**National Competence Assessment Document – Intermediate Phase**  
**Self-Evaluation**  
**PRACTICE PLACEMENT: SELF-EVALUATION OF LEARNING NEEDS**  
**AND EXPECTATIONS**

To be completed by the 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). For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

The previous applicable experiences that I will 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 will bring to this practice placement are ...

## National Competence Assessment Document – Intermediate Phase Competence Assessment Interviews

### PRACTICE PLACEMENT: PRELIMINARY INTERVIEW

**(Must be completed within the first 2 days)**

Name of Preceptor			
Name of Associate Preceptor			
<b>To be completed by the Nursing Student:</b>			
Learning needs identified by the nursing student (refer to the practice placement learning outcomes)			
<b>To be completed by the Preceptor/Associate Preceptor:</b>			
Learning plan agreed with Preceptor/Associate Preceptor for the practice placement (in accordance with the practice placement learning outcomes)			
Orientation to the 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			

## National Competence Assessment Document – Intermediate Phase 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 the practice placement learning outcomes)

--

#### To be completed by the Preceptor/Associate Preceptor:

Preceptor/Associate Preceptor's review of the 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

**Practice Placement Mental Health Nursing  
INTERMEDIATE MEETING (LEARNING PLAN)**

<b>Student Name:</b>		<b>Student Number:</b>	
<b>Placement:</b>		Dates from: _____ to _____	
<ul style="list-style-type: none"> <li>The preceptor should if appropriate enact Step 1 of the protocol '<i>When a Student is Having Significant Difficulties in Meeting Performance Indicators during a Clinical Placement.</i>'</li> </ul>			
Domain 1: Professional Values and Conduct of the Nurse Competences			
Domain 2: Nursing Practice and Clinical Decision-Making Competences			
Domain 3: Knowledge and Cognitive Competences			
Domain 4: Communication and Interpersonal Competences			
Domain 5: Management and Team Competences			
Domain 6: Leadership Potential and Professional Scholarship Competences			
Nursing Student Signature:			Date:
Preceptor/Associate Preceptor signature:			Date:
CPC signature (if appropriate):			Date:

## National Competence Assessment Document – Intermediate Phase 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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

\*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:

**National Competence Assessment Document – Intermediate Phase**  
**Competence Assessment Interviews**  
**PRACTICE PLACEMENT: PROGRESS NOTES**  
**(Performing at Intermediate Phase Level of Competence)**

Preceptor/Associate Preceptor can use this space to write any progress notes that they may have on nursing student's development of Competences

<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	



## National Competence Assessment Document – Intermediate Phase: Six Domains of Competence

NMBI have determined that to practice 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.

**In the Intermediate phase**, the nursing student will be expected to competently apply a systematic approach to the provision of person-centred practice under the *distant supervision* of a Registered Nurse. *Distant supervision is defined as the nursing student providing safe and effective delegated nursing care to children/service users, persons and supports family members. The nursing student accepts responsibility for the provision of delegated care and recognises when the guidance and support of the preceptor and Registered Nurse is required and seeks such assistance in a timely manner.*

The nursing student must demonstrate the evidence-based practice and critical thinking. The nursing student is capable of supporting the child or young person and their family and to work collaboratively with professional colleagues within the clinical environment. The nursing student possesses many attributes including practical and technical skills, communication and interpersonal skills, organisational and managerial skills and the ability to perform as part of the healthcare team, demonstrating a professional attitude, accepting responsibility and being accountable for one's own practice. **In the Intermediate phase, at the end of the practice placement, nursing students must achieve all domains and all indicators at Internalisation and/or Dissemination level in line with local HEI policy and procedures.**

<b>Competent</b>
<b>A student nurse who has gained experience and therefore can plan actions with a view to achieving efficiency and long-term goals. They have the ability to manage the complexity of clinical situations.</b>
<b>Internalisation</b>
<b>The student nurse makes informed decisions based on the information available and works as an autonomous practitioner.</b>
<b>Dissemination</b>
<b>The student nurse uses critical analysis to determine the outcomes of their actions and can give the rationale for their action to others.</b>

**National Competence Assessment Document – Intermediate Phase: COMPETENT  
DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE**

1.1 Demonstrates safe, person-centred care		*I (Yes = ✓ or No = X)	**D (Yes = ✓ or No = X)	***Initials
a.	Adheres to best practice to ensure the safety of the person and protection of the public through delivery of safe, ethical and competent person-centred care			
b.	Demonstrates professional conduct through integrity, honesty and adherence to legislative requirements in the delivery of person-centred care			
c.	Adheres to the principles of hand hygiene, infection prevention and control, and regulations governing these for the care of the person with mental health difficulties in this practice placement			
d.	Acts professionally with due regard to regulatory requirements			
e.	Challenges and reports practice that could compromise a person's safety, dignity or privacy			

\* I – Internalisation: The student nurse makes informed decisions based on the information available and works as an autonomous practitioner

\*\*D – Dissemination: The student nurse uses critical analysis to determine the outcomes of their actions and can give the rationale for their action to others.

\*\*\*Initials – Initials of the Preceptor/Associate Preceptor

1.2 Demonstrates compassion in providing nursing care		*I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Consistently supports the person with mental health difficulties through the delivery of compassionate, impartial and non-judgemental nursing care			
b.	Consistently acts in a professional manner showing respect for diversity and individual preferences			
c.	Assists people with mental health difficulties to enhance their physical, sensory and emotional wellbeing during the delivery of a person-centred care			
1.3 Demonstrates responsible and professional practice		*I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Practises to the level of expected competence			
b.	Recognises and responds to situations that require to be shared with the Registered Nurse, more experienced colleagues or members of the multidisciplinary team			
c.	Provides rationale for decisions and actions taken to complete delegated tasks safely and in accordance with policies, procedures, protocols and guidelines (PPPGs)			
d.	Seeks opportunities to undertake and enhance competence			

**National Competence Assessment Document – Intermediate Phase: COMPETENT**  
**DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION MAKING**

Criteria related to practising safely, compassionately, and professionally under *distant supervision* of a Preceptor/Associate Preceptor/Registered Nurse.

2.1 Assesses the person's nursing and health needs		*I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Applies an appropriate person-centred framework in a systematic manner when taking a comprehensive nursing history			
b.	Undertakes mental and health status assessments and develops physical examination skills.			
c.	Recognises and interprets signs of normal and changing mental and healthcare needs to reach an accurate assessment of the nursing needs of a person with mental health difficulties			
d.	Integrates knowledge of pathophysiology and pharma-co therapeutics into the assessment of a person			
2.2 Plans and prioritises person-centred nursing care		*I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Devises a person-centred care plan, taking into account relevant observations, feedback from the person with mental health difficulties and results of nursing and clinical assessments			
b.	Plans recovery nursing interventions with specific outcomes for the achievement of goals applying best practice evidence and taking into account the acuity of person's the mental and health status			
c.	Prioritises and provides rationale for the immediate and long-term nursing needs of a person with mental health difficulties while taking into account the person's holistic needs			
d.	Discusses with the person concerned and family the plan of care and priorities, taking into account feedback			
2.3 Undertakes nursing interventions		*I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Adapts nursing interventions to a person's changing healthcare needs and document changes in the plan of care			
b.	Recognises and reports when a person with mental health difficulties requires interventions beyond the student's competence			
c.	Empowers a person with mental health difficulties to promote self-management of their condition and to facilitate their health and wellbeing			
d.	Support the safety, dignity and comfort of a person with mental health difficulties whilst undergoing nursing recovery interventions and in meeting their activities of daily living needs			
e.	Uses medical devices and equipment safely, showing awareness of limitations and associated hazards in usage and disposal			
f.	Assists the Registered Nurse in the safe administration, ordering, checking and management of medicines while following legislation and professional guidance			

2.4 Evaluates person-centred nursing care		*I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Collates a range of nursing observations, clinical data and feedback from the person and multidisciplinary team to evaluate and adjust the person-centred care plan			
b.	Gathers additional data to analyse and evaluate person centred priorities, goals and timeframes based on the changes to the person's condition or responses to care or treatment			
c.	Monitors and evaluates nursing recovery interventions within a person-centred care plan using evidence of best practice			

2.5 Utilises clinical judgement		*I (Yes = ✓ or No = X)	*D (Yes = ✓ or No = X)	**Initials
a.	Uses clinical judgement to adapt interventions in recognising changes in a person's mental and health status			
b.	Recognises and acts responsibly to intervene and alert members of the multidisciplinary team if a person's mental or health is deteriorating			
c.	Initiates essential emergency lifesaving interventions in response to life-threatening changes to a person's health status (if opportunity does not arise on placement, please insert N/A in the box)			

**National Competence Assessment Document – Intermediate Phase: COMPETENT**  
**DOMAIN 3: NURSING KNOWLEDGE AND COGNITIVE COMPETENCE**

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 *distant supervision* of a Preceptor/Associate Preceptor/Registered Nurse.

3.1 Practises from a competent knowledge base		*I (Yes = ✓ or No = X)	*D (Yes = ✓ or No = X)	**Initials
a.	Discusses with the Registered Nurse common physical, psychological and behavioural signs, associated with the care of people with mental health difficulties in this practice placement			
b.	Discusses with the Registered Nurse vulnerabilities and co-morbidities commonly associated with the health and nursing care of a person with mental health difficulties in this practice placement			
c.	Applies current nursing knowledge to situations encountered in this practice placement			
d.	Safely and accurately carries out medication calculations for medication management by diverse routes of delivery			
e.	Sources information regarding an aspect of mental health policy relevant to this practice placement			
f.	Explores ethical dilemmas that may occur in this practice placement			
g.	Utilises health information technology and nursing informatics where available in nursing practice appropriate to this practice placement			
h.	Applies knowledge of relevant mental health legislation to the nursing care of people with mental health difficulties in this practice placement			

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

## National Competence Assessment Document – Intermediate Phase: COMPETENT DOMAIN 4: COMMUNICATION AND INTER-PERSONAL COMPETENCE

Criteria related to effective communication and empathic inter-personal skills under the *distant supervision* of a  
Preceptor/ Associate Preceptor Registered Nurse

4.1 Communicates in a person-centred manner		*I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Applies active listening skills and responses to communicate effectively and compassionately with the person with mental health difficulties and their family			
b.	Demonstrates the principles of cultural diversity, dignity and autonomy when communicating in a person-centred manner			
c.	Uses person-centred communication strategies and demonstrates respect for the rights and choices of the person			
d.	Provides emotional support and information for nursing, medical/surgical or diagnostic procedures			
e.	Uses appropriate skills and knowledge to teach/facilitate a person with mental health difficulties or family member to self-manage an aspect of their mental health recovery			
f.	Empowers a person with mental health difficulties to express wishes in respect of their mental healthcare decisions/recovery interventions.			

4.2 Communicates accurately with the healthcare team		*I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Using professional nursing terminology and accurately reports, records and documents clinical observations			
b.	Demonstrates safe and effective communication skills, in oral, written and electronic modes.			
c.	Conveys information accurately in nurse-to-nurse reporting and during multidisciplinary team meetings			
d.	Liaises with other health and social care professionals to ensure that the rights and wishes of the person with mental health difficulties are represented			
e.	Shares information in accordance with legal and professional requirements and in the interests of the protection of the public, whilst respecting confidentiality and data privacy			

**National Competence Assessment Document – Intermediate Phase: COMPETENT  
DOMAIN 5: NURSING MANAGEMENT AND TEAM COMPETENCE**

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

5.1 Practises in a collaborative manner		*I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Develops opportunities to work towards the wellbeing and optimal functioning of a person with mental difficulties through a collaborative partnership with the person, family and multidisciplinary team			
b.	Collaborates effectively with nursing colleagues and multidisciplinary team to coordinate the recovery care of the person with mental health difficulties			
c.	Works with the multidisciplinary team to foster a supportive clinical working environment			

5.2 Manages team, others and self safely		*I (Yes = ✓ or No = X)	D (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.	Assesses priorities to manage organisation of nursing recovery interventions and resources safely and effectively			
c.	Assesses risk to a person's safety, security and wellbeing and uses information to develop a safety plan			
d.	Contributes to the learning experiences of other students through support, supervision and facilitation of learning			
e.	Participates in an audit /quality improvement activity in this practice placement			

**National Competence Assessment Document – Intermediate Phase: COMPETENT**  
**DOMAIN 6: LEADERSHIP POTENTIAL AND PROFESSIONAL SCHOLARSHIP COMPETENCES**

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

6.1 Develops leadership potential		*I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Identifies the skills necessary to coordinate the management of care in this practice placement			
b.	Enhances personal competence through the constructive use of feedback, supervision and appraisal			
c.	Applies learning derived from reflection on critical incidents in daily practice to enhance competence			
d.	Shows the application of self-awareness in developing competence to manage diverse clinical situations and to enhance resilience			

6.2 Develops professional scholarship		*I (Yes = ✓ or No = X)	D (Yes = ✓ or No = X)	Initials
a.	Demonstrates professional scholarship through self-directed learning and critical reasoning in decision making			
b.	Learns from experience to adapt nursing interventions and to update competence			



## NMBI National Competence Assessment Document – Intermediate Phase Competence Assessment Interviews

### PRACTICE PLACEMENT: FINAL INTERVIEW

#### To be completed by the Nursing Student:

Nursing student's review of progress during the practice placement (refer to original practice placement learning outcomes)

#### To be completed by the Preceptor/Associate Preceptor:

Preceptor/Associate Preceptor's review of nursing student's progress during the practice placement (refer to original practice placement learning outcomes)

#### 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.

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

**National Competence Assessment Document – Intermediate Phase  
Competence Assessment Interviews**

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

<b>Preceptor signature</b>		Date:	
<b>Nursing student signature</b>		Date:	
<b>CPC/ HEI signature</b>		Date:	

**CORE MENTAL HEALTH  
PRACTICE PLACEMENT 4 – EXIT PHASE  
LONG PRACTICE PLACEMENT**



**National Competence Assessment Document – DISSEMINATION EXIT PHASE PLACEMENT**  
**Practice Placement Details and Attendance Record**  
**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						
<b>Week 1</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 2</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 3</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 4</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 5</b>	Date:					
	Nursing student signature					
	Preceptor signature					

Attendance Record						
<b>Week 6</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 7</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 8</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 9</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 10</b>	Date:					
	Nursing student signature					
	Preceptor signature					

**National Competence Assessment Document –  
DISSEMINATION EXIT PHASE PLACEMENT  
Self-Evaluation**

**PRACTICE PLACEMENT: SELF-EVALUATION OF LEARNING NEEDS AND EXPECTATIONS**

To be completed by the 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). For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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 ...

**National Competence Assessment Document – DISSEMINATION  
EXIT PHASE PLACEMENT**

**Competence Assessment Interviews**

**PRACTICE PLACEMENT: PRELIMINARY INTERVIEW**

**(Must be completed within the first 2 days)**

Name of Preceptor			
Name of Associate Preceptor			
<b>To be completed by the Nursing Student:</b>			
Learning needs identified by the nursing student (refer to practice placement learning outcomes)			
<b>To be completed by the Preceptor/Associate Preceptor:</b>			
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			



**National Competence Assessment Document –DISSEMINATION  
EXIT PHASE PLACEMENT**

**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

**Practice Placement Mental Health Nursing  
INTERMEDIATE MEETING (LEARNING PLAN)**

<b>Student Name:</b>		<b>Student Number:</b>
<b>Placement:</b>		Dates from: _____ to _____
		<ul style="list-style-type: none"> <li>The preceptor should if appropriate enact Step 1 of the protocol <i>'When a Student is Having Significant Difficulties in Meeting Performance Indicators during a Clinical Placement.'</i></li> </ul>
Domain 1: Professional Values and Conduct of the Nurse Competences		
Domain 2: Nursing Practice and Clinical Decision-Making Competences		
Domain 3: Knowledge and Cognitive Competences		
Domain 4: Communication and Interpersonal Competences		
Domain 5: Management and Team Competences		
Domain 6: Leadership Potential and Professional Scholarship Competences		
Nursing Student Signature:		Date:
Preceptor/Associate Preceptor signature:		Date:
CPC signature (if appropriate):		Date:

**National Competence Assessment Document –  
DISSEMINATION EXIT PHASE PLACEMENT  
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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

\*The Nursing Student, Preceptor/CPC/Link Academic Staff must ensure that **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:

**National Competence Assessment Document –  
DISSEMINATION EXIT PHASE PLACEMENT  
Competence Assessment Interviews  
PRACTICE PLACEMENT: PROGRESS NOTES  
(Performing at Internship Dissemination Exit Phase of Competence)**

Preceptor/ Associate Preceptor can use this space to write any progress notes they may have on nursing student's development of competences

<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	

## National Competence Assessment Document – DISSEMINATION EXIT PHASE PLACEMENT 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.

At Dissemination Exit Phase, the nursing student will be expected to competently apply a systematic approach to the provision of person-centred practice to an allocation of service users/persons under the ***distant supervision*** of a Registered Nurse. ***Distant supervision is defined as the nursing student providing safe and effective delegated nursing care to children/service users, persons and supports family members. The nursing student accepts responsibility for the provision of delegated care and recognises when the guidance and support of the preceptor and Registered Nurse is required and seeks such assistance in a timely manner.***

The nursing student must demonstrate the evidence-based practice and critical thinking. The nursing student is capable of supporting the child or young person and their family and to work collaboratively with professional colleagues within the clinical environment. The nursing student possesses many attributes including practical and technical skills, communication and interpersonal skills, organisational and managerial skills and the ability to perform as part of the healthcare team, demonstrating a professional attitude, accepting responsibility and being accountable for one's own practice.

**In Dissemination Exit Phase Placement, nursing students must achieve all domains and all indicators at dissemination level in line with local HEI policy and procedures.**

<b>Competent</b>
<b>A student nurse who has gained experience and therefore can plan actions with a view to achieving efficiency and long-term goals. They have the ability to manage the complexity of clinical situations.</b>
<b>Dissemination</b>
<b>The student nurse uses critical analysis to determine the outcomes of their actions and can give the rationale for their action to others.</b>

**National Competence Assessment Document – DISSEMINATION EXIT PHASE: COMPETENT**  
**DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE COMPETENCES**

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

1.1 Demonstrates safe, person-centred care		*D (Yes = ✓ or No = X)	**Initials
a.	Adheres to best practice to ensure the safety of the person and protection of the public through delivery of safe, ethical and competent person-centred care		
b.	Demonstrates professional conduct through integrity, honesty and adherence to legislative requirements in the delivery of person-centred care		
c.	Adheres to the principles of hand hygiene, infection prevention and control, and regulations governing these for the care of the person with mental health difficulties in this practice placement		
d.	Acts professionally with due regard to regulatory requirements		
e.	Challenges and reports practice that could compromise a person's safety, dignity or privacy		

\* **D** – Dissemination: The student nurse uses critical analysis to determine the outcomes of their actions and can give the rationale for their action to others.

\*\***Initials** – Initials of the Preceptor/Associate Preceptor

1.2 Demonstrates compassion in providing nursing care		D (Yes = ✓ or No = X)	Initials
a.	Consistently supports the person with mental health difficulties through the delivery of compassionate, impartial and non-judgemental nursing care		
b.	Consistently acts in a professional manner showing respect for diversity and individual preferences		
c.	Assists people with mental health difficulties to enhance their physical, sensory and emotional wellbeing during the delivery of a person centred care		
1.3 Demonstrates responsible and professional practice		D (Yes = ✓ or No = X)	Initials
a.	Practises to the level of expected competence		
b.	Recognises and responds to situations that require to be shared with the Registered Nurse, more experienced colleagues or members of the multidisciplinary team		
c.	Provides rationale for decisions and actions taken to complete delegated tasks safely and in accordance with policies, procedures, protocols and guidelines (PPPGs)		
d.	Seeks opportunities to undertake and enhance competence		

**National Competence Assessment Document – DISSEMINATION EXIT PHASE PLACEMENT: COMPETENT  
DOMAIN 2: NURSING PRACTICE AND CLINICAL DECISION-MAKING COMPETENCES**

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

<b>2.1 Assesses the person's nursing and health needs</b>		<b>D (Yes = ✓ or No = X)</b>	<b>Initials</b>
a.	Applies an appropriate person-centred framework in a systematic manner when taking a comprehensive nursing history		
b.	Undertakes mental and health status assessments and develops physical examination skills.		
c.	Recognises and interprets signs of normal and changing mental and healthcare needs to reach an accurate assessment of the nursing needs of a person with mental health difficulties		
d.	Integrates knowledge of pathophysiology and pharmaco therapeutics into the assessment of a person		
<b>2.2 Plans and prioritises person-centred nursing care</b>		<b>D (Yes = ✓ or No = X)</b>	<b>Initials</b>
a.	Devises a person-centred care plan, taking into account relevant observations, feedback from the person with mental health difficulties and results of nursing and clinical assessments		
b.	Plans recovery nursing interventions with specific outcomes for the achievement of goals, applying best practice evidence and taking into account the acuity of person's the mental and health status		
c.	Prioritises and provides rationale for the immediate and long-term nursing needs of a person with mental health difficulties while taking into account the person's holistic needs		
d.	Discusses with the person concerned and family the plan of care and priorities, taking into account feedback		
<b>2.3 Undertakes nursing interventions</b>		<b>D (Yes = ✓ or No = X)</b>	<b>Initials</b>
a.	Adapts nursing interventions to a person's changing healthcare needs and document changes in the plan of care		
b.	Recognises and reports when a person with mental health difficulties requires interventions beyond the student's competence		
c.	Empowers a person with mental health difficulties to promote self-management of their condition and to facilitate their health and wellbeing		
d.	Support the safety, dignity, and comfort of a person with mental health difficulties whilst undergoing nursing recovery interventions and in meeting their activities of daily living needs		
e.	Uses medical devices and equipment safely, showing awareness of limitations and associated hazards in usage and disposal		



f.	Assists the Registered Nurse in the safe administration, ordering, checking and management of medicines while following legislation and professional guidance		
----	---	--	--

2.4 Evaluates person-centred nursing care		D (Yes = ✓ or No = X)	Initials
a.	Collates a range of nursing observations, clinical data and feedback from the person and multidisciplinary team to evaluate and adjust the person centred care plan		
b.	Gathers additional data to analyse and evaluate person centred priorities, goals and timeframes based on the changes to the person's condition or responses to care or treatment		
c.	Monitors and evaluates nursing recovery interventions within a person centred care plan using evidence of best practice		

2.5 Utilises clinical judgement	
a.	Uses clinical judgement to adapt interventions in recognising changes in a person's mental and health status
b.	Recognises and acts responsibly to intervene and alert members of the multidisciplinary team if a person's mental or health is deteriorating
c.	Initiates essential emergency lifesaving interventions in response to life-threatening changes to a person's health status

## NMBI National Competence Assessment Document – DISSEMINATION EXIT PHASE PLACEMENT: COMPETENT

### 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 *distant supervision* of a Preceptor/Associate Preceptor/Registered Nurse.

3.1 Practises from a competent knowledge base		*D (Yes = ✓ or No= X)	**Initials
a.	Discusses with the Registered Nurse common physical, psychological and behavioural signs, associated with the care of people with mental health difficulties in this practice placement		
b.	Discusses with the Registered Nurse vulnerabilities and co-morbidities commonly associated with the health and nursing care of a person with mental health difficulties in this practice placement		
c.	Applies current nursing knowledge to situations encountered in this practice placement		
d.	Safely and accurately carries out medication calculations for medication management by diverse routes of delivery		
e.	Sources information regarding an aspect of mental health policy relevant to this practice placement		
f.	Explores ethical dilemmas that may occur in this practice placement		
g.	Utilises health information technology and nursing informatics where available in nursing practice appropriate to this practice placement		
h.	Applies knowledge of relevant mental health legislation to the nursing care of people with mental health difficulties in this practice placement		

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

## National Competence Assessment Document – DISSEMINATION EXIT PHASE PLACEMENT: COMPETENT

**DOMAIN 4: COMMUNICATION AND INTERPERSONAL COMPETENCES**

Criteria related to effective communication and empathic inter-personal skills under the *distant supervision* of a Preceptor/Associate Preceptor/Registered Nurse.

4.1 Communicates in a person-centred manner		D (Yes = ✓ or No = X)	Initials
a.	Applies active listening skills and responses to communicate effectively and compassionately with the person with mental health difficulties and their family		
b.	Demonstrates the principles of cultural diversity, dignity and autonomy when communicating in a person-centred manner		
c.	Uses person-centred communication strategies and demonstrates respect for the rights and choices of the person		
d.	Provides emotional support and information for nursing, medical/surgical or diagnostic procedures		
e.	Uses appropriate skills and knowledge to teach/facilitate a person with mental health difficulties or family member to self-manage an aspect of their mental health recovery		
f.	Empowers a person with mental health difficulties to express wishes in respect of their mental healthcare decisions/recovery interventions.		

4.2 Communicates accurately with the healthcare team		D (Yes = ✓ or No = X)	Initials
a.	Using professional nursing terminology and accurately reports, records and documents clinical observations		
b.	Demonstrates safe and effective communication skills, in oral, written and electronic modes.		
c.	Conveys information accurately in nurse to nurse reporting and during multidisciplinary team meetings		
d.	Liaises with other health and social care professionals to ensure that the rights and wishes of the person with mental health difficulties are represented		
e.	Shares information in accordance with legal and professional requirements and in the interests of the protection of the public, whilst respecting confidentiality and data privacy		

## National Competence Assessment Document – DISSEMINATION EXIT PHASE PLACEMENT: COMPETENT

## DOMAIN 5: NURSING MANAGEMENT AND TEAM COMPETENCES

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

5.1 Practises in a collaborative manner		D (Yes = ✓ or No = X)	Initials
a.	Develops opportunities to work towards the wellbeing and optimal functioning of a person with mental difficulties through a collaborative partnership with the person, family and multidisciplinary team		
b.	Collaborates effectively with nursing colleagues and multidisciplinary team to coordinate the recovery care of the person with mental health difficulties		
c.	Works with the multidisciplinary team to foster a supportive clinical working environment		

5.2 Manages team, others and self safely		D (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.	Assesses priorities to manage organisation of nursing recovery interventions and resources safely and effectively		
c.	Assesses risk to a person's safety, security and wellbeing and uses information to develop a safety plan		
d.	Contributes to the learning experiences of other students through support, supervision and facilitation of learning		
e.	Participates in an audit /quality improvement activity in this practice placement		

## National Competence Assessment Document – DISSEMINATION EXIT PHASE PLACEMENT: COMPETENT

## DOMAIN 6: LEADERSHIP POTENTIAL AND PROFESSIONAL SCHOLARSHIP COMPETENCES

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

6.1 Develops leadership potential		D (Yes = ✓ or No = X)	Initials
a.	Identifies the skills necessary to coordinate the management of care in this practice placement		
b.	Enhances personal competence through the constructive use of feedback, supervision and appraisal		
c.	Applies learning derived from reflection on critical incidents in daily practice to enhance competence		
d.	Shows the application of self-awareness in developing competence to manage diverse clinical situations and to enhance resilience		

6.2 Develops professional scholarship		D (Yes = ✓ or No = X)	Initials
a.	Demonstrates professional scholarship through self-directed learning and critical reasoning in decision making		
b.	Learns from experience to adapt nursing interventions and to update competence		

**National Competence Assessment Document – DISSEMINATION EXIT PHASE PLACEMENT  
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)**

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.

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

**National Competence Assessment Document – DISSEMINATION EXIT PHASE PLACEMENT**

**Competence Assessment Interviews**

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

<b>Preceptor signature</b>		Date:	
<b>Nursing Student signature</b>		Date:	
<b>CPC /HEI signature</b>		Date:	



**SPECIALIST MENTAL HEALTH**

**Mental Health in Older Life**

**LONG PRACTICE PLACEMENT**



**National Competence Assessment Document – Specialist Practice Placements  
Practice Placement Details and Attendance Record**

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						
<b>Week 1</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 2</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 3</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 4</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 5</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 6</b>	Date:					
	Nursing student signature					
	Preceptor signature					

**National Competence Assessment Document – Specialist Practice Placements**  
**Self-Evaluation**  
**PRACTICE PLACEMENT: SELF-EVALUATION OF LEARNING NEEDS**  
**AND EXPECTATIONS**

This section is to be completed by the nursing student prior to practice placement, incorporating theory and clinical skills learning to date. The learning plan for practice placement is agreed with Preceptor/Associate Preceptor/Supervisor in accordance with the practice placement learning outcomes. For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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 ...

**National Competence Assessment Document – Specialist Practice Placements**  
**Competence Assessment Interviews**  
**PRACTICE PLACEMENT: PRELIMINARY INTERVIEW**  
**(Must be completed within the first 2 days)**

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

## National Competence Assessment Document – Specialist Practice Placement 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 the practice placement learning outcomes)

**To be completed by the Preceptor/Associate Preceptor:**

Preceptor/Associate Preceptor's review of the 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:	

**Practice Placement Specialist Mental Health Nursing  
INTERMEDIATE MEETING (LEARNING PLAN)**

<b>Student Name:</b>		<b>Student Number:</b>
<b>Placement:</b>		Dates from: _____ to _____
	<ul style="list-style-type: none"> <li>The preceptor should if appropriate enact Step 1 of the protocol 'When a Student is Having Significant Difficulties in Meeting Performance Indicators during a Clinical Placement.'</li> </ul>	
Domain 1: Professional Values and Conduct of the Nurse Competences		
Domain 2: Nursing Practice and Clinical Decision-Making Competences		
Domain 3: Knowledge and Cognitive Competences		
Domain 4: Communication and Interpersonal Competences		
Domain 5: Management and Team Competences		
Domain 6: Leadership Potential and Professional Scholarship Competences		
<b>Nursing Student Signature:</b>		<b>Date:</b>
<b>Preceptor/Associate Preceptor signature:</b>		<b>Date:</b>
<b>CPC signature (if appropriate):</b>		<b>Date:</b>

## National Competence Assessment Document – 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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

\*The Nursing Student, Preceptor/CPC/Link Academic Staff must ensure that **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?**



<b>Analysis – What sense can you make of the situation?</b>			
<b>Conclusion – What else could you have done?</b>			
<b>Action plan – If it arose again, what would you do?</b>			
<b>Nursing student signature</b>		Date:	
<b>Preceptor/Associate Preceptor signature</b>		Date:	

**Competence Assessment Interviews**  
**PRACTICE PLACEMENT: PROGRESS NOTES**  
**Performing at Level of Advanced Beginner and Participation and/or Identification**

Preceptor/Associate Preceptor/Supervisor can use this space to write any progress notes they may have on nursing student's development of competencies.			
<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	

## National Competence Assessment Document – Specialist Practice Placements 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.

In Specialist practice placements, the nursing student is an advanced beginner and is assessed at participation and/ or identification in the provision of care in the practice environment. The nursing student needs both the assistance and **close supervision** of the Registered Nurse/Practitioner Registered with NMBI/Supervisor while participating in the provision of person-centred nursing. **Close supervision is defined as the presence or close proximity to the nursing student while providing delegated nursing care to children/persons/service users and supports family members.** 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 learning needs through discussion with the Preceptor/Associate Preceptor/Supervisor.

**At the end of Specialist Practice Placements, nursing students must achieve all domains at participation and/or identification level in line with HEI's local policy and procedure.**

### 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/Supervisor 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 – ADVANCED BEGINNER**  
**DOMAIN 1: PROFESSIONAL VALUES AND CONDUCT OF THE NURSE COMPETENCES**

Criteria related to delivering effective, person-centred nursing care 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.	Practices safely in delivering nursing interventions			
b.	Assesses risk for safe moving and handling when undertaking nursing care			
c.	Maintains safe hand hygiene			
d.	Adheres to regulations for infection prevention and control			
e.	Acts responsibly when responding to emergency situations			
f.	Acts responsibly in situations of risk to protect vulnerable people			

\*P – 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.	Supports persons and vulnerable adults 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 persons and vulnerable adults and their families showing respecting choice and diversity in culture, faith and social background			
c.	Assists persons and vulnerable adults and their families to maintain their dignity and wellbeing when undergoing diagnostic nursing or medical procedures (Please indicate not applicable N/A in the middle column if this does not apply)			

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 the level of competence			
b.	Takes responsibility for completing delegated nursing interventions			
c.	Practices in accordance with policies, procedures, protocols and guidelines (PPPGs)			
d.	Documents and reports nursing interventions in accordance with local policies, procedures, protocols and guidelines (PPPGs)			

**National Competence Assessment Document – 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 to take a nursing history on admission or as part of a re-assessment of a persons' health needs			
b.	Reviews with the Registered Nurse information collated using an appropriate person-centred framework			
c.	Identifies within observations, variations from normal health or development for the person			
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 the 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 person 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 and family to promote general health, emotional well-being, and development			
b.	Assists the multidisciplinary team to deliver nursing interventions in accordance with a person-centred plan			
c.	Assists the person to meet 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 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 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			

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 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 or vulnerable adult's plan of nursing care			
d.	Assists the Registered Nurse to carry out a re-assessment of a person's nursing and health care needs			
2.5 Utilises clinical judgement		* P (Yes ✓ = or No= X)	I (Yes = ✓ or No= X)	Initials
a.	Recognises and reports if a person's physical, psychological or developmental condition is deteriorating			
b.	Assists the multidisciplinary team in response to fundamental changes to a person's optimal health status			
c.	Demonstrates how to act in an emergency and to administer essential life-saving intervention to a person			
d.	Identifies situations and the process for referral for specialist intervention in response to fundamental changes in a person's health status			

## NMBI National Competence Assessment Document – 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'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 in meeting their nursing and health needs			
c.	Safely and accurately carries out medication calculations and management with particular regard to the vulnerability of persons in receipt of healthcare			
d.	Sources information relevant to nursing intervention in this practice placement			
e.	Outlines to Registered Nurse vulnerabilities and co-morbidities commonly associated with a person's 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 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 a Gibbs (1988) cycle of reflection on a situation found to be challenging within this practice placement			

## NMBI National Competence Assessment Document – ADVANCED BEGINNER

### DOMAIN 4: COMMUNICATION AND INTERPERSONAL COMPETENCES

Criteria related to effective communication and empathic inter-personal skills under the **close supervision** of a Preceptor/Associate Nurse

4.1 Communicates in a person-centred manner		* P (Yes ✓ = or No= X)	I (Yes = ✓ or No = X)	Initials
<b>a.</b>	Demonstrates the ability to listen, seek clarification and to carry out instructions safely			
<b>b.</b>	Applies active listening skills and responses when communicating with a person with emotional, sensory, intellectual or cultural communication difficulties			
<b>c.</b>	Use person-centred communication strategies that demonstrate respect for the rights and choices of a person and their family			
<b>d.</b>	Provides emotional support to a person and their primary carer when undertaking nursing interventions and procedures			
<b>e.</b>	Engages with a person and immediate family regarding their experience of nursing interventions and health procedures			
<b>f.</b>	Assists a person 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
<b>a.</b>	Communicates clearly with other members of the multidisciplinary team			
<b>b.</b>	Demonstrates safe and effective communication skills, in oral, written and electronic modes			
<b>c.</b>	Uses professional nursing terminology and accurately reports, records and documents clinical observations			
<b>d.</b>	Discusses when and how to make a referral for a person who requires language translators, interpreters or communication supports			
<b>e.</b>	Assists a Registered Nurse in discharge planning or transition arrangements in liaison with the community or other members of the multidisciplinary team			



## NMBI National Competence Assessment Document – 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.	Develops opportunities to work together in a collaborative partnership			
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			

**NMBI National Competence Assessment Document – ADVANCED BEGINNER**

**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.	Works with the Registered Nurse to lead an activity or clinical intervention in this practice placement			
b.	Seeks, accepts and applies information to enhance self-awareness and personal competence through the constructive use of feedback, supervision and appraisal			
c.	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 supervision or preceptor feedback to enhance own practice setting			

**National Competence Assessment Document  
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's 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)**

<b>Yes</b>		<b>No*</b>	
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.

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

**National Competence Assessment Document –  
Competence Assessment Interviews**

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

<b>Preceptor signature</b>		<b>Date:</b>	
<b>Nursing student signature</b>		<b>Date:</b>	
<b>CPC/ HEI signature</b>		<b>Date:</b>	

**SPECIALIST MENTAL HEALTH**

**Mental Health Practice Placement 1**

**LONG PRACTICE PLACEMENT**



**National Competence Assessment Document – Specialist Practice Placements  
Practice Placement Details and Attendance Record**

**Practice Placement Details and Attendance Record**

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						
<b>Attendance Record</b>						
<b>Week 1</b>	Date:					
	Nursing student signature					
	Preceptor signature					
<b>Attendance Record</b>						
<b>Week 2</b>	Date:					
	Nursing student signature					
	Preceptor signature					
<b>Attendance Record</b>						
<b>Week 3</b>	Date:					
	Nursing student signature					
	Preceptor signature					
<b>Attendance Record</b>						
<b>Week 4</b>	Date:					
	Nursing student signature					
	Preceptor signature					
<b>Attendance Record</b>						
<b>Week 5</b>	Date:					
	Nursing student signature					
	Preceptor signature					
<b>Attendance Record</b>						
<b>Week 6</b>	Date:					
	Nursing student signature					
	Preceptor signature					

Attendance Record						
<b>Week 7</b>	Date:					
	Nursing student signature					
	Preceptor signature					
Attendance Record						
<b>Week 8</b>	Date:					
	Nursing student signature					
	Preceptor signature					



**National Competence Assessment Document – Specialist Practice Placements**  
**Self-Evaluation**  
**PRACTICE PLACEMENT: SELF-EVALUATION OF LEARNING NEEDS**  
**AND EXPECTATIONS**

This section is to be completed by the nursing student prior to practice placement, incorporating theory and clinical skills learning to date. The learning plan for practice placement is agreed with Preceptor/Associate Preceptor/Supervisor in accordance with the practice placement learning outcomes. For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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 ...

**National Competence Assessment Document – Specialist Practice Placements**  
**Competence Assessment Interviews**  
**PRACTICE PLACEMENT: PRELIMINARY INTERVIEW**  
**(Must be completed within the first 2 days)**

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

## National Competence Assessment Document – Specialist Practice Placement 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 the practice placement learning outcomes)

--

**To be completed by the Preceptor/Associate Preceptor:**

Preceptor/Associate Preceptor's review of the 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:	

**Practice Placement Specialist Mental Health Nursing  
INTERMEDIATE MEETING (LEARNING PLAN)**

<b>Student Name:</b>		<b>Student Number:</b>
<b>Placement:</b>		Dates from: _____ to _____
	<ul style="list-style-type: none"> <li>The preceptor should if appropriate enact Step 1 of the protocol 'When a Student is Having Significant Difficulties in Meeting Performance Indicators during a Clinical Placement.'</li> </ul>	
Domain 1: Professional Values and Conduct of the Nurse Competences		
Domain 2: Nursing Practice and Clinical Decision-Making Competences		
Domain 3: Knowledge and Cognitive Competences		
Domain 4: Communication and Interpersonal Competences		
Domain 5: Management and Team Competences		
Domain 6: Leadership Potential and Professional Scholarship Competences		
	<b>Nursing Student Signature:</b>	<b>Date:</b>
	<b>Preceptor/Associate Preceptor signature:</b>	<b>Date:</b>
	<b>CPC signature (if appropriate):</b>	<b>Date:</b>

## National Competence Assessment Document – 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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

\*The Nursing Student, Preceptor/CPC/Link Academic Staff must ensure that **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?**

<b>Nursing student signature</b>		<b>Date:</b>	
<b>Preceptor/Associate Preceptor signature</b>		<b>Date:</b>	

**National Competence Assessment Document – Specialist Practice Placements  
Competence Assessment Interviews**

**PRACTICE PLACEMENT: PROGRESS NOTES**

**Performing at Level of Advanced Beginner and Participation and/or Identification**

Preceptor/Associate Preceptor/Supervisor can use this space to write any progress notes they may have on nursing student's development of competencies.

<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	

## National Competence Assessment Document – Specialist Practice Placements 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.

In Specialist practice placements, the nursing student is an advanced beginner and is assessed at participation and/ or identification in the provision of care in the practice environment. The nursing student needs both the assistance and **close supervision** of the Registered Nurse/Practitioner Registered with NMBI/Supervisor while participating in the provision of person-centred nursing. **Close supervision is defined as the presence or close proximity to the nursing student while providing delegated nursing care to children/persons/service users and supports family members.** 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 learning needs through discussion with the Preceptor/Associate Preceptor/Supervisor.

**At the end of Specialist Practice Placements, nursing students must achieve all domains at participation and/or identification level in line with HEI's local policy and procedure.**

### 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/Supervisor 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 – 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			
d.	Adheres to regulations for infection prevention and control			
e.	Acts responsibly when responding to emergency situations			
f.	Acts responsibly to situations of risk to protect people with mental health difficulties 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 mental health difficulties, and their families, using the recovery model 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 mental health difficulties and their families respecting choice and diversity in culture, faith and social background			
c.	Assists people with mental health difficulties and their families to maintain their dignity and wellbeing when undergoing diagnostic, nursing or medical procedures (please indicate not applicable N/A in the middle column across if this does not apply)			

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 the 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 - 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.	Assists the Registered Nurse to take a nursing history on admission or as part of an assessment of the mental state and health needs of a person experiencing mental health difficulties			
b.	Reviews with the Registered Nurse information collated using an appropriate person-centred mental health framework			
c.	Identifies within observations variations from normal health or development for the person			
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 recovery focused nursing care plan			
b.	Identifies with Registered Nurse person centred actual and potential recovery 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 person experiencing mental health difficulties 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 mental health difficulties and family to promote mental health, emotional wellbeing, resilience and recovery			
b.	Assists the multidisciplinary team to deliver nursing interventions in accordance with a person-centred recovery care plan			
c.	Assists the service users to meet essential needs in accordance with a person-centred recovery 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 experiencing mental health difficulties 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 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			

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 experiencing mental health difficulties 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 of a care plan for a person experiencing mental health difficulties			
d.	Assists the Registered Nurse to carry out a re-assessment of the mental health needs of a person experiencing mental health difficulties using the recovery model			
2.5 Utilises clinical judgement		P (Yes=✓ or No= X)	I (Yes=✓ or No= X)	Initials
a.	Recognises and reports if the mental health, emotional wellbeing and resilience of person experiencing mental health difficulties is deteriorating			
b.	Assists the multidisciplinary team in response to fundamental changes to the optimal health status of a person experiencing mental health difficulties			
c.	Demonstrates how to act in an emergency and to administer essential life-saving intervention to a person experiencing mental health difficulties			
d.	Identifies situations and the process for referral for specialist intervention in response to fundamental changes in the health status of a person experiencing mental health difficulties			

## NMBI National Competence Assessment Document – 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 nursing, recovery or health goal of a person experiencing mental health difficulties			
b.	Applies knowledge of human development in relation to the human and life sciences to the functioning of a person experiencing mental health difficulties 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 experiencing mental health difficulties in receipt of health care			
d.	Sources information relevant to nursing intervention in this practice placement			
e.	Outlines to the Registered Nurse vulnerabilities and co-morbidities commonly experienced by a person with mental health difficulties in this practice placement			
f.	Identifies a potential nursing approach to an ethical dilemma encountered in this practice placement			
g.	Discusses with the Registered Nurse the influence of mental health legislation on the nursing care of a person experiencing mental health difficulties in this practice placement			
h.	Discusses one aspect of nursing care that is subject to quality audit in 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.	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 – ADVANCED BEGINNER**

**DOMAIN 4: COMMUNICATION AND INTERPERSONAL COMPETENCES**

Criteria related to effective communication and empathic inter-personal 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 to 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 experiencing mental health difficulties			
d.	Uses person-centred communication strategies that demonstrate respect for the rights and choices of a person experiencing mental health difficulties and their family			
e.	Provides emotional support to a person experiencing mental health difficulties and their family when undertaking nursing interventions and therapeutic activities			
f.	Engages with a person experiencing mental health difficulties and immediate family regarding their experience of nursing interventions and therapeutic activities			
g.	Assists a person experiencing mental health difficulties to develop self-management skills			

4.2 Communicates accurately with the health care 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 report, record and document clinical observations			
d.	Discusses when and how to make a referral for a person experiencing mental health difficulties who requires language translators, interpreters or communication supports			
e.	Assists a Registered Nurse in discharge planning or transition arrangements in liaison with the community mental health team or other members of the multidisciplinary team			

**NMBI National Competence Assessment Document – 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 for the person's well - being and recovery			
b.	Develops a professional relationship with members of the multidisciplinary team in the coordination of care for a person experiencing mental health difficulties			

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 people experiencing mental health difficulties			
c.	Recognises situations that potentially challenge self or others, identifying actions to reduce risk			
d.	Recognises risks and hazards associated with nursing interventions and report these to a Registered Nurse			

**NMBI National Competence Assessment Document – ADVANCED BEGINNER**  
**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
<b>a.</b>	Utilises feedback, supervision and appraisal constructively to enhance self-awareness and proficiency			
<b>b.</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
<b>a.</b>	Identifies learning needs with a Preceptor/Associate Preceptor			
<b>b.</b>	Applies learning derived from supervision or preceptor feedback to enhance own practice			



**National Competence Assessment Document  
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's 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)**

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.

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

**National Competence Assessment Document –  
Competence Assessment Interviews**

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

<b>Preceptor signature</b>		Date:	
<b>Nursing student signature</b>		Date:	
<b>CPC/ HEI signature</b>		Date:	

**SPECIALIST MENTAL HEALTH**

**Mental Health Practice Placement 2**

**LONG PRACTICE PLACEMENT**



**National Competence Assessment Document – Specialist Practice Placements  
Practice Placement Details and Attendance Record**

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						
<b>Attendance Record</b>						
<b>Week 1</b>	Date:					
	Nursing student signature					
	Preceptor signature					
<b>Attendance Record</b>						
<b>Week 2</b>	Date:					
	Nursing student signature					
	Preceptor signature					
<b>Attendance Record</b>						
<b>Week 3</b>	Date:					
	Nursing student signature					
	Preceptor signature					
<b>Attendance Record</b>						
<b>Week 4</b>	Date:					
	Nursing student signature					
	Preceptor signature					
<b>Attendance Record</b>						
<b>Week 5</b>	Date:					
	Nursing student signature					
	Preceptor signature					
<b>Attendance Record</b>						
<b>Week 6</b>	Date:					
	Nursing student signature					
	Preceptor signature					

**National Competence Assessment Document – Specialist Practice Placements**  
**Self-Evaluation**  
**PRACTICE PLACEMENT: SELF-EVALUATION OF LEARNING NEEDS**  
**AND EXPECTATIONS**

This section is to be completed by the nursing student prior to practice placement, incorporating theory and clinical skills learning to date. The learning plan for practice placement is agreed with Preceptor/Associate Preceptor/Supervisor in accordance with the practice placement learning outcomes. For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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 ...

**National Competence Assessment Document – Specialist Practice Placements**  
**Competence Assessment Interviews**  
**PRACTICE PLACEMENT: PRELIMINARY INTERVIEW**  
**(Must be completed within the first 2 days)**

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

## National Competence Assessment Document – Specialist Practice Placement 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 the practice placement learning outcomes)

--

**To be completed by the Preceptor/Associate Preceptor:**

Preceptor/Associate Preceptor's review of the 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:	



**Practice Placement Specialist Mental Health Nursing  
INTERMEDIATE MEETING (LEARNING PLAN)**

<b>Student Name:</b>		<b>Student Number:</b>
<b>Placement:</b>		Dates from: _____ to _____
	<ul style="list-style-type: none"> <li>The preceptor should if appropriate enact Step 1 of the protocol <i>'When a Student is Having Significant Difficulties in Meeting Performance Indicators during a Clinical Placement.'</i></li> </ul>	
Domain 1: Professional Values and Conduct of the Nurse Competences		
Domain 2: Nursing Practice and Clinical Decision-Making Competences		
Domain 3: Knowledge and Cognitive Competences		
Domain 4: Communication and Interpersonal Competences		
Domain 5: Management and Team Competences		
Domain 6: Leadership Potential and Professional Scholarship Competences		
	<b>Nursing Student Signature:</b>	<b>Date:</b>
	<b>Preceptor/Associate Preceptor signature:</b>	<b>Date:</b>
	<b>CPC signature (if appropriate):</b>	<b>Date:</b>

## National Competence Assessment Document – 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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

\*The Nursing Student, Preceptor/CPC/Link Academic Staff must ensure that **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:

## National Competence Assessment Document – Specialist Practice Placements

### 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.

In Specialist practice placements, the nursing student is an advanced beginner and is assessed at participation and/ or identification in the provision of care in the practice environment. The nursing student needs both the assistance and **close supervision** of the Registered Nurse/Practitioner Registered with NMBI/Supervisor while participating in the provision of person-centred nursing. **Close supervision is defined as the presence or close proximity to the nursing student while providing delegated nursing care to children/persons/service users and supports family members.** 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 learning needs through discussion with the Preceptor/Associate Preceptor/Supervisor.

**At the end of Specialist Practice Placements, nursing students must achieve all domains at participation and/or identification level in line with HEI's local policy and procedure.**

<b>Advanced Beginner</b>
<b>The nursing student demonstrates acceptable performance based on previous experience gained in real clinical situations.</b>
<b>Participation</b>
<b>The nursing student becomes a participant rather than an observer with the support of the Preceptor/Supervisor where learning opportunities are identified in partnership.</b>
<b>Identification</b>
<b>The nursing student takes more responsibility for their own learning and participation and initiates appropriate action and evaluates the same.</b>

**NMBI National Competence Assessment Document – 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			
d.	Adheres to regulations for infection prevention and control			
e.	Acts responsibly when responding to emergency situations			
f.	Acts responsibly to situations of risk to protect people with mental health difficulties 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 mental health difficulties, and their families, using the recovery model 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 mental health difficulties and their families respecting choice and diversity in culture, faith and social background			
c.	Assists people with mental health difficulties and their families to maintain their dignity and wellbeing when undergoing diagnostic, nursing or medical procedures (please indicate not applicable N/A in the middle column across if this does not apply)			

1.3 Demonstrates responsible and professional practice	P (Yes=✓ or No = X)	I (Yes=✓ or No= X)	Initials
Clarifies with preceptor situations that are beyond the level of competence			
Takes responsibility for completing delegated nursing interventions			
Practises in accordance with local policies, procedures, protocols and guidelines (PPPGs)			
Documents and reports nursing interventions in accordance with local policies, procedures, protocols and guidelines (PPPGs).			

**NMBI National Competence Assessment Document - 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.	Assists the Registered Nurse to take a nursing history on admission or as part of an assessment of the mental state and health needs of a person experiencing mental health difficulties			
b.	Reviews with the Registered Nurse information collated using an appropriate person-centred mental health framework			
c.	Identifies within observations variations from normal health or development for the person			
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 recovery focused nursing care plan			
b.	Identifies with Registered Nurse person centred actual and potential recovery 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 person experiencing mental health difficulties 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 mental health difficulties and family to promote mental health, emotional wellbeing, resilience and recovery			
b.	Assists the multidisciplinary team to deliver nursing interventions in accordance with a person-centred recovery care plan			
c.	Assists the service users to meet essential needs in accordance with a person-centred recovery care plan			
d.	Carries out instructions in a responsible and timely manner in accordance with local PPPGs.			
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 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			

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 experiencing mental health difficulties 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 of a care plan for a person experiencing mental health difficulties			
d.	Assists the Registered Nurse to carry out a re-assessment of the mental health needs of a person experiencing mental health difficulties using the recovery model			
2.5 Utilises clinical judgement		P (Yes=✓ or No = X)	I (Yes=✓ or No= X)	Initials
a.	Recognises and reports if the mental health, emotional wellbeing and resilience of person experiencing mental health difficulties is deteriorating			
b.	Assists the multidisciplinary team in response to fundamental changes to the optimal health status of a person experiencing mental health difficulties			
c.	Demonstrates how to act in an emergency and to administer essential life-saving intervention to a person experiencing mental health difficulties			
d.	Identifies situations and the process for referral for specialist intervention in response to fundamental changes in the health status of a person experiencing mental health difficulties			



## NMBI National Competence Assessment Document – 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 nursing, recovery or health goal of a person experiencing mental health difficulties			
b.	Applies knowledge of human development in relation to the human and life sciences to the functioning of a person experiencing mental health difficulties 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 experiencing mental health difficulties in receipt of health care			
d.	Sources information relevant to nursing intervention in this practice placement			
e.	Outlines to the Registered Nurse vulnerabilities and co-morbidities commonly experienced by a person with mental health difficulties in this practice placement			
f.	Identifies a potential nursing approach to an ethical dilemma encountered in this practice placement			
g.	Discusses with the Registered Nurse the influence of mental health legislation on the nursing care of a person experiencing mental health difficulties in this practice placement			
h.	Discusses one aspect of nursing care that is subject to quality audit in 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.	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 – ADVANCED BEGINNER**

**DOMAIN 4: COMMUNICATION AND INTERPERSONAL COMPETENCES**

Criteria related to effective communication and empathic inter-personal 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 to 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 experiencing mental health difficulties			
d.	Uses person-centred communication strategies that demonstrate respect for the rights and choices of a person experiencing mental health difficulties and their family			
e.	Provides emotional support to a person experiencing mental health difficulties and their family when undertaking nursing interventions and therapeutic activities			
f.	Engages with a person experiencing mental health difficulties and immediate family regarding their experience of nursing interventions and therapeutic activities			
g.	Assists a person experiencing mental health difficulties to develop self-management skills			
4.2 Communicates accurately with the health care 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 report, record and document clinical observations			
d.	Discusses when and how to make a referral for a person experiencing mental health difficulties who requires language translators, interpreters or communication supports			
e.	Assists a Registered Nurse in discharge planning or transition arrangements in liaison with the community mental health team or other members of the multidisciplinary team			

**NMBI National Competence Assessment Document – 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
<b>a.</b>	Interacts with members of the multidisciplinary team in a collaborative partnership for the person's well - being and recovery			
<b>b.</b>	Develops a professional relationship with members of the multidisciplinary team in the coordination of care for a person experiencing mental health difficulties			
5.2 Manages team, others and self safely		P (Yes=✓ or No = X)	I (Yes =✓ or No= X)	Initials
<b>a.</b>	Demonstrates organisation in preparation for carrying out nursing interventions			
<b>b.</b>	Promotes a safe and therapeutic environment for people experiencing mental health difficulties			
<b>c.</b>	Recognises situations that potentially challenge self or others, identifying actions to reduce risk			
<b>d.</b>	Recognises risks and hazards associated with nursing interventions and report these to a Registered Nurse			

**NMBI National Competence Assessment Document – ADVANCED BEGINNER**  
**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
<b>a.</b>	Utilises feedback, supervision and appraisal constructively to enhance self-awareness and proficiency			
<b>b.</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
<b>a.</b>	Identifies learning needs with a Preceptor/Associate Preceptor			
<b>b.</b>	Applies learning derived from supervision or preceptor feedback to enhance own practice			

**National Competence Assessment Document  
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's 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)**

<b>Yes</b>		<b>No*</b>	
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.

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

**National Competence Assessment Document –  
Competence Assessment Interviews**

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

<b>Preceptor signature</b>		Date:	
<b>Nursing student signature</b>		Date:	
<b>CPC/ HEI signature</b>		Date:	

**Nursing in Other Settings**

**General Adult Practice Placement**

**LONG PRACTICE PLACEMENT**





**National Competence Assessment Document –Advanced Beginner  
Practice Placement Details and Attendance Record**

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						
<b>Attendance Record</b>						
<b>Week 1</b>	Date:					
	Nursing student signature					
	Preceptor signature					
<b>Attendance Record</b>						
<b>Week 2</b>	Date:					
	Nursing student signature					
	Preceptor signature					
<b>Attendance Record</b>						
<b>Week 3</b>	Date:					
	Nursing student signature					
	Preceptor signature					
<b>Attendance Record</b>						
<b>Week 4</b>	Date:					
	Nursing student signature					
	Preceptor signature					
<b>Attendance Record</b>						
<b>Week 5</b>	Date:					
	Nursing student signature					
	Preceptor signature					
<b>Attendance Record</b>						
<b>Week 6</b>	Date:					
	Nursing student signature					
	Preceptor signature					

**National Competence Assessment Document – Advanced Beginner  
Self-Evaluation  
PRACTICE PLACEMENT: SELF-EVALUATION OF LEARNING NEEDS  
AND EXPECTATIONS**

This section is to be completed by the nursing student prior to practice placement, incorporating theory and clinical skills learning to date. The learning plan for practice placement is agreed with Preceptor/Associate Preceptor/Supervisor in accordance with the practice placement learning outcomes. For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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 ...

**National Competence Assessment Document – Advanced Beginner**  
**Competence Assessment Interviews**  
**PRACTICE PLACEMENT: PRELIMINARY INTERVIEW**  
**(Must be completed within the first 2 days)**

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

## National Competence Assessment Document – Advanced Beginner 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 the practice placement learning outcomes)

--

**To be completed by the Preceptor/Associate Preceptor:**

Preceptor/Associate Preceptor's review of the 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:	

**Practice Placement Nursing in Other Settings  
INTERMEDIATE MEETING (LEARNING PLAN)**

<b>Student Name:</b>		<b>Student Number:</b>	
<b>Placement:</b>		Dates from: _____ to _____	
<ul style="list-style-type: none"> <li>The preceptor should if appropriate enact Step 1 of the protocol '<i>When a Student is Having Significant Difficulties in Meeting Performance Indicators during a Clinical Placement.</i>'</li> </ul>			
Domain 1: Professional Values and Conduct of the Nurse Competences			
Domain 2: Nursing Practice and Clinical Decision-Making Competences			
Domain 3: Knowledge and Cognitive Competences			
Domain 4: Communication and Inter Personal Competences			
Domain 5: Management and Team Competences			
Domain 6: Leadership Potential and Professional Scholarship Competences			
Nursing Student Signature:			Date:
Preceptor/Associate Preceptor signature:			Date:
CPC signature (if appropriate):			Date:

## National Competence Assessment Document – 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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

\*The Nursing Student, Preceptor/CPC/Link Academic Staff must ensure that **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:

## National Competence Assessment Document – Nursing in Other Settings 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.

For Nursing in Other Setting practice placements, the nursing student is an advanced beginner and is assessed at participation and/ or identification in the provision of care in the practice environment. The nursing student needs both the assistance and **close supervision** of the Registered Nurse/Practitioner Registered with NMBI/Supervisor while participating in the provision of person-centred nursing. **Close supervision is defined as the presence or close proximity to the nursing student while providing delegated nursing care to children/persons/service users and supports family members.** 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 learning needs through discussion with the Preceptor/Associate Preceptor/Supervisor.

**At the end of the Nursing in Other Setting Practice Placements, nursing students must achieve all domains at participation and/or identification level in line with HEI's local policy and procedure.**

<b>Advanced Beginner</b>
<b>The nursing student demonstrates acceptable performance based on previous experience gained in real clinical situations.</b>
<b>Participation</b>
<b>The nursing student becomes a participant rather than an observer with the support of the Preceptor/Supervisor where learning opportunities are identified in partnership.</b>
<b>Identification</b>
<b>The nursing student takes more responsibility for their own learning and participation and initiates appropriate action and evaluates the same.</b>



**NMBI National Competence Assessment Document – 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
<b>a.</b>	Practices safely in delivering nursing interventions			
<b>b.</b>	Assesses risk for safe moving and handling when undertaking nursing care			
<b>c.</b>	Maintains safe hand hygiene			
<b>d.</b>	Adheres to regulations for infection prevention and control			
<b>e.</b>	Acts responsibly when responding to emergency situations			
<b>f.</b>	Acts responsibly in situations of risk to protect vulnerable people			

\*P – 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
<b>a.</b>	Supports persons and vulnerable adults and their families with compassion and kindness through their health service experience and during periods of emotional distress			
<b>b.</b>	Acts in a professional manner that is attentive, sensitive and non-discriminatory towards persons and vulnerable adults and their families showing respecting choice and diversity in culture, faith and social background			
<b>c.</b>	Assists persons and vulnerable adults 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 Registered Nurse situations that are beyond the level of competence			
b.	Takes responsibility for completing delegated nursing interventions			
c.	Practices in accordance with policies, procedures, protocols and guidelines (PPPGs)			
d.	Documents and reports nursing interventions in accordance with local policies, procedures, protocols and guidelines (PPPGs)			

**National Competence Assessment Document – 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
<b>a.</b>	Assist the Registered Nurse to take a nursing history on admission or as part of a re-assessment of a persons' health needs			
<b>b.</b>	Reviews with the Registered Nurse information collated using an appropriate person-centred framework			
<b>c.</b>	Identifies within observations, variations from normal health or development for the person			
2.2 Plans and prioritises person-centred nursing care		* P (Yes ✓ = or No = X)	I (Yes = ✓ or No = X)	Initials
<b>a.</b>	Assists a Registered Nurse to develop a person-centred nursing care plan			
<b>b.</b>	Identifies with the Registered Nurse person-centred actual and potential goals			
<b>c.</b>	Identifies priorities for the structuring of person-centred goals within a care-plan			
<b>d.</b>	Discusses an aspect of their care-plan with the person 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 and family to promote general health, emotional well-being, and development			
b.	Assists the multidisciplinary team to deliver nursing interventions in accordance with a person-centred plan			
c.	Assists the person to meet 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 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 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			
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 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 or vulnerable adult's plan of nursing care			
d.	Assists the Registered Nurse to carry out a re-assessment of a person's nursing and health care needs			

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

## NMBI National Competence Assessment Document – 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'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 in meeting their nursing and health needs			
c.	Safely and accurately carries out medication calculations and management with particular regard to the vulnerability of persons in receipt of healthcare			
d.	Sources information relevant to nursing intervention in this practice placement			
e.	Outlines to Registered Nurse vulnerabilities and co-morbidities commonly associated with a person's 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 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 a Gibbs (1988) cycle of reflection on a situation found to be challenging within this practice placement			

## NMBI National Competence Assessment Document – ADVANCED BEGINNER

### DOMAIN 4: COMMUNICATION AND INTERPERSONAL COMPETENCES

Criteria related to effective communication and empathic inter-personal skills under the **close supervision** of a Preceptor/Associate Nurse

4.1 Communicates in a person-centred manner		* P (Yes ✓ = or No= X)	I (Yes = ✓ or No = X)	Initials
<b>a.</b>	Demonstrates the ability to listen, seek clarification and to carry out instructions safely			
<b>b.</b>	Applies active listening skills and responds when communicating with a person with emotional, sensory, intellectual or cultural communication difficulties			
<b>c.</b>	Use person-centred communication strategies that demonstrate respect for the rights and choices of a person and their family			
<b>d.</b>	Provides emotional support to a person and their primary carer when undertaking nursing interventions and procedures			
<b>e.</b>	Engages with a person and immediate family regarding their experience of nursing interventions and health procedures			
<b>f.</b>	Assists a person 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
<b>a.</b>	Communicates clearly with other members of the multidisciplinary team			
<b>b.</b>	Demonstrates safe and effective communication skills, in oral, written and electronic modes			
<b>c.</b>	Uses professional nursing terminology and accurately reports, records and documents clinical observations			
<b>d.</b>	Discusses when and how to make a referral for a person who requires language translators, interpreters or communication supports			
<b>e.</b>	Assists a Registered Nurse in discharge planning or transition arrangements in liaison with the community or other members of the multidisciplinary team			

## NMBI National Competence Assessment Document – 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.	Develops opportunities to work together in a collaborative partnership			
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.	Recognises situations that potentially challenge self or others, identifying actions to reduce risk			
d.	Recognises risks and hazards associated with nursing interventions and escalates these to Registered Nurse as appropriate			



**NMBI National Competence Assessment Document – ADVANCED BEGINNER**  
**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
<b>a.</b>	Seeks, accepts and applies information to enhance self-awareness and personal competence through the constructive use of feedback, supervision and appraisal			
<b>b.</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
<b>a.</b>	Identifies learning needs with a Preceptor/Associate Preceptor			
<b>b.</b>	Applies learning derived from supervision or preceptor feedback to enhance own practice setting			

**National Competence Assessment Document  
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's 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)**

<b>Yes</b>		<b>No*</b>	
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.

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

---

**National Competence Assessment Document –  
Competence Assessment Interviews**

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

<b>Preceptor signature</b>		<b>Date:</b>	
<b>Nursing student signature</b>		<b>Date:</b>	
<b>CPC/ HEI signature</b>		<b>Date:</b>	

---

**Nursing in Other Settings**

**General Adult Practice Placement**

**SHORT PRACTICE PLACEMENT**



**National Competence Assessment Document –Advanced Beginner  
Practice Placement Details and Attendance Record**

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						
<b>Attendance Record</b>						
<b>Week 1</b>	Date:					
	Nursing student signature					
	Preceptor signature					
<b>Attendance Record</b>						
<b>Week 2</b>	Date:					
	Nursing student signature					
	Preceptor signature					
<b>Attendance Record</b>						
<b>Week 3</b>	Date:					
	Nursing student signature					
	Preceptor signature					

---

**National Competence Assessment Document – Advanced Beginner  
Self-Evaluation  
PRACTICE PLACEMENT: SELF-EVALUATION OF LEARNING NEEDS  
AND EXPECTATIONS**

This section is to be completed by the nursing student prior to practice placement, incorporating theory and clinical skills learning to date. The learning plan for practice placement is agreed with Preceptor/Associate Preceptor/Supervisor in accordance with the practice placement learning outcomes. For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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 ...

**National Competence Assessment Document – Advanced Beginner**  
**Competence Assessment Interviews**  
**PRACTICE PLACEMENT: PRELIMINARY INTERVIEW**  
**(Must be completed within the first 2 days)**

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



---

**National Competence Assessment Document  
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 the duration of the placement. 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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

\*The nursing student, Preceptor/ CPC/ Link Academic Staff/ Supervisor must ensure that **Persons, Service Users or Staff are not identifiable 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?**

--

<b>Nursing student signature</b>		Date:	
<b>Preceptor/Associate Preceptor/ Practitioner Registered with NMBI/ Supervisor signature</b>		Date:	

**National Competence Assessment Document**  
**Competence Assessment Interviews**  
**PRACTICE PLACEMENT: PROGRESS NOTES**  
**(Performing at Level of Advanced Beginner and Participation and/or Identification)**

Preceptor/Associate Preceptor/Supervisor can use this space to write any progress notes they may have on nursing student's development of competencies.

--	--	--	--

<b>Signature</b>		<b>Date</b>	
------------------	--	-------------	--

--	--	--	--

<b>Signature</b>		<b>Date</b>	
------------------	--	-------------	--

--	--	--	--

<b>Signature</b>		<b>Date</b>	
------------------	--	-------------	--

--	--	--	--

<b>Signature</b>		<b>Date</b>	
------------------	--	-------------	--

---

## National Competence Assessment Document – Nursing in Other Settings

### 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.

For Nursing in Other Setting practice placements, the nursing student is an advanced beginner and is assessed at participation and/ or identification in the provision of care in the practice environment. The nursing student needs both the assistance and **close supervision** of the Registered Nurse/Practitioner Registered with NMBI/Supervisor while participating in the provision of person-centred nursing. **Close supervision is defined as the presence or close proximity to the nursing student while providing delegated nursing care to children/persons/service users and supports family members.** 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 learning needs through discussion with the Preceptor/Associate Preceptor/Supervisor.

**At the end of the Nursing in Other Setting Practice Placements, nursing students must achieve all domains at participation and/or identification level in line with HEI's local policy and procedure.**

<b>Advanced Beginner</b>
The nursing student demonstrates acceptable performance based on previous experience gained in real clinical situations.
<b>Participation</b>
The nursing student becomes a participant rather than an observer with the support of the Preceptor/Supervisor where learning opportunities are identified in partnership.
<b>Identification</b>
The nursing student takes more responsibility for their own learning and participation and initiates appropriate action and evaluates the same.

## National Competence Assessment Document – Nursing in Other Settings Practice Placements Six Domains of Competence

(Where the Supervisor is not a Registered Nurse, a Registered Nurse must sign this assessment following a consultation with the Supervisor)

Specialist Practice Placements: Advanced Beginner	Achieved	Not Achieved	Registered Nurse Signature
<p><b><u>Domain 1: Professional values and conduct of the nurse competence</u></b></p> <p>Knowledge and appreciation of the virtues of caring, compassion, integrity, honesty, respect and empathy as a basis for upholding the professional values of nursing and identity as a nurse.</p>			
<p><b><u>Domain 2: Nursing practice and clinical decision-making competence</u></b></p> <p>Knowledge and understanding of the principles of delivering safe and effective nursing care through the adoption of a systematic and problem-solving approach to developing and delivering a person-centred plan of care based on an explicit partnership with the person and their primary carer.</p>			
<p><b><u>Domain 3: Knowledge and cognitive competence</u></b></p> <p>Knowledge and understanding of the health continuum, life and behavioural sciences, and their underlying principles that underpin a competence knowledge base for nursing and healthcare practice.</p>			
<p><b><u>Domain 4: Communication and interpersonal competence</u></b></p> <p>Knowledge, appreciation and development of empathic communication skills and techniques for effective interpersonal relationships with people and other professionals in healthcare settings.</p>			
<p><b><u>Domain 5: Management and team competence</u></b></p> <p>Using management and team competencies in working for the person’s wellbeing, recovery, independence and safety through the recognition of the collaborative partnership between the person, family and multidisciplinary healthcare team.</p>			
<p><b><u>Domain 6: Leadership potential and professional scholarship competence</u></b></p> <p>Developing professional scholarship through self-directed learning skills, critical questioning/reasoning skills and decision-making skills in nursing and the foundation for lifelong professional education, maintaining competence and career development.</p>			

**National Competence Assessment Document  
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's 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)**

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.

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

---

**National Competence Assessment Document –  
Competence Assessment Interviews**

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

<b>Preceptor signature</b>		Date:	
<b>Nursing student signature</b>		Date:	
<b>CPC/ HEI signature</b>		Date:	

---

**Nursing in Other Settings**

**Intellectual Disability Practice Placement**

**SHORT PRACTICE PLACEMENT**





**National Competence Assessment Document –Advanced Beginner  
Practice Placement Details and Attendance Record**

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						
<b>Attendance Record</b>						
<b>Week 1</b>	Date:					
	Nursing student signature					
	Preceptor signature					
<b>Attendance Record</b>						
<b>Week 2</b>	Date:					
	Nursing student signature					
	Preceptor signature					
<b>Attendance Record</b>						
<b>Week 3</b>	Date:					
	Nursing student signature					
	Preceptor signature					

---

**National Competence Assessment Document – Advanced Beginner  
Self-Evaluation  
PRACTICE PLACEMENT: SELF-EVALUATION OF LEARNING NEEDS  
AND EXPECTATIONS**

This section is to be completed by the nursing student prior to practice placement, incorporating theory and clinical skills learning to date. The learning plan for practice placement is agreed with Preceptor/Associate Preceptor/Supervisor in accordance with the practice placement learning outcomes. For guidance see Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

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 ...

**National Competence Assessment Document – Advanced Beginner**  
**Competence Assessment Interviews**  
**PRACTICE PLACEMENT: PRELIMINARY INTERVIEW**  
**(Must be completed within the first 2 days)**

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

---

**National Competence Assessment Document  
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 the duration of the placement. 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 Guidelines for Completion of Self Evaluation for Practice Placements in NCAD.

\*The nursing student, Preceptor/ CPC/ Link Academic Staff/ Supervisor must ensure that **Persons, Service Users or Staff are not identifiable 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/  
Practitioner Registered with  
NMBI/ Supervisor signature**

Date:

**National Competence Assessment Document**  
**Competence Assessment Interviews**  
**PRACTICE PLACEMENT: PROGRESS NOTES**  
**(Performing at Level of Advanced Beginner and Participation and/or Identification)**

Preceptor/Associate Preceptor/Supervisor can use this space to write any progress notes they may have on nursing student's development of competencies.			
<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	
<b>Signature</b>		<b>Date</b>	

---

## National Competence Assessment Document – Nursing in Other Settings

### 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.

For Nursing in Other Setting practice placements, the nursing student is an advanced beginner and is assessed at participation and/ or identification in the provision of care in the practice environment. The nursing student needs both the assistance and **close supervision** of the Registered Nurse/Practitioner Registered with NMBI/Supervisor while participating in the provision of person-centred nursing. **Close supervision is defined as the presence or close proximity to the nursing student while providing delegated nursing care to children/persons/service users and supports family members.** 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 learning needs through discussion with the Preceptor/Associate Preceptor/Supervisor.

**At the end of the Nursing in Other Setting Practice Placements, nursing students must achieve all domains at participation and/or identification level in line with HEI's local policy and procedure.**

<b>Advanced Beginner</b>
<b>The nursing student demonstrates acceptable performance based on previous experience gained in real clinical situations.</b>
<b>Participation</b>
<b>The nursing student becomes a participant rather than an observer with the support of the Preceptor/Supervisor where learning opportunities are identified in partnership.</b>
<b>Identification</b>
<b>The nursing student takes more responsibility for their own learning and participation and initiates appropriate action and evaluates the same.</b>



## National Competence Assessment Document – Nursing in Other Settings Practice Placements Six Domains of Competence

(Where the Supervisor is not a Registered Nurse, a Registered Nurse must sign this assessment following a consultation with the Supervisor)

Specialist Practice Placements: Advanced Beginner	Achieved	Not Achieved	Registered Nurse Signature
<p><b><u>Domain 1: Professional values and conduct of the nurse competence</u></b></p> <p>Knowledge and appreciation of the virtues of caring, compassion, integrity, honesty, respect and empathy as a basis for upholding the professional values of nursing and identity as a nurse.</p>			
<p><b><u>Domain 2: Nursing practice and clinical decision-making competence</u></b></p> <p>Knowledge and understanding of the principles of delivering safe and effective nursing care through the adoption of a systematic and problem-solving approach to developing and delivering a person-centred plan of care based on an explicit partnership with the person and their primary carer.</p>			
<p><b><u>Domain 3: Knowledge and cognitive competence</u></b></p> <p>Knowledge and understanding of the health continuum, life and behavioural sciences, and their underlying principles that underpin a competence knowledge base for nursing and healthcare practice.</p>			
<p><b><u>Domain 4: Communication and interpersonal competence</u></b></p> <p>Knowledge, appreciation and development of empathic communication skills and techniques for effective interpersonal relationships with people and other professionals in healthcare settings.</p>			
<p><b><u>Domain 5: Management and team competence</u></b></p> <p>Using management and team competencies in working for the person’s wellbeing, recovery, independence and safety through the recognition of the collaborative partnership between the person, family and multidisciplinary healthcare team.</p>			
<p><b><u>Domain 6: Leadership potential and professional scholarship competence</u></b></p> <p>Developing professional scholarship through self-directed learning skills, critical questioning/reasoning skills and decision-making skills in nursing and the foundation for lifelong professional education, maintaining competence and career development.</p>			

**National Competence Assessment Document  
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's 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)**

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.

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

---

**National Competence Assessment Document –  
Competence Assessment Interviews**

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

<b>Preceptor signature</b>		Date:	
<b>Nursing student signature</b>		Date:	
<b>CPC/ HEI signature</b>		Date:	

---

# Appendices



## Appendix 1 Higher Diploma in Mental Health Nursing

### Protocol on The Presentation National Clinical Assessment Document (NCAD) To UCD Personal Tutors

All students undertaking nursing programmes are required to present National Clinical Assessment Document (NCAD) to personal tutors in UCD School of Nursing, Midwifery & Health Systems following completion of practice placements. It is the student's responsibility to ensure that they have their performance indicators in the NCAD signed within 2 weeks of completing their practice placement. In each of the three semesters, students will be advised of the dates for presentation of NCADs. The results of clinical modules will then be entered for either Semester 1, 2 or 3, at the programme examination boards in UCD, with one of the following outcomes:

Outcome	Description
<b>PASS (P)</b>	NCAD performance indicators have been achieved. A Pass (P) grade is awarded. The student is required to complete outstanding clinical time at the end of the programme.
<b>FAIL (F)</b>	NCAD performance indicators have not been achieved during the entire clinical placement period. A Fail Grade is awarded.
<b>INCOMPLETE ASSESSMENT (IM)</b>	NCAD performance indicators have not been achieved, as the student cannot be assessed due to insufficient time in the clinical area and the student has no extenuating circumstances. An 'IM' grade is awarded as the student has not satisfactorily completed a 'must pass' component of assessment and an in-module repeat for that component was not available.  The incomplete (IM) will only become a pass (P) once the overall performance indicators have been achieved. The student cannot progress to registration until they complete all outstanding clinical time.
<b>EXTENUATING CIRCUMSTANCES (IX)</b>	NCAD performance indicators have not been achieved and time is outstanding due to extenuating circumstances. An 'Incomplete with Extenuating' (IX) grade is awarded based on a recommendation from the Extenuating Circumstances Committee.
<b>No Grade (NM) or Absent (ABS)</b>	NM – No grade – work submitted did not merit a grade. ABS – No work submitted by the student or the student was absent from assessment.  Failure to attend and/or present a completed NCAD assessment to the personal tutor, with no evidence of extenuating circumstances, will result in an NM or ABS outcome which is treated the same as a fail grade and a clinical attempt. The student will need to undertake a repeat placement which is a second and final attempt and will incur a repeat fee.

Presentation of the NCAD to the personal tutor is **compulsory** and failure to attend during the designated timeframe will normally result in an NM or ABS outcome. It is worth noting that this will have implications for student progression and may incur a repeat fee.

---

If the student is unable to attend due to extenuating circumstances, they should adhere to the current UCD extenuating circumstances policy. Completed forms should be presented to the programme office, with evidence of these extenuating circumstances, either before, or normally no later than 3 days after the designated day. Where extenuating circumstances apply, students will be treated on an individual basis in consultation with UCD and the clinical partner site.

All students must complete their outstanding clinical time before being considered to have completed the programme. Failure to do so may result in a delay in registration with Nursing and Midwifery Board of Ireland.



## Appendix 2

### Higher Diploma in Mental Health Nursing

#### THIS PROTOCOL PERTAINS TO THE FOLLOWING EVENTS

- WHEN A STUDENT IS HAVING SIGNIFICANT DIFFICULTIES IN MEETING PERFORMANCE INDICATORS DURING A PRACTICE PLACEMENT
- WHEN A STUDENT IS UNSUCCESSFUL IN THEIR CLINICAL ASSESSMENT

#### PROTOCOL 2020 – 2021

The UCD School of Nursing, Midwifery and Health Systems, and our clinical partners, are committed to supporting students as they progress through their Higher Diploma in Mental Health Nursing practice placements to prepare them to become registered nurses.

This protocol will be enacted when a student has significant difficulties in meeting performance indicators during a practice placement and outlines the events that should follow when a student fails to meet the required performance indicators and competencies in the final assessment National Clinical Assessment Document (NCAD) on a placement. This protocol is implemented in the context of the programme derogation on progression which all students, preceptors, Clinical Placement Coordinators and personal tutors should be familiar with<sup>1</sup>.

#### Programme Progression Requirements

- Students undertaking the Higher Diploma in Mental Health Nursing are entitled to two attempts in practice placements and are then ineligible to continue in the nursing programme.
- Students on placements of less than 4 weeks, who require a subsequent third attempt, may apply to the Programme Board. This subsequent attempt will be at the discretion of the Programme Board.
- This protocol reflects these pathways for progression.

The following actions should occur to assist the student in meeting the required performance indicators in the NCAD assessment while on any individual placement. They are sub-divided into sections reflecting the series of sequential steps, commencing at the intermediate meeting, that outline all of the processes until the repeat and final opportunity for the student.

#### Step 1- Intermediate Meeting and 'Intermediate Learning Plan'.

- If the student is having significant difficulties in achieving the performance indicators it is vital that these difficulties are identified as early as is possible in order to allow time for improvement within that practice placement period.
- If significant difficulties in meeting performance indicators are identified they should be formally addressed in the intermediate meeting where the preceptor will prepare a plan to support the student to address the competencies that require improvement during the remaining weeks of that placement.
- Students experiencing significant difficulties on practice placements, where an intermediate meeting is not scheduled (practice placements of 3 weeks and less), must have a formal intermediate meeting. The steps pertaining to a formal Intermediate Meeting and Intermediate Learning Plan' will apply. The student can request an 'Intermediate Meeting Form from the Clinical Placement Coordinator or UCD Programme Office.
- An 'Intermediate Learning Plan' is developed for the student. In this plan detailed notes of the students learning needs and the proposed actions to address these needs are made. This learning

---

<sup>1</sup> Programme derogations are outlined at the end of this document. This protocol can be relevant for anyone who is involved in supporting students in their clinical practice i.e. CNMs, ALOs.

---

plan should be written in the NCAD.

- The Clinical Placement Coordinator will support this student throughout the placement and focus on their learning needs. They will also contact and inform the personal tutor of the specific issues raised. The personal tutor/UCD nominee may meet with the student at this or any time. The student is also advised to contact their personal tutor for additional support.
- It is advisable that the preceptor document any further meetings/observations with this student in the period between the intermediate and final meeting. This can be documented briefly giving dates and a brief description of the support offered and this too should be documented at the end of the 'intermediate learning plan'.

### **Step 2- Final Meeting.**

- Subsequent to the final meeting, if the student has not met the required performance indicators in the NCAD for that placement, the preceptor will inform the Clinical Placement Coordinator who will in turn inform the personal tutor by e-mail.
- The Clinical Placement Coordinator can be present for the final meeting if requested by the student or preceptor.
- A record of the ways in which the student has not met the performance indicators will be documented in detail by the preceptor in the final meeting outcome sheet in the NCAD.
- Students can prepare for step 3. A copy of the 'Final Learning Plan' is included in the appendix of the NCAD. Students should consider doing some preparatory work on their learning needs prior to the 'Learning Plan' meeting.

### **Step 3- Implementing a 'Final Learning Plan' after an Unsuccessful Practice placement<sup>2</sup>.**

- The student, Clinical Placement Coordinator, personal tutor (or UCD nominee) and preceptor<sup>3</sup> will arrange to meet (if possible by the end of the placement but normally within two weeks of the end of the placement).
- The purpose of this meeting is to discuss with the student their learning needs and draw up a 'Final Learning Plan' that will guide and support them in their subsequent clinical learning. (These documents are available from the UCD School Office and a copy is also available in the appendix of the NCAD).
- This 'Final Learning Plan' will identify the students' learning needs and guide them in areas that require further development during both their subsequent and repeat practice placements.
- During the final learning plan meeting the personal tutor should advise the student of the following important considerations which should be documented as actions in the final learning plan.
  - In the case of the 'repeat' practice placement, it is mandatory that the student presents their 'Final Learning Plan' to their new preceptor so that they can avail of the required support.
  - As the subsequent practice placement is not always the 'repeat practice placement' the student must discuss their learning needs as outlined in the Learning Plan with their preceptor in their subsequent, and next core mental health, practice placement. This will help maximise the benefits of their learning plan and may improve their clinical learning outcomes in both the medium and long term.
  - The personal tutor should emphasise that the domains of competence are pertinent across all practice placements/assessments. It should also be emphasised that the opportunity to receive early support from a preceptor is in the best interest of the student.
  - However, in exceptional circumstances, including safety issues, an individual plan for progression and learning will be agreed.
- The Learning Plan will be agreed and duplicated so that the Student, Clinical Placement Coordinator & Personal Tutor retain a copy.

---

<sup>2</sup> The final 'learning plan' replaces the original 'Action plan'. The wording was changed to reflect the emphasis is on supporting the student's clinical learning in both subsequent and repeat practice placements.

<sup>3</sup> In some cases the preceptor may not be available to be present. In which case the learning plan can be devised drawing on the documentation supplied in the final meeting.



---

#### Step 4 - NCAD Presentation to the UCD Personal Tutor.

- The student presents this NCAD to their personal tutor at the designated date for presentation of the clinical assessment documentation. In addition, the student submits the details of subsequent practice placement requirements to the Allocations Officer.
- The 'Fail grade' is recorded at the next available examination board.
- The student is then offered a repeat practice placement, which will be the second and final opportunity to repeat the clinical module.
- This practice placement will be of the same duration as the original practice placement or a 4 week placement may be agreed at the discretion of the preceptor, Clinical Placement Coordinator and personal tutor. Where the original placement was less than four weeks, the duration of the 2nd attempt will be of the same duration as the original placement.
- The repeat clinical module will incur a repeat fee.

#### Step 5- Repeat (and final) Practice placement.

- The student is offered a second and final opportunity to repeat the practice placement. A new NCAD is provided<sup>4</sup>. Students normally return to the original practice placement area to repeat the practice placement however a new practice
- placement area may be provided<sup>5</sup>.
- The assessment will be at the same level as the original NCAD.
- As early as is convenient on the repeat practice placement, the student and the new preceptor will hold a preliminary meeting with the student. During this meeting the student must present the 'Final Learning Plan' to their new preceptor, outlining their documented learning needs and the areas in which the student requires additional support.
- The intermediate meeting initiates the same protocol as step 1 if the student is having significant difficulties.
- Given that this is the final opportunity for this student in this practice placement/module, the personal tutor/UCD nominee in their supportive role shall meet the student at a convenient time soon after the intermediate meeting.
- The final meeting follows the same protocol as outlined in step 2 if the student fails to attain their required performance indicators.
- Presentation of this NCAD to the personal tutor is mandatory.
- In the event of the student being unsuccessful in this repeat attempt the student will be considered ineligible to continue in the nursing programme. No subsequent attempt can be considered except with permission of Director of Nursing and through application to the programme board.

#### Programme Derogations

- Students who fail a practice placement module for two consecutive attempts for which they are registered to a programme will be ineligible to continue in the nursing programme. A subsequent attempt will be at the discretion of the Programme Board on application.

#### Programme Requirements for Progression

- Students must complete their outstanding clinical time before or at the end of their programme before they can be considered to have successfully completed the programme.
- All clinical modules must be passed before the student can complete the programme.

#### General note:

- *As students on the Higher Diploma in Mental Health Nursing programme are employees'; the student should refer to the local policies.*
- Students can contact the UCD SNMHS programme office for a new NCAD
- This is at the discretion of the Clinical Placement Coordinator and the Allocations Officer.
- A Derogation describes where a module or programme wishes to be granted exemption from the University Academic Regulations and a formal derogation is required. Derogation approval is granted by the University Undergraduate Programme Board. Derogations are implemented to ensure that the performance indicators of progression within clinical modules for the Higher Diploma in Mental Health Nursing are met.

Description of Outcomes	
Outcome	Description
<b>PASS (P)</b>	NCAD performance indicators have been achieved. A Pass (P) grade is awarded. The student is required to complete outstanding clinical time at the end of the programme.
<b>Incomplete Assessment (IM)</b>	NCAD performance indicators have not been achieved, as the student cannot be assessed due to insufficient time in the clinical area, and the student has no extenuating circumstances. An 'IM' grade is awarded as the student has not satisfactorily completed a 'must pass' component of assessment and an in-module repeat for that component was not available. The Incomplete (IM) will only become a Pass (P) once the overall performance indicators have been achieved. The student cannot progress to registration until they complete all outstanding clinical time.
<b>Extenuating Circumstances (IX)</b>	NCAD performance indicators have not been achieved and time is outstanding due to extenuating circumstances (See current UCD policy on extenuating circumstances)  The student is required to undertake a supplemental placement and this is considered a first attempt and will not incur a repeat fee.  The NCAD performance indicators required for supplemental placements will focus on the unattained/incomplete competencies. The duration of the supplemental placement may vary to meet the needs of individual students. In some circumstances students may be required to attend the full duration of the original placement following consultation with the clinical partners. Full attendance is required on all practice placements.
<b>Fail (F)</b>	NCAD performance indicators have not been achieved during the entire practice placement period. A Fail Grade is awarded.  The student is offered a second opportunity to repeat the competencies and performance indicators in a new NCAD and in a practice placement of the same duration as the original. Other rules in relation to the duration of the practice placement may apply at the discretion of the UCD Programme Board and clinical partners.
<b>No Grade (NM) or Absent (ABS)</b>	<b>NM</b> – No grade – work submitted did not merit a grade. <b>ABS</b> – No work submitted by the student or the student was absent from assessment. Failure to attend and/or present a completed NCAD assessment to the personal tutor, with no evidence of extenuating circumstances, will result in an NM or ABS outcome which is treated the same as a fail grade and a clinical attempt. The student will need to undertake a repeat placement which is a second and final attempt and will incur a repeat fee.
<b>Approved by</b>	<b>Date:</b>



## **Appendix 3**

### **Higher Diploma in Mental Health Nursing**

#### **Protocol for Mental Health Higher Diploma Students - Compassionate Leave Whilst on Practice Placement**

All students, as employees of their Sponsoring Areas should follow the established HSE, SJOGH and Bloomfield Health Services policies.

Student-employees can take Compassionate Leave as per their Sponsoring Area Policy at the time of a bereavement. Student-employees have a dual, intertwined role and there is a distinction between their employment rights and responsibilities, and their responsibility to complete all UCD and NMBI programme requirements.

Post bereavement leave Mental Health students must complete an adequate number of Practice Placement hours in order to:

- Reach the 36<sup>th</sup> week of placement for registration purposes
- Successfully complete all clinical assessments
- Meet all NMBI minimum Registration Requirements

All Compassionate Leave time may need to be completed if required, in order to successfully attain the Practice Placement Assessment.



## Appendix 4

### Higher Diploma in Mental Health Nursing

#### Staff guidelines for responding to clinical or academic issues raised by UCD BSc or Higher Diploma Nursing and Midwifery Student(s)

These guidelines outline the principles and procedures agreed by UCD School of Nursing, Midwifery and Health Systems (UCD SNMHS) and partner hospitals to direct how issues raised in a service or institution and which pertain more properly to the other, should be addressed. Students may raise concerns, or make allegations, the nature of which dictates that the primary responsibility for addressing the issues raised, more properly resides with either the academic institution or the clinical service. These may be students' concerns and issues related but not limited to healthcare recipient safety, allegations against clinical or UCD school staff, allegations of poor clinical practice or general allegations against the partner hospital or UCD SNMHS.

#### Principles of Communication

- Safety of the healthcare recipient and student welfare are the primary considerations at all times.
- Upon notification of a concern, it is the responsibility of either the UCD SNMHS or the clinical service to ensure that the concern is communicated in a timely manner to the appropriate personnel at the appropriate managerial level.
- Formal complaints against another person will require adherence to the relevant university or hospital protocol.
- A feedback loop will ensure that the person who raises a concern or issue is informed as appropriate of the outcome in relation to the raised issues.

#### Issues Raised with UCD SNMHS Personnel but Primarily Residing with Clinical Service

- When a member of UCD school staff receives information from a student or group of students who raise concerns, they will:
  - draw the student(s) attention to these guidelines and
  - follow appropriate communication lines within UCD SNMHS
- The Clinical Placement Coordinator (CPC), Clinical Nurse or Midwife Manager (CNM), Practice Development Coordinator, CNM 3 or the Director of the Centre for Nurse Education (CNE)/Centre of Midwifery Education (CMC), Director of Nursing DON/Assistant (not Acting) Director of Nursing (ADON) or Midwifery or Director of Midwifery or Assistant (not Acting) Director of Midwifery (ADOM), as appropriate, will be notified by telephone at the earliest opportunity with details of the nature and full extent of the issues or concerns raised by the student(s).
- The Director of Nursing or Director of Midwifery and the Practice Development Coordinator/CNM 3 or the Director of the CNE will agree procedures as to how major concerns will be investigated and addressed. The Practice Development Coordinator/CNM 3 or the Director of CNE will dialogue and agree a course of action with the Associate Dean for Undergraduate Programmes and/or The Director of UG Clinical Studies with the Programme Director of the UCD SNMHS with information about the steps being taken, including the policies, guidelines or protocols governing the response. The relevant policy, guideline or protocol will inform next steps.
- At intervals, and at the conclusion of all processes, the Director of Nursing or Midwifery and Head of the UCD SNMHS will be kept informed of progress and outcomes by their own staff

---

involved in the process.

**Issues raised with clinical service personnel but primarily residing with UCD SNMHS**

- When a member of Clinical Service staff receives information from a student or group of students that raises concerns, they will:
  - draw the student(s) attention to these guidelines and
  - follow appropriate communication lines within the Clinical Service
- The UCD Programme Director, UCD Personal Tutor, Associate Dean or Dean of Nursing and/or Director of UG Clinical Studies Programme Coordinator, as appropriate, will be notified by telephone at the earliest opportunity with details of the nature and full extent of the issues or concerns raised by the student(s).
- The Head of the UCD SNMHS and Associate Dean for Undergraduate Programmes will agree procedures as to how concerns will be investigated and addressed.
- The appropriate in-service policies and procedures for addressing the issue or concern will then be initiated. The relevant policy will inform next steps.
- At intervals, and at the conclusion of all processes, the Dean of Nursing and Head of the UCD School of Nursing, Midwifery and Health Systems and the Director of Nursing or Director of Midwifery will be kept informed of progress and outcomes.

## APPENDIX 5

### RECORD OF TEACHING/REFLECTION/DISCUSSION SESSIONS ATTENDED

**Please give details of any teaching, reflection or discussion sessions attended**

Teaching/Reflection/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/reflection/discussion session:	Date:
Signature of Nursing Student:	

Teaching/Reflection/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/reflection/discussion session:	Date:
Signature of Nursing Student:	

Teaching/Reflection/Discussion Session Title/Topic:	Given By:
I confirm that I have attended the above teaching/reflection/discussion session:	Date:
Signature of Nursing Student:	

**Appendix 6**  
**FINAL LEARNING PLAN**  
**FOLLOWING AN UNSUCCESSFUL PRACTICE ASSESSMENT**

The UCD personal tutor is responsible for bringing the 'Final Learning Plan' document to the meeting and ensure all parts are completed.

<input type="checkbox"/> <b>Stage 1</b> <input type="checkbox"/> <b>Stage 2</b> <input type="checkbox"/> <b>Stage 3</b> <input type="checkbox"/> <b>Stage 4.5 (C&amp;G)</b> <input type="checkbox"/> <b>Internship</b> <input type="checkbox"/> <b>HDNS</b>	<b>STUDENT NAME:</b>
--	----------------------

**PART 1: UNSUCCESSFUL PRACTICE ASSESSMENT DETAILS**

<b>Please document the individual domains of competence and performance indicators that were unsuccessful.</b>	
<b>Domains</b>	<b>Performance Indicators</b>





**PART 2: LEARNING PLAN**

Purpose: To clearly outline the student's learning needs and outline actions which will guide the student in their clinical learning and highlight support required from their preceptor on their repeat practice placements. Additional learning plan template sheets can be obtained from the programme office or CASC webpage if required.

<b><i>Guidelines For Students On The Use Of The Learning Plan</i></b>		
<b>Subsequent Practice Placement That Is <u>Not</u> The Repeat Practice Placement.</b>	Domains of competence are pertinent in all practice placements/assessments. Students should maximise the benefits of this learning plan to improve practice learning outcomes and therefore should discuss these learning needs with your next preceptor.	<input type="checkbox"/> <b>Discussed with student (Please tick)</b>
<b>Repeat Practice Placement</b>	This learning plan must be presented to your preceptor in the preliminary meeting of the repeat practice assessment so that support can be availed of.	<input type="checkbox"/> <b>Discussed with student (Please tick)</b>

<b>Learning Needs</b>	<b>Actions/Supports</b>	<b>Related Domains and Performance Indicators</b>

<b>Learning Needs</b>	<b>Actions/Supports</b>	<b>Related Domains and Performance Indicators</b>