



Ordre
des infirmières
et infirmiers
du Québec

Registrar's Office

EVALUATION GRID

PROFESSIONAL INTEGRATION PROGRAM
FOR NURSING GRADUATES FROM OUTSIDE QUEBEC

Name of nursing graduate from outside Quebec

File number

INTRODUCTION

The professional integration program is a period of additional training ordered by the Admission by Equivalence Committee of the Ordre des infirmières et infirmiers du Québec (OIIQ) for nurses who have received their diploma outside Quebec. Depending on the decision of the Executive Committee, the professional integration program may be carried out at a college or a health care institution.

The purpose of the professional integration program is to allow the nursing graduate from outside Quebec to familiarize herself with the context of practice in Quebec, from the professional, legal, ethical, organizational and sociocultural viewpoints, and to perfect her¹ competencies in order to be able to practise the profession in Quebec, in accordance with section 36 of the *Nurses Act* (R.S.Q., c. I-8). During this program, she will have to demonstrate that she has the clinical competencies that are essential to practise safely and effectively in a Quebec care setting and that she has acquired a basic knowledge of the legal, professional and organizational aspects of nursing practice in Quebec.

After receiving the evaluation grid, the Order will evaluate the completion of the professional integration program with reference to the terms and conditions ordered by the Admission by Equivalence Committee and will communicate with the nursing graduate from outside Quebec to inform her of the outcome of this evaluation and of her right to practise, if granted. She may not practise nursing in the meantime.

TERMS AND CONDITIONS OF THE PROFESSIONAL INTEGRATION PROGRAM IN NURSING

Acceptance of the program plan

The Order approves the professional integration program plan for each nursing graduate from outside Quebec.

Right to practise

Under the *Regulation respecting the professional activities which may be engaged in by persons other than nurses* (D. 559-2204, (2004) G.O. II, 1782), a nursing graduate from outside Quebec who carries out additional training for the purposes of granting an equivalence may, during and for the purposes of her program of studies or additional training, engage in any professional activity that may be engaged in by a nurse, but may do so only under the supervision of a nurse.

EVALUATION OF THE PROFESSIONAL INTEGRATION PROGRAM IN NURSING

The nurse designated as the nurse responsible for the program or training supervisor is responsible for the evaluation of the professional integration program for the nursing graduate from outside Quebec. For this purpose, an evaluation grid has been developed, based on the competencies chosen for the professional integration of graduates eligible by equivalence. This grid is given as a learning guide to all nurses who begin a professional integration program in nursing, whether it be at a college or a health care institution.

¹ In keeping with OIIQ editorial policy, the feminine gender has been used to refer to nurses, only to simplify the text.

This evaluation grid consists of three parts: an evaluation grid for basic knowledge related to the legal, professional and organizational aspects of nursing practice in Quebec, an evaluation grid for clinical competencies and a synthesis of the professional integration program.

- FIRST SECTION: Evaluation grid for basic knowledge related to the legal, professional and organizational aspects of nursing practice in Quebec

This section is designed to evaluate whether the nursing graduate from outside Quebec has acquired the basic knowledge related to the legal, professional and organizational aspects of nursing practice in Quebec, the integration of which is evaluated during the training period with the evaluation grid for clinical competencies (Second section).

The competency to be measured is the analysis of the work function. Seven evaluation criteria are used. The nurse responsible for the program/training supervisor rates each evaluation criterion according to the following scale:

B	Below expectations
A	According to expectations
NE	Not evaluated

A table containing the list of the main documents to be consulted is included so that the nursing graduate from outside Quebec may indicate those she has consulted before or during the training period. The self-training guide is to be completed before the end of the training period.

Any difficulty that persists at the end of the program must be documented in the comments at the end of the section.

- SECOND SECTION: Evaluation grid for clinical competencies

It is suggested that the training supervisor become familiar, right from the beginning of the clinical training period, with the statements on the evaluation grid in order to guide her observations and to make notes, throughout the training period, of the behaviours demonstrated by the nursing graduate from outside Quebec. A formative evaluation may be carried out during the clinical training period.

The evaluation grid for clinical competencies consists of 30 evaluation criteria, grouped according to the following five competencies:

- Intervene with hospitalized adults and hospitalized elderly requiring nursing care in medicine and surgery;
- Use assessment methods and care procedures;
- Establish helping communication with the person and his significant others;
- Teach the person and his significant others;
- Practise her role based on the ethics and values of the profession.

The first competency consists of 11 evaluation criteria designed to evaluate the ability of the nursing graduate from outside Quebec to use clinical judgment in the different professional dimensions related to the therapeutic process. The other 19 criteria relate more specifically to certain cross-disciplinary or functional competencies that she must possess to be recognized as qualified to practise.

APPENDIX

For each of the competencies in question, the evaluation criteria have been formulated based on the performance criteria used in the program *Soins infirmiers 180.A0 (Nursing 180.A0)* of the ministère de l'Éducation du Québec. These performance criteria are presented in the Appendix, for reference purposes, as needed. They are grouped according to the evaluation criteria in the grid for easier consultation.

The training supervisor gives a rating on each evaluation criterion according to the following scale:

B	Below expectations
A	According to expectations
NE	Not evaluated

The evaluation scale used makes it possible to determine, for each of the evaluation criteria, to what extent the decisions, actions and behaviours of the nursing graduate from outside Quebec meet the expectations, as defined in reference to safe and effective professional practice. For each of the competencies, any element evaluated below expectations, along with the strengths and weaknesses noted in that respect, and any element not evaluated, must be justified in the comments section. Moreover, a table² is included for easier documentation of the care and assessment methods used as a basis for the evaluation of this competency.

- THIRD SECTION: Synthesis of the evaluation of the professional integration program

At the end of the clinical period, the nurse responsible for the program/training supervisor completes the evaluation grid with a synthesis of the professional integration program. This synthesis consists of an overview of the clinical training period as well as a summary of the evaluation results. The overview of the training period, among other things, lists the clinical situations encountered during the training period and on which the evaluation of the clinical competencies is based. It also aims to assess, in a general way, the ability of the nursing graduate from outside Quebec to adapt to the context of practice in Quebec from a sociocultural point of view.

The nursing graduate from outside Quebec reads the evaluation and writes her comments in the last section of the grid.

The originals of the three sections of the professional integration program evaluation grid must be sent to the OIIQ Registrar's Office no later than five days after the integration program is completed.

² In the case of an individual professional integration program, this table, as well as the one in the next section, can be modified during the planning of the training period in order to take into account the specific clinical area, if applicable.

FIRST SECTION

**EVALUATION GRID
FOR KNOWLEDGE RELATED TO THE LEGAL, PROFESSIONAL
AND ORGANIZATIONAL ASPECTS OF NURSING PRACTICE IN QUEBEC**

EVALUATION SCALE		
B	A	NE
Below expectations	According to expectations	Not evaluated

ANALYZE THE WORK FUNCTION			
EVALUATION CRITERIA			
The nursing graduate from outside Quebec: <i>Legislative and professional aspects</i>			
1. Correctly explains the role of the Order and clearly states the obligations that derive from it with regard to: <ul style="list-style-type: none"> • Admission to the profession; • Supervision of nursing practice; • Discipline and the <i>Code of ethics of nurses</i>. 			
2. Adequately explains the functioning of the professional system as it applies to her professional practice, including the following concepts: <ul style="list-style-type: none"> • Field of practice; • Reserved professional activities; • Individual prescriptions/collective prescriptions. 			
3. Clearly defines the scope and limits of the field of practice of the nursing profession, including the activities reserved to nurses.			
4. Demonstrates that she properly understands the role of the nurse in Quebec, as described in <i>Outlook on the Practice of Nursing</i> , which takes the place of professional standards for nursing practice in Quebec.			
5. Identifies the obligations that apply: <ul style="list-style-type: none"> • To the nurse's civil liability; • To the acts and regulations applicable to the nursing profession which define the client's rights (i.e.: access to his chart, consent to care, professional secrecy). 			
6. Has completed the <i>Self-study Guide – Professional and Personal Ethics and Legal Considerations for Nurses in Quebec</i>			
<i>Organizational aspect</i>			
7. Provides a functional description of the Quebec health care system, including: <ul style="list-style-type: none"> • the organization of the health and social services system; • means of ensuring clients' safety, respect for their rights and quality of care. 			
8. Adequately explains, with reference to the health care institution in which she is carrying out her training period: <ul style="list-style-type: none"> • Nurse-physician interprofessional practice; • Interdisciplinary practice and the role of the different care providers; • The functioning of the nursing care team and the role of the different members of the nursing staff; • The nursing care delivery system. 			

ANALYZE THE WORK FUNCTION

DOCUMENTS CONSULTED

- Code of ethics of nurses*, D. 1513-2002, (2008) G.O. 2, 2922.
- Nurses Act (R.S.Q., c. I-8)*
- Ministère de la Santé et des Services sociaux. *Orientations ministérielles relatives à l'utilisation exceptionnelle des mesures de contrôle nommées dans l'article 118.1 de la Loi sur les services de santé et les services sociaux : contention, isolement et substances chimiques*, Quebec City, MSSS, 2002b.
- Ordre des infirmières et infirmiers du Québec. *Outlook on the Practice of Nursing*, Westmount, OIIQ, March 2007.
- Ordre des infirmières et infirmiers du Québec. *Guide d'application de la nouvelle Loi sur les infirmières et les infirmiers et de la Loi modifiant le Code des professions et d'autres dispositions législatives dans le domaine de la santé*, Westmount, OIIQ, 2003
- Ordre des infirmières et infirmiers du Québec. *Guide d'auto-apprentissage – Les aspects déontologiques, juridiques et éthiques de la pratique infirmière au Québec*, Westmount, OIIQ, 2008.
- Ordre des infirmières et infirmiers du Québec. *Excerpts from the Professional Examination Preparation Guide of the Ordre des infirmières et infirmiers du Québec – Situations involving the therapeutic nursing plan, in chapters 3 and 4 of the new edition* [<http://www.oiiq.org/infirmieres/plan/Guide-pti.pdf>]
- Ordre des infirmières et infirmiers du Québec. *Professional Examination Preparation Guide of the Ordre des infirmières et infirmiers du Québec, Supplement to Nursing in Québec*, Westmount, OIIQ, 2003.
http://www.oiiq.org/uploads/publications/resume/supplement_GPE.pdf
- Ordre des infirmières et infirmiers du Québec. *Le plan thérapeutique infirmier : la trace des décisions cliniques de l'infirmière*, OIIQ, 2006.
- Ministère de la Santé et des Services sociaux
<http://www.msss.gouv.qc.ca/reseau/>
- Règlement sur les normes relatives aux ordonnances faites par un médecin*, R.Q., c. M-9, r. 11.2.

Others (specify):

-
-
-
-
-

COMMENTS

SECOND SECTION

**EVALUATION GRID
FOR CLINICAL COMPETENCIES**

EVALUATION SCALE		
Below expectations (B)	According to expectations (A)	Not evaluated (NE)
<u>Justify</u>		<u>Justify</u>

INTERVENE WITH HOSPITALIZED ADULTS AND HOSPITALIZED ELDERLY REQUIRING NURSING CARE IN MEDICINE AND SURGERY

EVALUATION CRITERIA			
The nursing graduate from outside Quebec:			
1. Carries out an accurate and sufficient assessment of the person's health situation, including his physical and mental condition, behaviour, functional autonomy and the risks associated with his health situation: <ul style="list-style-type: none"> • Uses appropriate means (relevant information sources, such as the clinical examination; risk assessment tools; diagnostic examinations and tests according to an order, etc.); • Obtains the data required to identify the person's care needs; • Accurately appraises the results of the assessment. 			
2. Accurately determines the person's problems and needs, based on a judicious interpretation of his clinical situation and its evolution.			
3. Accurately determines and judiciously adjusts the therapeutic nursing plan, including the medical treatment plan if necessary, taking into account the composition of the nursing care team.			
4. Determines the appropriate nursing care and treatment plan, taking into account the medical treatment plan and the interdisciplinary intervention plan.			
5. Ensures appropriate clinical monitoring: <ul style="list-style-type: none"> • Ensures the monitoring of relevant parameters; • Uses appropriate diagnostic tests, taking into account the evolution of the person's health situation; • Practises the vigilance required according to the risks identified; • Recognizes the possible complications; • Intervenes judiciously in a timely manner. 			
6. Judiciously and effectively plans the implementation of the therapeutic nursing plan and the nursing care and treatment plan, taking into account the care priorities of her group of clients and, if applicable, the qualifications of the nursing staff available: <ul style="list-style-type: none"> • Studies all the relevant information in order to ensure continuity of care; • Applies the directives in the therapeutic nursing plan; • Judiciously determines the activities to be assigned to the auxiliary staff; • Organizes care appropriate: <ul style="list-style-type: none"> - to the person's needs and expectations; - to the interdisciplinary intervention plan; - to the human and material resources available. • Organizes care activities efficiently. • Explains the person's needs and reactions to the other members of the nursing team, so that they understand them and can intervene properly in dealing with him. • Verifies that the person receives the planned care and treatment. 			

EVALUATION SCALE		
Below expectations (B)	According to expectations (A)	Not evaluated (NE)
<u>Justify</u>		<u>Justify</u>

INTERVENE WITH HOSPITALIZED ADULTS AND HOSPITALIZED ELDERLY REQUIRING NURSING CARE IN MEDICINE AND SURGERY (CONTINUED)			
7. Takes the necessary steps to ensure the safe and judicious administration of medications: <ul style="list-style-type: none"> Judiciously determines, in the therapeutic nursing plan, the directives required regarding conditions for applying the prescription and administration procedures; Administers medications in a safe and effective manner; Ensures appropriate clinical monitoring and follow-up; Makes relevant adjustments to the therapeutic nursing plan, as necessary. 			
8. Implements preventive and therapeutic interventions effectively, taking into account the person's needs and state of health and respecting recognized scientific and professional standards, including: <ul style="list-style-type: none"> Provides nursing and medical care and treatment; Gives information, advice and teaching to the person and his significant others; Ensures assistance and, if necessary, supervision of the person in his ADL; Introduces prevention and protection measures with respect to identified risks and risk factors. 			
9. Accurately evaluates the quality and effectiveness of the interventions based on client outcomes and makes the appropriate adjustments to the therapeutic nursing plan and the nursing care and treatment plan, if necessary.			
10. Takes the appropriate steps to ensure continuity of care, in particular through effective collaboration with the nursing care team and the multidisciplinary team, if necessary. <ul style="list-style-type: none"> Records all relevant information and passes it on to the appropriate persons, in particular nursing directives to persons concerned but who do not have access to the TNP; Refers the person and/or his significant others to the appropriate resources, if needed, particularly when planning for discharge, if applicable. 			
11. Accurately assesses the person's ability to take responsibility for his health when he returns to his normal environment and intervenes as required to ensure continuity of care.			

EVALUATION SCALE		
Below expectations (B)	According to expectations (A)	Not evaluated (NE)
<u>Justify</u>		<u>Justify</u>

USE ASSESSMENT METHODS AND CARE PROCEDURES

EVALUATION CRITERIA			
The nursing graduate from outside Quebec:			
1. Prepares the person adequately for a diagnostic test, care or treatment, taking into account his condition and needs as well as the equipment required.			
2. Carries out a clinical examination of the person with rigour, judgment and effectiveness, taking into account his reactions and condition, and makes significant clinical observations.			
3. Makes judicious and rigorous use of the assessment methods and tools for monitoring the person's physical state of health, accurately interprets the data collected including those gathered from monitoring, and intervenes appropriately when there is any change or abnormal result.			
4. Accurately assesses the person's cognitive and affective functions by judiciously using assessment tools or tests, and intervenes appropriately.			
5. Accurately assesses the person's functional autonomy and judiciously determines his needs for assistance, taking into consideration his state of health, living habits and resources.			
6. Performs diagnostic procedures, nursing care and treatments, including administration of medications, with rigour, dexterity and effectiveness, strictly applying hygiene and asepsis rules, and safely disposes of equipment and biomedical waste.			
7. Accurately charts all relevant information necessary to track the person's clinical evolution and ensure continuity of care.			

EVALUATION SCALE		
Below expectations (B)	According to expectations (A)	Not evaluated (NE)
<u>Justify</u>		<u>Justify</u>

ESTABLISH HELPING COMMUNICATION WITH THE PERSON AND HIS SIGNIFICANT OTHERS

EVALUATION CRITERIA

The nursing graduate from outside Quebec:			
1. Easily enters into a relationship with the person and his significant others, taking into consideration his physical, psychological and sociocultural characteristics, and creates bonds with the person, taking into account the familial and social context.			
2. Interacts appropriately in establishing, maintaining and ending a helping relationship, particularly in her appropriate behaviours and attitudes.			
3. Appropriately accompanies the person through a decision-making process concerning his health while respecting his values, needs, expectations and capacity for self-determination.			
4. Appropriately accompanies a bereaved person or one who has suffered a loss and those around him, in particular by displaying helping attitudes.			

TEACH THE PERSON AND HIS SIGNIFICANT OTHERS

EVALUATION CRITERIA

The nursing graduate from outside Quebec:			
1. Accurately determines the person's needs and expectations with regard to information and learning as well as the opportune moment to provide teaching, if necessary.			
2. Effectively conveys the information required by the person and his significant others to meet their needs for health, care and services.			
3. Provides the person and his significant others with the teaching they need, in an atmosphere conducive to learning, taking into account his state of health and immediate needs, and charts the relevant information.			

EVALUATION SCALE		
Below expectations (B)	According to expectations (A)	Not evaluated (NE)
<u>Justify</u>		<u>Justify</u>

PRACTISE HER ROLE BASED ON THE ETHICS AND VALUES OF THE PROFESSION

EVALUATION CRITERIA			
The nursing graduate from outside Quebec:			
1. Acts in a manner that respects professional values, the <i>Code of ethics of nurses</i> , the acts and regulations applicable to the profession, and local practice management conditions.			
2. Demonstrates autonomy, judgment, reliability, accountability and collaboration in her professional practice.			
3. Recognizes the ethical dimension of a professional situation, if applicable, and is attentive to the points of view expressed concerning the situation.			
4. Acts competently by demonstrating the following behaviours: <ul style="list-style-type: none"> • Conforms to recognized scientific and professional standards; • Respects the limits of her knowledge and abilities; • Consults resource persons appropriately as needed, and formulates her request clearly; • Demonstrates her ability to evaluate her own performance and accept others' evaluations; • Takes various steps to improve her competence. 			
5. Takes appropriate steps to ensure respect for human rights, in particular the person's safety, confidentiality, privacy, access to information and self-determination.			

THIRD SECTION

**SYNTHESIS OF THE EVALUATION
OF THE PROFESSIONAL INTEGRATION TRAINING PROGRAM**

OVERVIEW OF THE CLINICAL TRAINING PERIOD

Name of the nursing graduate
from outside Quebec _____
File number _____

Location of training
(health care institution) _____
Dates of training _____
Total number of days _____

Number of days by clientele (i.e.: adults, medicine, surgery):

- Clientele _____ No. of days _____ No. of hours/day _____
- Clientele _____ No. of days _____ No. of hours/day _____
- Clientele _____ No. of days _____ No. of hours/day _____

Types of clinical situations on which the evaluation of the integration training is based:

<u>Pathology</u>		<u>Medical treatment</u>	<u>Surgery</u>	<u>Risk</u>
<input type="checkbox"/> Cerebro-vascular accident (CVA)	<input type="checkbox"/> Hormonal problems (hypothyroidism, goitre)	<input type="checkbox"/> Parenteral nutrition	<input type="checkbox"/> Abdominal	<input type="checkbox"/> Restraint
<input type="checkbox"/> Cardiopulmonary arrest	<input type="checkbox"/> Acute coronary syndrome (angina, infarct)	<input type="checkbox"/> Parenteral analgesic	<input type="checkbox"/> Cardiovascular	<input type="checkbox"/> Infection
<input type="checkbox"/> Asthma	<input type="checkbox"/> Minor and major trauma (burns, fractures, cranial trauma)	<input type="checkbox"/> Anticoagulant	<input type="checkbox"/> Laparoscopic	<input type="checkbox"/> Risk of accident/fall
<input type="checkbox"/> Cancer		<input type="checkbox"/> Chemotherapy	<input type="checkbox"/> Genitourinary	<input type="checkbox"/> Risk of pressure sores
<input type="checkbox"/> Cognitive impairments (Alzheimer's disease, etc.)		<input type="checkbox"/> Thoracic drain	<input type="checkbox"/> Orthopedic	<input type="checkbox"/> Suicidal risk
<input type="checkbox"/> Diabetes	Other (specify):	<input type="checkbox"/> Insulin therapy	Other (specify):	<input type="checkbox"/> Abusive behaviors: physical or psychological
<input type="checkbox"/> Psychosis, depression, bipolar disorder	<input type="checkbox"/>	<input type="checkbox"/> Oxygen therapy	<input type="checkbox"/>	<input type="checkbox"/> Crisis situation
<input type="checkbox"/> Arterial hypertension	<input type="checkbox"/>	<input type="checkbox"/> Nasogastric tube/gavage	<input type="checkbox"/>	Other (specify):
<input type="checkbox"/> Sexually transmitted and blood-borne infections	<input type="checkbox"/>	<input type="checkbox"/> Bladder catheter	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Urinary tract infection	<input type="checkbox"/>	<input type="checkbox"/> Intravenous therapy	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Cardiac insufficiency	<input type="checkbox"/>	<input type="checkbox"/> Blood/blood product transfusion	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Renal insufficiency	<input type="checkbox"/>	Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Chronic obstructive pulmonary disease (COPD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Inflammatory bowel diseases (Crohn's), ulcerative colitis, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Wounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Pneumonia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX

THE PURPOSE OF THIS APPENDIX IS TO CLARIFY THE CRITERIA
OF THE PROFESSIONAL INTEGRATION PROGRAM
EVALUATION GRID FOR CLINICAL COMPETENCIES
USING PERFORMANCE CRITERIA DESCRIBED
IN THE *NURSING 180.A0* PROGRAM
(MINISTÈRE DE L'ÉDUCATION DU QUÉBEC, 2007)

N.B.

These performance criteria,
some of which have been adapted for the purposes of the evaluation grid,
aim to encompass most of the clinical situations
likely to be encountered during the training period.

Consequently,
they do not apply to all situations
or to all clients.

**INTERVENE WITH HOSPITALIZED ADULTS
AND HOSPITALIZED ELDERLY REQUIRING NURSING CARE IN MEDICINE AND SURGERY**

1. Carries out an accurate and sufficient assessment of the person's state of health, including his physical and mental condition, behaviour, functional autonomy and the risks associated with his health situation, using the appropriate means, obtaining the data required to identify the needs for care and accurately appraising the results of the assessment.
 - 1.1 Collection of relevant biophysiological and psychosocial data:
 - performance of the clinical examination;
 - use of other sources of information (person, family, significant others, chart, reports, work colleagues).
 - 1.2 Establishment of relevant links between the information gathered.
 - 1.3 Consideration of the elements of the clinical situation as a whole.
 - 1.4 Consideration of the clinical path, if necessary.
 - 1.5 Judicious use of assessment tools and methods as well as of diagnostic tests and examinations.
 - 1.6 Sound assessment of risk factors.
 - 1.7 Correct assessment:
 - of risk of running away or suicide;
 - of risk of negligence, abuse or violence;
 - of falls or accidents;
 - of pressure sores.
 - 1.8 Correct assessment of the person's reactions and ability to adapt.
 - 1.9 Assessment of the person's reactions and behaviour at the time:
 - of contacts with the family, significant others or other clients;
 - of activities of daily life;
 - of contact with the staff.
 - 1.10 Correct assessment of the person's cognitive functions, emotional state and functional autonomy.
 - 1.11 Consideration of the family's or significant others' reactions and ability to adapt.
 - 1.12 Accurate assessment of variances between the examination results and the norm.
 - 1.13 Individualized approach: flexible and adapted.
2. Accurately determines the person's problems and needs, based on a judicious interpretation of his clinical situation.
 - 2.1 Rigorous analysis and interpretation of the information as a whole.
 - 2.2 Correct determination of problems that relate to the nursing domain and to the influencing factors.
 - 2.3 Recognition of the problems that relate to interprofessional collaboration.

3. Accurately determines and judiciously adjusts the therapeutic nursing plan, including the medical treatment plan if necessary, taking into account the composition of the nursing care team.
 - 3.1 Judicious determination of priority problems and needs, relating to the clinical follow-up.
 - 3.2 Appropriate determination of nursing directives including, if necessary, indications concerning the treatment plan for a wound or an alteration of the skin or teguments.
 - 3.3 Adequate consideration of the composition of the nursing care team.
 - 3.4 Appropriate adjustment of the therapeutic nursing plan, depending on the evolution of the person's clinical situation.

4. Determines the appropriate nursing care and treatment plan, based on the person's needs, taking into account the medical treatment plan and the interdisciplinary intervention plan.
 - 4.1 Consideration of the needs, expectations and priorities of the person, family or significant others.
 - 4.2 Accurate determination of care priorities.
 - 4.3 Setting of specific and realistic objectives.
 - 4.4 Judicious choice of interventions.
 - 4.5 Consideration of the interventions in the medical treatment plan.
 - 4.6 Determination of the interventions relating to the interdisciplinary intervention plan.
 - 4.7 Timely planning of the activities related to discharge, in collaboration with the person, his significant others and his support network.

5. Ensures appropriate clinical monitoring, including the use of appropriate diagnostic tests and examinations, taking into account the evolution of the person's state of health, recognizes possible complications and intervenes judiciously in a timely manner.
 - 5.1 Entry in the TNP of appropriate directives to ensure the clinical monitoring required.
 - 5.2 Strict verification of the physical and psychological parameters according to the evolution of the person's clinical condition.
 - 5.3 Careful verification of the data obtained by monitoring.
 - 5.4 Soundness of the decision to carry out a diagnostic test or examination according to a prescription.
 - 5.5 Accurate assessment of the results of diagnostic tests.
 - 5.6 Recognition of the evolutionary process and possible complications.
 - 5.7 Promptness in reporting any major change.
 - 5.8 Assessment of the effects on the person of a long stay in an institution, if applicable.
 - 5.9 Vigilance concerning:
 - the risk of running away or of suicide;
 - the risk of negligence, abuse or violence;
 - the risk of falls or accidents;
 - the risk of pressure sores.

6. Judiciously and effectively plans the implementation of the therapeutic nursing plan and the nursing care and treatment plan, taking into account the care priorities of her group of clients and, if applicable, the qualifications of the nursing staff available.
 - 6.1 Consideration of all relevant information for ensuring continuity of care.
 - 6.2 Application of directives in the therapeutic nursing plan.

- 6.3 Judicious determination of the activities to be assigned to the auxiliary staff, if applicable.
 - 6.4 Accurate determination of priorities in the care activities for her group of clients, while taking into account the priorities of each client and of the various care providers.
 - 6.5 Organization of care appropriate:
 - to the person's needs and expectations;
 - to the interdisciplinary intervention plan;
 - to the human and material resources available.
 - 6.6 Efficient organization of care activities.
 - 6.7 Explanation of the person's needs and reactions to the other members of the nursing team, so that they understand them and can intervene properly in dealing with him.
 - 6.8 Verifying that the person has received the planned care and treatment.
7. Takes the necessary steps to ensure the safe and judicious administration of medications, by adjusting nursing directives concerning the conditions for applying the prescription and administration procedures, administering medications in a safe and effective manner, making the relevant adjustments, if necessary, and ensuring appropriate clinical monitoring and follow-up.
- 7.1 Strict verification of the prescription
 - Correct identification of the class of medication;
 - Accurate understanding:
 - of the prescribed dose;
 - of the pharmaceutical form;
 - of the administration route and schedule.
 - 7.2 Consideration of the action mechanisms, indications and contraindications of the medication in relation to the clinical situation.
 - 7.3 Consideration of alternatives to medication.
 - 7.4 Consideration of pharmacokinetics and pharmacodynamics principles.
 - 7.5 Consideration of the risks of medication interactions, intolerance and allergy.
 - 7.6 Recognition
 - of therapeutic effects;
 - of side effects;
 - of toxic effects.
 - 7.7 Soundness of the decision:
 - whether to administer the medication;
 - whether to adjust the medication;
 - the dose to administer;
 - the route of administration to choose.
 - 7.8 Judicious determination, in the therapeutic nursing plan, of the conditions for applying the prescription and the administration procedures for the medications.
 - 7.9 Strict observance of the rules governing preparation, administration and recording of the medications.

- 7.10 Dexterity and safety in carrying out the procedure.
 - 7.11 Relevance of the information conveyed.
 - 7.12 Relevance of support for compliance.
 - 7.13 Compliance with principles and guidelines that apply to self-medication.
 - 7.14 Appropriate clinical monitoring and follow-up:
 - recognition of therapeutic effectiveness criteria;
 - consideration of side effects;
 - attention given to
 - signs of overdose;
 - complications associated with the mode of administration;
 - signs of intolerance or allergy;
 - description of the person's reactions.
8. Implements preventive and therapeutic interventions effectively, taking into account the person's needs and state of health and respecting recognized scientific and professional standards.
- 8.1 Display of helping attitudes / establishment and maintenance:
 - of a helping relationship with the person;
 - of a therapeutic environment.
 - 8.2 Support appropriate to the person and his entourage.
 - 8.3 Use of an approach suited:
 - to the person's care needs;
 - to the person's condition;
 - to the person's sociocultural characteristics.
 - 8.4 Application of nursing directives or adjustment of the therapeutic nursing plan, if necessary.
 - 8.5 Strict application of:
 - monitoring and safety measures;
 - hygiene and asepsis principles;
 - principles relating to the safe movement of clients.
- Provides nursing and medical care and treatment.*
- 8.6 Judicious application of:
 - appropriate protocol(s);
 - appropriate nursing care program(s);
 - 8.7 Soundness of the decision to carry out or to adjust a medical treatment according to a prescription.
 - 8.8 Correct implementation of nursing care procedures.
 - 8.9 Choice of appropriate means to relieve pain.

Ensures assistance and, if necessary, supervision of the person in his activities of daily living (ADL).

8.10 Assistance appropriate to the person's condition.

8.11 Respect for and reinforcement of the person's autonomy.

Gives information, advice and teaching to the person and his significant others.

8.12 Implementation of appropriate teaching program(s).

8.13 Relevance of response to the needs of the person and of his entourage.

Establishes prevention and protection measures that are appropriate for the risks identified and the risk factors.

8.14 Judicious implementation of the rules concerning restraint and isolation measures, if applicable.

9. Accurately evaluates the quality and effectiveness of her interventions based on client outcomes and makes the appropriate adjustments to the therapeutic nursing plan and the nursing care and treatment plan, if necessary.
- 9.1 Accurate assessment of the quality of her interventions.
 - 9.2 Evaluation of the effectiveness of her interventions based on the outcomes.
 - 9.3 Quality control of care assigned to auxiliary staff, based on client outcomes.
 - 9.4 Appropriate adjustment of the therapeutic nursing plan and the nursing care and treatment plan.
 - 9.5 Appropriate use of care quality evaluation tools, if applicable.
10. Takes the appropriate steps to ensure continuity of care, in particular through charting and informing the relevant persons of all relevant information as well as referring the person and/or his significant others to the appropriate resources, particularly when planning for discharge, if applicable.
- 10.1 Correct charting.
 - 10.2 Appropriate documentation of the therapeutic nursing plan.
 - 10.3 Accurate, concise and relevant report.
 - 10.4 Adequate transmission of nursing directives to the people concerned.
 - 10.5 Strict implementation of administrative procedures.
 - 10.6 Effective collaboration with the care team and the multidisciplinary team.
 - 10.7 Referral of the person, family and/or significant others to the appropriate resources, if applicable.
 - 10.8 Appropriate contribution to case management, if applicable.
11. Accurately assesses the person's ability to take responsibility for his health when he returns to his normal environment and intervenes as required to ensure continuity of care.
- 11.1 Identification of risk factors related to the person and his environment.
 - 11.2 Recognition of the person's and his significant others' reactions and ability to adapt to the health situation.
 - 11.3 Assessment of the person and his significant others' level of knowledge relative to self-care, to the details of self-monitoring and to the resources to contact, in case of need.
 - 11.4 Communication adapted to the person's condition and sociocultural characteristics.
 - 11.5 Validation of the person's comprehension of the information contained in the discharge instructions.
 - 11.6 Transmission of all relevant information to the nurse in charge.

USE ASSESSMENT METHODS AND NURSING CARE PROCEDURES

1. Prepares the person adequately for a diagnostic test or examination, care or treatment, taking into account his condition and needs, as well as the equipment required.
 - 1.1 Consideration of the person's physical and psychological condition.
 - 1.2 Determination of possible contraindications.
 - 1.3 Appropriate preparation of the person: comfort and safety.
 - 1.4 Rigorous preparation of equipment.
 - 1.5 Information and instructions suited to the person and the situation.

2. Carries out a clinical examination of the person with rigour, judgment and effectiveness, taking into account his reactions and condition, and makes significant clinical observations.
 - 2.1 Thorough assessment of objective and subjective clinical signs.
 - 2.2 Strict application of auscultation, palpation, inspection and percussion procedures.
 - 2.3 Detection of significant clinical characteristics.
 - 2.4 Establishment of relevant links between the data collected.
 - 2.5 Consideration of the person's reactions and condition.

3. Makes judicious and rigorous use of the assessment methods and tools for monitoring the person's physical state of health, accurately interprets the data collected including those gathered from monitoring, and intervenes appropriately when there is any change or abnormal result
 - 3.1 Consideration of factors that may alter the assessment results.
 - 3.2 Effective and safe use of assessment tools or tests.
 - 3.3 Application of principles and procedural steps.
 - 3.4 Accurate measurement and observation of parameters.
 - 3.5 Relevant interpretation of results.
 - 3.6 Verification of data obtained through monitoring.
 - 3.7 Rapid communication of any change or abnormal results.
 - 3.8 Appropriate reaction to the situation.

4. Accurately assesses the person's cognitive and affective functions by judiciously using assessment tools or tests, and intervenes appropriately.
 - 4.1 Consideration of factors likely to affect the person.
 - 4.2 Effective and safe use of assessment tests or tools.
 - 4.3 Accurate appraisal of orientation, memory, concentration, calculation, judgment and thought processes.
 - 4.4 Accurate appraisal of the person's behaviour, reactions and emotional state.
 - 4.5 Appropriate reaction to the situation.

5. Accurately assesses the person's functional autonomy and judiciously determines his needs for assistance, taking into consideration his state of health, living habits and resources.
 - 5.1 Judicious consideration of the person's state of health, living habits and resources.
 - 5.2 Accurate appraisal of the person's ability to carry out domestic and daily living activities.
 - 5.3 Accurate appraisal of the risks associated with the person's behaviour and environment.
 - 5.4 Perspicacity and discernment regarding the person's need for assistance.

6. Performs diagnostic procedures, nursing care and treatments, including administration of medications, with rigour, dexterity and effectiveness, strictly applying hygiene and asepsis rules, and safely disposes of equipment and biomedical waste.
 - 6.1 Thorough verification of the medical prescription, the therapeutic nursing plan and the nursing care and treatment plan, as applicable.
 - 6.2 Strict application of principles and procedural steps for nursing care and treatments.
 - 6.3 Compliance with principles and rules for preparing, verifying and administering medications.
 - 6.4 Judicious choice of equipment, depending on the administration route and the person's physical characteristics.
 - 6.5 Dexterity and safety in implementing nursing care procedures or treatment or administering medication.
 - 6.6 Safe handling and disposal of equipment and biomedical waste.
 - 6.7 Judicious implementation of assistance and support measures for activities of daily living.

7. Accurately charts all relevant information necessary to track the person's clinical evolution and ensure continuity of care.
 - 7.1 Strict application of principles and rules governing documentation of care:
 - application of the therapeutic nursing plan as a documentation norm;
 - clinical support for nursing practice;
 - contribution to continuity of care.
 - 7.2 Accuracy of data entered.
 - 7.3 Recording of all relevant information.
 - 7.4 Use of appropriate terminology.

ESTABLISH HELPING COMMUNICATION WITH THE PERSON AND HIS SIGNIFICANT OTHERS

1. Easily enters into a relationship with the person and his significant others, taking into consideration his physical, psychological and sociocultural characteristics, and creates bonds with the person, taking into account the familial and social context..
 - 1.1 Attentive and respectful listening.
 - 1.2 Appropriate use of verbal and non-verbal communication techniques.
 - 1.3 Clarification of the needs, expectations and values of the persons concerned.
 - 1.4 Respect for values, needs, expectations and capacity for self-determination.
 - 1.5 Expression of willingness to become involved and secure the commitment of the persons to care planning.
 - 1.6 Establishment of a clear understanding with the person and his entourage.
 - 1.7 Relevance of the support offered to the person and his entourage.
 - 1.8 Consideration of family relationships, the role of the person within the family and his perception thereof.
 - 1.9 Vigilance as to risks or signs of violence, negligence or mistreatment.
 - 1.10 Search for possible links between the person's health situation and the family context.
 - 1.11 Consideration:
 - of the person's lifestyle,
 - of his social condition,
 - of his ethnic, cultural, religious, etc. affiliation,
 - of the existence of one or more so-called "social" problems (homelessness, marginality, prostitution, substance abuse, etc.).
 - 1.12 Demonstration of skills that facilitate communication and the establishment of a climate of trust.
 - 1.13 Accurate assessment of her relationship skills and open-mindedness.
 - 1.14 Determination of concrete means to improve her interaction.

2. Interacts appropriately in establishing, maintaining and ending a helping relationship, particularly in her appropriate behaviours and attitudes.
 - 2.1 Appraisal of the person's emotional state and need for help.
 - 2.2 Demonstration of willingness to encourage and welcome the person's expression of his experiences.
 - 2.3 Joint establishment of specific and realistic objectives.
 - 2.4 Relevance of attitudes and behaviours.
 - 2.5 Judicious use of verbal and non-verbal communication techniques.
 - 2.6 Consideration of the impact of her own needs and emotions.
 - 2.7 Appropriate approach according to the phase of the helping relationship.
 - 2.8 Consideration of the limits of her personal and professional involvement.

3. Appropriately accompanies the person through a decision-making process concerning his health while respecting his values, needs, expectations and capacity for self-determination.
 - 3.1 Respect for the person's values, needs, expectations and capacity for self-determination.
 - 3.2 Support adapted to the person when:
 - clarifying the problem;
 - exploring possible options;
 - choosing an option.
 - 3.3 Respect for the person's decision.

4. Appropriately accompanies a bereaved person or one who has suffered a loss and those around him, in particular by showing helping attitudes.
 - 4.1 Relevant analysis of his reactions.
 - 4.2 Relevance of information given about the grieving or loss process and its attendant reactions.
 - 4.3 Consideration of the limits of her personal and professional involvement.
 - 4.4 Demonstration of helping attitudes.

TEACH THE PERSON AND HIS SIGNIFICANT OTHERS

1. Accurately determines the person's needs and expectations with regard to information and learning as well as the opportune moment to provide teaching, if necessary..
 - 1.1 Accurate appraisal of the person(s)' physical, intellectual and psychological ability to learn.
 - 1.2 Accurate appraisal of the motivation to learn.
 - 1.3 Clarification of the type of needs and expectations.
 - 1.4 Consideration of the person(s)' current level of knowledge.
 - 1.5 Verification of the possible impact of sociocultural factors.
2. Effectively conveys the information required by the person and his significant others to meet their needs for health, care and services.
 - 2.1 Selection of relevant content according to needs determined.
 - 2.2 Use of an approach suited to the persons concerned.
 - 2.3 Clarity of the information provided.
 - 2.4 Verification that the information has been understood.
 - 2.5 Evaluation of the response given to the need.
3. Provides the person and his significant others with the teaching they need, in an atmosphere conducive to learning, taking into account his state of health and immediate needs, and charts the relevant information.
 - 3.1 Creation and maintenance of an atmosphere conducive to learning.
 - 3.2 Accurate explanation of the objectives.
 - 3.3 Intervention suited to the person's condition and immediate needs.
 - 3.4 A warm and respectful attitude.
 - 3.5 Relevance of the support provided for the person.
 - 3.6 Accurate evaluation of the results of the activity.
 - 3.7 Charting of relevant information.

PRACTISE HER ROLE BASED ON THE ETHICS AND VALUES OF THE PROFESSION

1. Acts in a manner that respects professional values, the *Code of ethics of nurses*, the acts and regulations applicable to the profession, and local practice management conditions.
 - 1.1 Demonstration of attitudes and behaviours compatible with professional values including respect for differences.
 - 1.2 Compliance with the *Code of ethics of nurses* and the acts and regulations applicable to the profession.
 - 1.3 Appropriate declaration of any errors committed or noted.
2. Demonstrates autonomy, judgment, reliability, accountability and collaboration in her professional practice.
 - 2.1 Demonstration of autonomy and judgment in carrying out her duties.
 - 2.2 Reliability in accomplishing work.
 - 2.3 Accountability for her actions and decisions.
 - 2.4 Proper use of her power to influence.
 - 2.5 Collaboration in her interactions with the other members of the nursing care team and of the multidisciplinary team.
3. Recognizes the ethical dimension of a professional situation, if applicable, and is attentive to the points of view expressed concerning the situation.
 - 3.1 Recognition of the ethical dimension of the professional situation.
 - 3.2 Openness and respect for points of view expressed.
4. Acts competently by demonstrating the following behaviours:
 - 4.1 Compliance with recognized scientific and professional standards.
 - 4.2 Respect of the limits of her skills and knowledge.
 - 4.3 Appropriate consultation of resource persons, as necessary.
 - 4.4 Demonstration of her ability to evaluate herself and to accept the evaluation of others.
 - 4.5 Use of various means to improve her competence.
5. Takes appropriate means to ensure respect for human rights, including:
 - safety,
 - confidentiality,
 - privacy,
 - access to information,
 - self-determination.