

Degree Courses in Health Care Professions



DEGREE COURSE IN NURSING

**ASSESSMENT**

**LEARNING IN THE CLINICAL AREA**

Maternal and Child Area		Tumoral diseases	
Accidents		Nephropathies	
Cardiovascular diseases		Pneumopathies	
Cerebrovascular diseases		Health of the elderly	
Diabetic diseases		Mental Health	
Gastroenterological diseases		Health within the home care	
Transmissible diseases			

Student \_\_\_\_\_ Course year \_\_\_\_\_ Semester \_\_\_\_\_  
 Training site \_\_\_\_\_ Operational Unit \_\_\_\_\_  
 Period from \_\_\_\_\_ to \_\_\_\_\_

Hours of ordinary training \_\_\_\_\_ Hours of self-learning/guided study \_\_\_\_\_

FUNCTION	GRADE FIRST STAGE	GRADE SECOND STAGE	GRADE THIRD STAGE	FINAL EVALUATION	E-PLUS
Care					
Organization and teamwork					
Education and self-education					

Date

**FIRST STAGE**

Degree Courses in Health Care Professions



DEGREE COURSE IN NURSING

**ASSESSMENT**

**LEARNING IN THE CLINICAL AREA**

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Cardiovascular diseases		Pneumopathies	
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Student \_\_\_\_\_ Course year \_\_\_\_\_ Semester \_\_\_\_\_  
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 Period from \_\_\_\_\_ to \_\_\_\_\_

Hours of ordinary training \_\_\_\_\_ Hours of self-learning/guided study \_\_\_\_\_

FUNCTION	GRADE	E-PLUS
Care		
Organization and teamwork		
Education and self-education		

Date

**LEARNING OUTCOMES RELATED TO THE  
HEALTH CARE**

		<b>GRADE FROM A TO E</b>
	<b>1. Establish a relationship with the patient and the family, adapting communication, taking into account their reactions to the health problem, the treatment and the care settings, without making value judgments</b>	
1° level	1.1 Communicate with the patient and the family through active listening, facilitating the expression of what they live and what they think, without making value judgments.	
	1.2 Give the patient and the family precise and comprehensible information about the planned nursing care.	
2° level	1.3 Recognize the reactions and emotions of the patient and the family in relation to the health problem, the treatment, the life expectancy	
	1.4 Provide the patient with answers appropriate to his condition, his culture, his level of responsiveness.	
	<b>2. Identify the nursing care needs of the patient, evaluate the level of autonomy in relation to the disease, the cure, the diagnostic-therapeutic process, the prognosis, the life project</b>	
1° level	2.1 Identify, through nursing anamnesis, the relevant information on the socio-familiar context, the culture, the history and lifestyle of the patient	
	2.2 Retrieve relevant clinical information from health records	
	2.3 Evaluate, if necessary by specific instruments, the level of autonomy of the patient and the family and their need for help, in relation to the clinical picture, the prognosis and the discharge.	
2° level	2.4 Write diagnostic statements that are consistent with the assessments conducted	
	2.5 Establish care priorities based on the assessments conducted.	
	<b>3. Define care goals and develop a nursing intervention program</b>	
1° level	3.1 Plan standard care interventions to address the patient's needs, taking into account his conditions and the variables of the diagnostic-therapeutic process	
2° level	3.2 Envision the possible improvements in the level of autonomy of the patient, based on his clinical conditions, the prognosis and his potential.	
	3.3 Identify and plan personalized care interventions to address the patient's nursing care needs, also in relation to discharge, taking into consideration the evidence, the available resources and the professional ethical standards	
	3.4 Share, as far as possible, the expected results and the intervention program with the patient and the family	
	<b>4. Implement care interventions adapted to the patient and respecting safety, quality standards and professional ethical standards</b>	

1° level	4.1 Inform the patient on the intervention that will be performed and ask for his consent	
	4.2 Perform the techniques of competence respecting the safety rules and the standards of quality (to be certified on the specific book)	
	4.3 Provide assistance respecting the procedures, the protocols, the safety rules and the professional ethical standard.	
2° level	4.4 Provide personalized care interventions based on the set priorities, sustaining as far as possible the autonomy and the cooperation of the patient and his family.	
	4.5 Identify the difficulties that the patient may face during the nursing activities and implement the necessary adaptations.	
	<b>5. Assess the achievement of care goals, document the assistance and revise the intervention program</b>	
1° level	5.1 Record information in the health records, in a precise and synthetic way, using appropriate language.	
	5.2 Assess the results of the nursing activities	
2° level	5.3 Supervise the reactions and the evolution of the conditions of the patient to detect poor adherence to the interventions and the relative causes	
	5.4 Assess the level of achievement of the agreed care goals.	
	5.5 If necessary, revise the intervention program based on the assessment of the results achieved	
	<b>6. Plan and implement the diagnostic and therapeutic prescriptions</b>	
1° level	6.1 Implement the diagnostic and therapeutic prescriptions using the procedures, the protocols and the technologies	
2° level	6.2 Inform the patient, also in collaboration with the physician and other professionals, on the purpose of the preparation and implementation procedures of diagnostic and therapeutic prescriptions, verifying the level of understanding and the consent.	
	6.3 Plan the activities related to the diagnostic and therapeutic prescriptions in accordance with the set procedures and times, taking into consideration the needs of the assisted person and the variables of the organizational context.	
	<b>7. Monitor the effects of the treatment, note signs and symptoms of possible collateral effects, critical situations or complications and adopt the necessary measures.</b>	
1° level	7.1 Note signs and symptoms of discomfort of the patient related to the treatment.	
2° level	7.2 Note expected effects and adverse reaction, also critical, of the treatments, and any complication that may arise and adopt the necessary measures	

**LEARNING OUTCOMES RELATED TO THE  
ORGANIZATION AND TEAMWORK FUNCTION**

		<b>GRADE FROM A TO E</b>
	<b>8. Organize care activities based on the needs of the assisted person, the specific organizational context and the optimal use of available resources.</b>	
1° level	8.1 Plan and implement his/her own activities taking into consideration the needs of the assisted person and the variables of the organizational context.	
2° level	8.2 Assess the nursing priorities of the patient in his/her care.	
	8.3 Plan his/her own daily work schedule based on the nursing priorities, the resources and the constraints of the organizational context.	
	8.4 Check the carrying out of the programmed activities and revise his/her work schedule if necessary	
	8.5 Identify organizational and procedural problems related to the activities under his/her competence	
	<b>9. Assign to support staff tasks appropriate to their profile, based on the assessment of the complexity of the nursing care that the assisted person requires.</b>	
1° level	9.1 Identify the tasks that can be assigned to support staff, based on the conditions of the assisted person, the nature and the complexity of the nursing activity.	
2° level	9.2 Assign to support staff the programmed activities, in accordance with the protocols and the complexity of the nursing care that the assisted person requires.	
	<b>10. Interact with the members of the team making constructive contributions</b>	
1° level	10.1 Provide information e reflections useful to understand and analyse, with the team, the assistance, ethical and organizational problems	
2° level	10.2 Analyze with the team situations connected to the quality of assistance and find appropriate solutions	

**LEARNING OUTCOMES RELATED TO THE  
TRAINING AND SELF ASSESSMENT FUNCTION**

	<b>11 Self-assess his/her own level of professional competence and his/her formative needs</b>	
1° level	11.1 Self-assess his/her own knowledge in relationship to what is required by the context. Seek for dialogue and exchange with the tutor and consult pertinent scientific literature.	
2° level	11.2 Identify his/her own points of strength and weakness in relationship to the level of competence achieved and in comparison to the expected results and the context	
	<b>12. Engage in self-education activities using the available resources and document the learning path.</b>	



## **Explanatory notes and indications for the use of the document:**

1. The performance descriptors present on the evaluation report are divided in two levels: level 1 refers to the student procedural abilities; level 2 refers to the student decision-making and assessment abilities
2. The performance descriptors of Level 1 are expected to be achieved during the first year internships and in the first internship of the second year. During these internships the student will not therefore be evaluated on the items of level 2. However, in case the student has shown a good performance in some of level 2 descriptors, this will be reported by the tutor in the observations, without attributing a grade. This will allow to guarantee, at the same time, equity in the assessment of the students and to acknowledged the possible superior level of some students that are faster in learning.
3. The performance descriptors of level 2 are expected to be achieved during the following internships, during which the student will be evaluated on all the items, included those listed in Level 1. This is due to the necessity to evaluate the stability in the level of performance already achieved and to take into consideration that, in a different context, the performance of the student may vary, positively or negatively. The student can achieve the highest grades (D and E) on the items of level 2 only if he/she has already achieved them in level 1.
4. The grading system with letters, adopted in the evaluation criteria, induces the evaluator and the evaluate to focus their attention on the level of the performance and not on the traditional grade, expressed on a scale of 30. The minimum grade required to pass the internship is 18/30. Deserving students can receive full marks that will be written in the dedicated column in the grade form (E-PLUS column)
5. To converts letter grades in points on a 1-30 scale, when necessary, use the following:  
A = 6/30 B = 12/30 C = 18/30 D = 24/30 E = 30/30

## **LEVEL OF PERFORMANCE AUTONOMY (1) AND QUALITY IN THE PERFORMANCE (2)**

Excellent E

Good D

Sufficient C

Insufficient B

very insufficient A

Non-assessable NA

(1) "Autonomy in the performance" is defined as the gradual progression of the student from a condition in which direction, guidance, supervision and support are needed, to a condition of "supervised autonomy" where the independence achieved by the student is accompanied by the legitimate, necessary and appropriate demand for guidance and dialogue.

(2) "Quality of the performance" is defined as a combination of some fundamental characteristics of professional behaviour: responsibility, focus on the patient and the situation, accuracy, precision, self-confidence, pro-activeness, desire to learn.

**SECOND STAGE**

Degree Courses in Health Care Professions



DEGREE COURSE IN NURSING

**ASSESSMENT**

**LEARNING IN THE CLINICAL AREA**

Maternal and Child Area		Tumoral diseases	
Accidents		Nephropathies	
Cardiovascular diseases		Pneumopathies	
Cerebrovascular diseases		Health of the elderly	
Diabetic diseases		Mental Health	
Gastroenterological diseases		Health within the home care	
Transmissible diseases			

Student \_\_\_\_\_ Course year \_\_\_\_\_ Semester \_\_\_\_\_  
 Training site \_\_\_\_\_ Operational Unit \_\_\_\_\_  
 Period from \_\_\_\_\_ to \_\_\_\_\_

Hours of ordinary training \_\_\_\_\_ Hours of self-learning/guided study \_\_\_\_\_

FUNCTION	GRADE	E-PLUS
Care		
Organization and teamwork		
Education and self-education		

Date

**LEARNING OUTCOMES RELATED TO THE  
HEALTH CARE**

		<b>GRADE FROM A TO E</b>
	<b>1. Establish a relationship with the patient and the family, adapting communication, taking into account their reactions to the health problem, the treatment and the care settings, without making value judgments</b>	
1° level	1.1 Communicate with the patient and the family through active listening, facilitating the expression of what they live and what they think, without making value judgments.	
	1.2 Give the patient and the family precise and comprehensible information about the planned nursing care.	
2° level	1.3 Recognize the reactions and emotions of the patient and the family in relation to the health problem, the treatment, the life expectancy	
	1.4 Provide the patient with answers appropriate to his condition, his culture, his level of responsiveness.	
	<b>2. Identify the nursing care needs of the patient, evaluate the level of autonomy in relation to the disease, the cure, the diagnostic-therapeutic process, the prognosis, the life project</b>	
1° level	2.1 Identify, through nursing anamnesis, the relevant information on the socio-familiar context, the culture, the history and lifestyle of the patient	
	2.3 Retrieve relevant clinical information from health records	
	2.3 Evaluate, if necessary by specific instruments, the level of autonomy of the patient and the family and their need for help, in relation to the clinical picture, the prognosis and the discharge.	
2° level	2.4 Write diagnostic statements that are consistent with the assessments conducted	
	2.5 Establish care priorities based on the assessments conducted.	
	<b>3. Define care goals and develop a nursing intervention program</b>	
1° level	3.2 Plan standard care interventions to address the patient's needs, taking into account his conditions and the variables of the diagnostic-therapeutic process	
2° level	3.2 Envision the possible improvements in the level of autonomy of the patient, based on his clinical conditions, the prognosis and his potential.	
	3.3 Identify and plan personalized care interventions to address the patient's nursing care needs, also in relation to discharge, taking into consideration the evidence, the available resources and the professional ethical standards	
	3.4 Share, as far as possible, the expected results and the intervention program with the patient and the family	
	<b>4. Implement care interventions adapted to the patient and respecting safety, quality standards and professional ethical standards</b>	
	4.1 Inform the patient on the intervention that will be performed and ask for his consent	

1° level	4.3 Perform the techniques of competence respecting the safety rules and the standards of quality (to be certified on the specific book)	
	4.3 Provide assistance respecting the procedures, the protocols, the safety rules and the professional ethical standard.	
2° level	4.4 Provide personalized care interventions based on the set priorities, sustaining as far as possible the autonomy and the cooperation of the patient and his family.	
	4.5 Identify the difficulties that the patient may face during the nursing activities and implement the necessary adaptations.	
	<b>5. Assess the achievement of care goals, document the assistance and revise the intervention program</b>	
1° level	5.1 Record information in the health records, in a precise and synthetic way, using appropriate language.	
	5.2 Assess the results of the nursing activities	
2° level	5.3 Supervise the reactions and the evolution of the conditions of the patient to detect poor adherence to the interventions and the relative causes	
	5.4 Assess the level of achievement of the agreed care goals.	
	5.5 If necessary, revise the intervention program based on the assessment of the results achieved	
	<b>6. Plan and implement the diagnostic and therapeutic prescriptions</b>	
1° level	6.1 Implement the diagnostic and therapeutic prescriptions using the procedures, the protocols and the technologies	
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1° level	7.1 Note signs and symptoms of discomfort of the patient related to the treatment.	
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**LEARNING OUTCOMES RELATED TO THE ORGANIZATION AND TEAMWORK FUNCTION**

		<b>GRADE FROM A TO E</b>
	<b>8. Organize care activities based on the needs of the assisted person, the specific organizational context and the optimal use of available resources.</b>	
1° level	8.1 Plan and implement his/her own activities taking into consideration the needs of the assisted person and the variables of the organizational context.	
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	<b>10. Interact with the members of the team making constructive contributions</b>	
1° level	10.1 Provide information e reflections useful to understand and analyse, with the team, the assistance, ethical and organizational problems	
2° level	10.2 Analyze with the team situations connected to the quality of assistance and find appropriate solutions	

**LEARNING OUTCOMES RELATED TO THE TRAINING AND SELF ASSESSMENT FUNCTION**

	<b>11 Self-assess his/her own level of professional competence and his/her formative needs</b>	
1° level	11.1 Self-assess his/her own knowledge in relationship to what is required by the context. Seek for dialogue and exchange with the tutor and consult pertinent scientific literature.	
2° level	11.3 Identify his/her own points of strength and weakness in relationship to the level of competence achieved and in comparison to the expected results and the context	
	<b>12. Engage in self-education activities using the available resources and document the learning path.</b>	



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## **LEVEL OF PERFORMANCE AUTONOMY (1) AND QUALITY IN THE PERFORMANCE (2)**

Excellent E

Good D

Sufficient C

Insufficient B

very insufficient A

Non-assessable NA

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**THIRD STAGE**

Degree Courses in Health Care Professions



DEGREE COURSE IN NURSING

**ASSESSMENT**

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Transmissible diseases			

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Hours of ordinary training \_\_\_\_\_ Hours of self-learning/guided study \_\_\_\_\_

FUNCTION	GRADE	E-PLUS
Care		
Organization and teamwork		
Education and self-education		

Date

**LEARNING OUTCOMES RELATED TO THE  
HEALTH CARE**

		<b>GRADE FROM A TO E</b>
	<b>1. Establish a relationship with the patient and the family, adapting communication, taking into account their reactions to the health problem, the treatment and the care settings, without making value judgments</b>	
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**LEARNING OUTCOMES RELATED TO THE  
ORGANIZATION AND TEAMWORK FUNCTION**

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**LEARNING OUTCOMES RELATED TO THE  
TRAINING AND SELF ASSESSMENT FUNCTION**

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## **LEVEL OF PERFORMANCE AUTONOMY (1) AND QUALITY IN THE PERFORMANCE (2)**

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very insufficient A

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(1) "Autonomy in the performance" is defined as the gradual progression of the student from a condition in which direction, guidance, supervision and support are needed, to a condition of "supervised autonomy" where the independence achieved by the student is accompanied by the legitimate, necessary and appropriate demand for guidance and dialogue.

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