Welcome to the School of Nursing, Midwifery and Health Systems
Overview

- The Graduate School Office - how we can support you
- Registration, UCARD, Parking, GradsConnect
- Information available online
- UCD Regulations
- Disability support
- What’s happening next

Graduate Orientation Day | Thursday, 1st September 2016
# Graduate School Office

## Who we are

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marie O’Flanagan</td>
<td>C1.29</td>
<td>716 6432</td>
<td><a href="mailto:Marie.oflanagan@ucd.ie">Marie.oflanagan@ucd.ie</a></td>
</tr>
<tr>
<td>Bernadette Manley</td>
<td>B2.13</td>
<td>716 6499</td>
<td><a href="mailto:Bernadette.manley@ucd.ie">Bernadette.manley@ucd.ie</a></td>
</tr>
<tr>
<td>Nicola Berry</td>
<td>B1.05</td>
<td>716 6409</td>
<td><a href="mailto:Nicola.berry@ucd.ie">Nicola.berry@ucd.ie</a></td>
</tr>
<tr>
<td>Lucia Suchorova</td>
<td>B1.05</td>
<td>716 6448</td>
<td><a href="mailto:Lucia.suchorova@ucd.ie">Lucia.suchorova@ucd.ie</a></td>
</tr>
<tr>
<td>Anne Waters</td>
<td>B1.05</td>
<td>716 6491</td>
<td>An <a href="mailto:nef.waters@ucd.ie">nef.waters@ucd.ie</a></td>
</tr>
<tr>
<td>Alex Price</td>
<td>B1.05</td>
<td>716 6490</td>
<td><a href="mailto:Alexandra.price@ucd.ie">Alexandra.price@ucd.ie</a></td>
</tr>
</tbody>
</table>

**Programme Office Director:** Suzanne Kealy

www.nmhs.ucd.ie/contact-us
Graduate School Office
How we can support you

- Your Programme Administrator can help with any queries
- Advice on Fees, Registration, Regulations, Extenuating Circumstances, Leave of Absence
- Come and talk to us. If we can’t help, we’ll put you in contact with someone who can

www.nmhs.ucd.ie/contact-us
Registration
What you need to know

- Lots of information online
  www.ucd.ie/students

- Help is available - Registration Lab, A105, Newman Building
  5-16 Sept

- Registration closes 30th Sept – so make sure you complete your registration

www.ucd.ie/students/registration
UCARD
Your campus smartcard

- It’s your official ID – you must have it with you for your exams
- You can use in UCD shops, restaurants, access to Library, Residences, Sport & Fitness
- Don’t forget to upload your photo!

More information at www.ucd.ie/ucard
Parking in UCD
Permits required

- Parking is very limited in UCD so try to arrive early
- Apply for a permit online ucdestates.ie/commuting
- €50 for academic year or €25 per semester
- Visitor parking €1 per hour capped at €3 per day

More information at ucdestates.ie/commuting
GradsConnect Event
Welcome reception for Graduate Students

GradsConnect Event | Tuesday, 20th September 4.00-5.30pm | O’Reilly Hall

More information at www.ucd.ie/graduatestudies
Online information

- Key dates
- Student Services
- Fees and Registration
- Exams information

Visit www.ucd.ie/students
Information booklet for new Graduate Students

Download your copy at www.ucd.ie/students/newstudents
School website www.nmhs.ucd.ie

- News and events
- Information for current students
- Information about programmes, campus life
- Online resources
- Contact details for staff and faculty
IT Services

WELCOME TO UCD!

www.ucd.ie/itservices
UCD Policies & Regulations

- Academic Regulations
  www.ucd.ie/registry/academicsecretariat/asug/
- Plagiarism Policy
- Respect and Dignity Policy
- Student Code
- Exam Regulations

www.ucd.ie/students/services.html
Disability Support

- Supports in place for students with a disability
- UCD – Access & Lifelong Learning team
- Disability team here in the School
- Lots of information online

www.ucd.ie/all/supports
Like us on Facebook
News, events and updates

facebook.com/UcdSchoolOfNursingMidwiferyAndHealthSystems
twitter.com/ucdsnmhs/
facebook.com/MidwiferyUCD/
twitter.com/ucdmidwifery/

#helloUCD

www.ucd.ie/social-media
#helloUCD

www.nmhs.ucd.ie/current-students
Welcome to Graduate Nursing Students 2016
By
Diarmuid Stokes
What we will cover

• How to get support from UCD Library

• OneSearch at UCD Library (books, Journals)

• Accessing electronic resources

• Referencing and EndNote Online
Most of our materials are held on the open shelves in our libraries or in stores and can be borrowed. The number of items you can have on loan at one time varies. Users should avail of the Self-Service stations to issue and return items. Items may be recalled earlier than their original due date if requested by another reader.

How many books can I borrow from the different collections?

<table>
<thead>
<tr>
<th>Reader categories</th>
<th>Long Loan</th>
<th>Short Loan and 4-Hour Loan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Schools / Adult Education</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Duration</td>
<td>14 Days</td>
<td>48 Hours (Short Loan) or 4 Hour Loan</td>
</tr>
<tr>
<td>Postgraduates</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Duration</td>
<td>60 Days</td>
<td>7 Days</td>
</tr>
<tr>
<td>Permanent Academic and Administrative Staff</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Duration</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
OneSearch
Subject Guides

OneSearch

Find Information
- Books, journals, databases, collections and more

Using the Library
- Services, policies, borrowing and admission information

Supporting You
- Courses, guides & help for students, lecturers, researchers

News & Publicity
- Latest news, publications and activities in the Library

Access Your Library Subject Guide

Opening Hours Today
- James Joyce Library
  - Closed
- Level 1 Service Desk
  - Closed
- Health Sciences Library
  - Closed
- Veterinary Medicine Library
  - Closed
- Richview Library
  - Closed
- Blackrock Library
  - Closed

Welcome New Students!
<table>
<thead>
<tr>
<th>Agriculture &amp; Food Science</th>
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<tbody>
<tr>
<td>Applied Social Science</td>
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<tr>
<td>Archaeology</td>
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<tr>
<td>Architecture and Landscape Architecture</td>
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<tr>
<td>Art History, Cultural Policy &amp; Classics</td>
</tr>
<tr>
<td>Bibliometrics</td>
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<tr>
<td>Biology &amp; Environmental Science</td>
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<tr>
<td>Biomolecular and Biomedical Science</td>
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<tr>
<td>Biosystems Engineering</td>
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<tr>
<td>Business</td>
</tr>
<tr>
<td>Chemical and Bioprocess Engineering</td>
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<tr>
<td>Chemistry and Chemical Biology</td>
</tr>
<tr>
<td>Computer Science and Informatics</td>
</tr>
<tr>
<td>Economics</td>
</tr>
<tr>
<td>Languages, Literatures &amp; Linguistics</td>
</tr>
<tr>
<td>Law</td>
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<tr>
<td>Map Collections at UCD and on the Web</td>
</tr>
<tr>
<td>Mathematical Sciences</td>
</tr>
<tr>
<td>Medicine and Medical Science</td>
</tr>
<tr>
<td>Music</td>
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<tr>
<td>Nursing, Midwifery and Health Systems</td>
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<tr>
<td>Occupational Safety Health and Environment</td>
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<tr>
<td>ORCID</td>
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<tr>
<td>Philosophy</td>
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<tr>
<td>Physics</td>
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<tr>
<td>Physiotherapy</td>
</tr>
<tr>
<td>Planning &amp; Environmental Policy</td>
</tr>
<tr>
<td>Politics &amp; International Relations</td>
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</tbody>
</table>
OneSearch
How to Filter

**Book/eBook + Full Text Online = ebooks**

**Book/eBook + Library Catalogue = Print books**

**Journal Article + Full Text Online = ?**

**Book/eBook + EJH Text Catalogue = eBio books**
Other Filters
Finding Journals

If you know the Title of the Journal Search OneSearch & Use Journal / eJournal filter

If you want to see what journals are available for your subject use our listing of Journals by title and subject
Clinical Endocrinology (106)
Clinical Immunology (125)
Connective Tissue Diseases (1)
Dermatology (82)
Diseases by Body Region (15)
Emergency Medicine (62)
Gastroenterology (142)
Geriatrics (80)
Gynecology & Obstetrics (177)
Hematologic Diseases (87)
History of Medicine (46)
Industrial Medicine (42)
Infectious Diseases (81)
Internal Medicine (93)
Medical & Biomedical Informatics (45)
Medical Education (37)
Medical Ethics & Philosophy (42)
Medical Professional Practice (65)
Medical Research (115)
Medical Technology (22)
Medicine - General (873)
Metabolic & Nutritional Diseases (23)
Military & Naval Medicine (9)
Musculoskeletal System Diseases (66)
Neurology (356)
Oncology (295)
Ophthalmology & Optometry (132)
Otorhinolaryngology (77)
Palliative Care (16)
Pathology (208)
Pediatrics (248)
Radiology, MRI, Ultrasoundography & Medical Physics (188)
Respiratory System Diseases (62)
Sports Medicine (49)
Transportation Medicine & Physiology (3)
Tropical & Arctic Medicine (20)
Urology & Nephrology (197)
Urology & Nephrology (197)
Nursing (300)
Occupational Therapy & Rehabilitation (60)
Pharmacy Therapeutics & Pharmacology (491)
Finding Databases

If you know the Title of the databases search OneSearch & Use Database filter

If you want to see what Databases are available for your subject use our listing of databases by title and subject
Electronic Resources

Database Search
Type the name of the database you want, then click Submit Search.

Search for:

Search in the:
View Entire Collection

Submit Search

Search databases by subject
Select a subject and click Submit Subject Search.

Search for:
Agriculture

Submit Subject Search

Alphabetical list of database titles
A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | All titles
<table>
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<th></th>
<th>Resource Name</th>
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<th>View Resource Record</th>
</tr>
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<tr>
<td>1</td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>Allen Press Miscellaneous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>American College of Physicians-ASIM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>American Medical Association Journals</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>Annual Reviews Journals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>ANTE: Abstracts in New Technologies and Engineering (Proquest)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Biological Sciences Abstracts (Proquest)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>BioMed Central Journals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>BIOSIS Citation Index (Web of Science)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How to access article if the link doesn’t work

1. Search OneSearch By title of article and if that doesn’t work by title of journal.

2. Search Google Scholar. There are free versions of articles available.

3. Check to see if another library has it. If you know somebody there ask them to send it on or go visit it.

4. Email the author/s. Maybe they’ll share it

5. Use our inter library loan scheme. It’ll cost you €6

6. Buy it from the publisher. It will cost you a lot more than €6
Referencing and Citing
Why it’s important

- It’s part of academic writing – academic research builds on existing knowledge.
- Shows that you’ve read, understood, and can use other researchers’ observations.
- Supports your discussion and arguments
- Gets you better marks!
- Enables others to find your references
- Avoids plagiarism:
  - passing off someone else’s writing, ideas or research as your own.
Support in UCD Library

Academic Integrity - Referencing, Citation & Avoiding Plagiarism: Academic Integrity

This guide explains what referencing and citation is and how to use the APA, Chicago, Harvard, MLA and Vancouver Styles. It includes a short interactive tutorial on each style.

Academic Integrity - what is it?

"The University upholds the principle of academic integrity, whereby appropriate acknowledgement is given to the contributions of others in any work..." (Academic Secretariat UCD Registry, 2005, p. 2). Students, researchers and staff achieve academic integrity through sound academic writing, avoiding plagiarism, and appropriate referencing and citation.

Reference


Academic Integrity Guide - what it covers

http://libguides.ucd.ie/academicintegrity
EndNote

• EndNote is a reference management tool which allows you to:
  • Gather, store and manage and share references
  • Add references manually, from databases and other sources
  • Insert citations and create bibliographies using *Cite While You Write* in Microsoft Word
http://libguides.ucd.ie/endnote
Endnote training for Graduate Nursing students

- Monday, 12th September 12-1pm
- Monday, 19th September 2-3pm
- Monday, 26th September 12-1pm
- Monday, 17th October 2-3pm
- Monday, 13th February 2-3pm

All sessions in Room D111 In the health Sciences Library.

Book online here
Welcome to UCD Library!

Based in five locations, we provide access to a large range of print and electronic resources.

We have a great range of services to support your studies, such as our group study rooms, which you can book online, and our self-service laptop loans (in the James Joyce Library).

Getting to know the Library will ensure you get the most out of our services and resources.

Just click on the tabs at the left to find out more!
LIFE’S GREAT QUESTIONS

Who?
How?
Which?
Why?
When?
What’s for dinner?

Any Questions?
Contact Details

College Liaison Librarian
Díarmuid Stokes
+353 (0)1 716 7690
Email
Send a Query

Useful Links
- Nursing, Midwifery and Health Systems Databases
- Nursing Midwifery and Health Systems Journals
- SNMH Referencing Guidelines (doc)
Citation:

Approaching a Literature Review
Where do you currently look for information?
Searching Effectively

• Take time to think about what you are looking for before beginning.

• Successful Search
  • Removes irrelevant references
  • Manageable number of highly relevant references
  • Keep a research diary
## Keep a Search Log helps with literature review

<table>
<thead>
<tr>
<th>Search String (terms)</th>
<th>Database searched</th>
<th>Limits Applied</th>
<th>Date searched</th>
<th>No. of Hits</th>
<th>Articles you reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurs* and competence and care            Nurs* and best practice and care</td>
<td>Cinahl Plus</td>
<td>Peer reviewed journals only</td>
<td>12.10.2010</td>
<td>421</td>
<td>10</td>
</tr>
<tr>
<td>Nurses or nursing or nurse and competence and care</td>
<td>PubMed</td>
<td>Published in the last 5 years</td>
<td>13.10.2010</td>
<td>252</td>
<td>6</td>
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<tr>
<td>Nurs* and clinical competence and care Nurs* and competence and care Nurs* and</td>
<td>Science Direct</td>
<td>Nursing and health professions records only</td>
<td>14.10.2010</td>
<td>24</td>
<td>2</td>
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<tr>
<td>health care</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
How to approach your topic

• Start general & move on to specific

• If you have identified a key article make the most of it
  – Use the bibliography
  – Cited reference search
  – Look for it in a database and see how it’s described

• Choose the most appropriate source for your topic

• Search techniques are transferable
  – Google Scholar
  – Databases like PubMed
  – OneSearch
1. Define the question or problem

2. Choose the appropriate database or resource for your topic

3. Formulate Search strategy

4. Perform the search

5. Evaluate the results

6. Good results = use the data
   Bad = revise search

Defining Your Topic

• Form your question
• Is it multidisciplinary?
• What level of information do you need?
• Identify
  • main concepts
  • Keywords
  • Synonyms
  • Acronyms
  • Alternative spellings
Determine your resources
Where are you going to look?

Primary sources are original materials that have not been altered or distorted in any way. They present original thinking, report a discovery or share new information e.g. Journal Article.

Secondary sources are interpretations and evaluations of Primary Sources. They are not evidence, but rather commentary on and discussion of evidence e.g. Textbooks.

Tertiary sources consist of information that is a distillation of Primary and Secondary sources and are the normal starting point when introduced to a topic e.g. Dictionaries and Encyclopedias.
Determine your resources
What the library can offer....

• Reference Material i.e dictionaries and encyclopedias. Good for definitions, keywords and broad overviews keywords)

• Search OneSearch for books/ebooks for more focused overviews

• Articles – OneSearch, Databases, E-journals, Print Journals for original research

• Theses, online newspapers, reports and grey literature
**Question:**
Explore challenges nurses face dealing with children with asthma

<table>
<thead>
<tr>
<th>Nurse</th>
<th>Challenges</th>
<th>Children</th>
<th>Asthma</th>
</tr>
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<tbody>
<tr>
<td>Nurse</td>
<td>difficulties</td>
<td>Child</td>
<td>Asthmatic patients</td>
</tr>
<tr>
<td>Nursing</td>
<td>issues</td>
<td>1-8 year olds</td>
<td>Breathing disorders</td>
</tr>
<tr>
<td>Nurses</td>
<td>challenge</td>
<td>toddler</td>
<td>Respiratory disorders</td>
</tr>
<tr>
<td></td>
<td>coping</td>
<td>infant</td>
<td>Childhood asthma</td>
</tr>
<tr>
<td></td>
<td>stress</td>
<td>Pediatric or paediatric asthmatics</td>
<td></td>
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</tbody>
</table>
Search Techniques
Search Techniques

• Phrase Searching
• Boolean Operators
• Thesaurus/ Controlled vocabulary
• Truncation
• Wildcard
• Field Searching
• Limits
Boolean Logic

**AND**
- Children
- Nursing

Both terms
Narrow

**OR**
- Child
- Infant

Either term
Broaden

**NOT**
- Children
- Asthma

Just one term
Exclude
Phrase Search

Searches for terms as a concept where they appear adjacent to each other

“pediatric nursing”

Narrows your search
Proximity Searching

Use to find records where the terms searched for are within a specified number of words of each other in either direction.

For example, "Children adj3 Nursing" will retrieve records where Children and Nursing appear within 3 words of each other in any order.

Narrows your search.
Truncation

Takes the root of a word and looks for all possible endings
Nurs*

Results = Nurse OR Nurses OR Nursing

Broadens your search
Alternative Spellings/Wildcard

• colour or color
• centre or center
• licence or license
• Labour or Labor

Try Colo?r

Broadens your search
Field Searching

• Search for a keyword in a particular area or field of the record

  • Abstract field
  • Title field
  • Keyword field
  • Bibliography
  • Full text

Narrows your search
A controlled vocabulary is an organized arrangement of words and phrases used to index content and provides a consistent way of retrieving information that may use different terminology for the same concept.

In Pubmed MeSH is the structure used to agree a term for a concept.

For example in PubMed the approved term for Children is Child.
Alternative Terms

Using Thesaurii to find alternative words will help you retrieve more results.

Think of other words you could use for Diabetes & then use these in searching...

Broadens your search
Limits

Limits helps you to exclude information from your results before you even search.

Defining your topic can help you identify some limits.

Types of limits include Language, Date, Type of material.

Narrows your search

This photo, “15 Speed Limit Sign” is copyright (c) 2005 Vlasta Juricek (CC BY-NC-SA 2.0)
Introduction to Databases
Databases Vs E-Journals

• When to use databases
  • To find a selection of articles on one subject from many journals

• When to use an electronic Journal
  • To find a specific article in a specific journal
Database Searching – hands on

Pubmed
ABI/Inform
Google Scholar
Evaluating information critically

When looking at the information Source examine;

- Author
- Date
- Title of Journal
- Publisher
- Edition
CARP

- **Currency** - How old is the information? When was it last updated?
- **Authority** - Who is the author / site creator? What is their background? Is the article published in a scholarly/peer reviewed journal?
- **Relevance** - Is this what I need? Will it answer my question? Is it at the right level?
- **Purpose** - What is the purpose of the information e.g. financial gain, propaganda, academic, etc.
Would you cite this webpage? 

Pediatric nursing

From Wikipedia, the free encyclopedia

Pediatrics comes from the Greek words 'ped' which means child, 'iatr' which means treatment and 'ics' which means branch of science. This means Pediatric nursing is the science of child care and scientific treatment of childhood. This branch of medical science deals with the care of children from conception to adolescence in healthcare.1

Contents [hide]
1 What is Pediatrics?
2 History
3 Training in the United States and Australia
4 neonatal Care
   4.1 Direct nursing care
   4.2 Patient education
   4.3 Patient Advocacy
5 Specialization Areas
   5.1 Pediatric Emergency Nurse
   5.2 Neonatal Nursing
6 Goals
7 References

What is Pediatrics? [edit]

A pediatric nurse is a nursing field which mainly works in the field of pediatrics. Pediatric nursing help provide healthcare and medical care for young children from when they are first born until they are teenagers. People seem to think children are just small adults, this could not be more wrong especially when it comes to the changes in their bodies and health. Because children's bodies are still growing and developing they need different things than an adult body does. A healthy mind, a healthy body and proper health care is very important in children. By having regular check-ups for growth and development, and taking care of any illnesses or issues that arise, pediatric nurses and doctors can help children grow up strong and healthy. For anyone considering a career as a pediatric nurse, you should remember that it takes a certain type of person to be one. Pediatric nurses need to have great interpersonal skills, be able to communicate well with all different aged people and be happy and cheerful. Above this you should have a major interest in children and a solid understanding of the common health issues in children.1

Pediatrics is the United States spelling and Paediatrics is the British/Australian spelling.
How to access article if the link doesn’t work

1. Search OneSearch By title of article and if that doesn’t work by title of journal.

2. Search Google Scholar. There are free versions of articles available.

3. Check to see if another library has it. If you know somebody there ask them to send it on or go visit it.

4. Email the author/s. Maybe they’ll share it

5. Use our inter library loan scheme. It’ll cost you €6

6. Buy it from the publisher. It will cost you a lot more than €6
Outline

- Definitions
- Aim of the CCAT
- Criteria for Assessors
- Domains of Competence
- Preparation for and completion of CCAT
- Timelines for completion
Definitions

- Competence is understood 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 or registered midwife (NMBI, 2015)

- Domains of competence: represent a broad enabling framework to facilitate the assessment of … nurse/midwife’s clinical practice (NMBI, 2015)
Definitions
(NDNM, 2010)

• A competency:
  – describes what is observed when a RN/RM combines knowledge, skills, attitudes and judgment to perform role-relevant tasks
  – Often written as a short descriptive statement called a competency statement

• Behavioural indicators:
  – the detailed and working part of an individual competency
  – a set of observable behaviours that indicate that the RN/RM has the knowledge, skills, attitudes, values and professional judgment required for effective performance of the competency identified
The aim of this assessment tool is to facilitate the assessment process and to enable the student to demonstrate her/his knowledge, skills and understanding of specialist theory and practice.

The assessment tool is used to record the student’s level of competence in the domains identified.

Primary aim: integrate theory and practice.
Aim of CCAT

- The tool provides a structured framework that guides student learning and feedback throughout their specialist clinical practice modules.

- The student may also be required to complete programme specific clinical/theoretical outcomes which will need to be presented as evidence for this assessment.

- Functions as a formal assessment of the Clinical Practicum Modules with a Pass/Fail outcome.
Criteria for Assessors

• Assessments will be undertaken by clinical co-ordinators/clinical facilitators (CF)/CNMs/staff nurses
  – who show a willingness to accept the responsibilities of the role in collaboration with the programme director
  – Should an assessor be unavailable in the student’s clinical area, that student will be required to attend a designated clinical site for assessment, for a period of time negotiated with the programme director (UCD)
  – It is preferable that the same assessor undertake all 3 assessments with the student
Criteria for Assessors

Assessors must:

- Be nominated by the student in collaboration with the programme director (UCD)
- Be registered nurses with professional qualifications appropriate to the programme being examined and/or have at least two years post registration experience in area of clinical practice appropriate to the programme being examined
- Attend the assessor’s information session and/or make contact with the relevant programme director (UCD) prior to commencing the assessment process
5 Domains of Competence

1. Professional/Ethical practice
2. Interpersonal relationships
3. Practical and technical skills utilising a holistic approach to care
4. Clinical decision-making and critical thinking Skills
5. Organisation and management of care

To assess competency in each domain, students have to produce evidence of their expertise.
10.0 Quality, Safety and Leadership Learning Object

It is a requirement of this module that the student must engage with the three concepts of Quality, Safety and Leadership utilising the Comprehensive Unit-based Safety Programme (CUSP) toolkit.

Criteria for Students

- The student must demonstrate engagement with the Quality, Safety and Leadership learning object utilising the Comprehensive Unit-based Safety Program (CUSP Toolkit, 2014).
- The student must liaise with her/his nominated assessor in the selection of an episode of care before completing the reflective exercise.

The student has demonstrated engagement with the Quality, Safety and Leadership learning object utilising the Comprehensive Unit-based Safety Program (CUSP Toolkit, 2014).

<table>
<thead>
<tr>
<th>Signed Clinical Assessor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signed Student</td>
<td>Date</td>
</tr>
</tbody>
</table>
Student Learning Needs

• Prior to each meeting, Student must have identified learning needs appropriate to each domain (5) complete the relevant pages

• Discuss with Assessor – please be specific

Programme specific outcomes should be consulted when considering your learning needs
### Student Learning Needs

<table>
<thead>
<tr>
<th>Meeting One</th>
<th>Student Identified Learning Needs</th>
<th>Assessor’s Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
<td></td>
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</tbody>
</table>

Need to have completed prior to 1\textsuperscript{st} meeting with assessor (October/November)

<table>
<thead>
<tr>
<th>Meeting Two</th>
<th>Student Identified Learning Needs</th>
<th>Assessor’s Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
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</tbody>
</table>

Need to have completed prior to 2\textsuperscript{nd} meeting with assessor (January)

<table>
<thead>
<tr>
<th>Meeting Three</th>
<th>Student Identified Learning Needs</th>
<th>Assessor’s Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
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</tbody>
</table>

Need to have completed prior to 3\textsuperscript{rd} meeting with assessor (April)
Student Learning Needs Examples

1. Professional /Ethical practice: need to update myself on the new protocol for ...on the Code (NMBI, 2014), new Scope of Practice (2015), legislation

2. Interpersonal relationships: need to improve communication with the MDT ... engage more with consultants

3. Practical and technical skills utilising a holistic approach to care: To become competent in the safe administration of cytotoxic chemotherapy

4. Clinical decision-making and Critical Thinking Skills: Critique and utilise relevant research ...(e.g.)

5. Organisation and management of care: Need to become more familiar with supports for patients within/outside hospital ... aim to be as specific as possible
1. Professional /Ethical practice

1. Practices in accordance with legislation affecting nursing practice
   1. Indicators: Code*, policies, CPGs, advocacy
2. Demonstrates appropriate professional behaviour
   1. Indicators: Adheres to Code*, local policies
3. Practices within limits of own competence and takes steps to develop own competence
   1. Indicators: Determines own scope of practice utilising the principles in Scope of Practice**
4. Acts to enhance prof. development of self /others
   1. Indicators: Commitment to learning, teaching

*Code of Professional Conduct, 2014, ** Scope of Nursing and Midwifery Practice Framework, 2015
2. Interpersonal relationships

1. Demonstrates the ability to communicate **effectively** in writing
   1. Indicators: **accurate, clear and current records**
      maintains client confidentiality

2. Demonstrates the ability to communicate **effectively** verbally (with patients/families and colleagues)
   1. Indicators: e.g. **clear, accurate verbal reports**

3. Demonstrates the ability to communicate **effectively** with the multidisciplinary team
   1. Indicators: **establishes and maintains collaborative relationships with colleagues,**
      **formulates collaborative plan of care**
3. Practical and technical skills utilising a holistic approach to care

1. Performs nursing care accurately and safely utilising a holistic approach to care

   Indicators: Demonstrates application of prior learning and experience in the acquisition and performance of skills
   Conducts systematic holistic assessment
   Plans and implements care to achieve identified outcomes
   Evaluates progress toward expected outcome
   Accurately measures, analyses, interprets, and records clinical observations
   Maintains a safe environment
4. Clinical Decision-making and Critical Thinking Skills

1. Demonstrates effective clinical decision-making
   1. Indicators: Structured approach, cues, etc.

2. Demonstrates effective critical thinking
   1. Indicators: Uses relevant knowledge/research, thoughtful questioning attitude

3. Values research in contributing to development in nursing and improved standards of care
   1. Indicators: Applies research to clinical practice

4. Reflects on and appraises practice
   1. Indicators: Critically evaluates CP using a recognised framework
5. Organisation and management of care

1. Demonstrates an ability to plan, lead, organise and co-ordinate the nursing care of individuals/groups
   1. Indicators: Contributes to overall goal/mission of healthcare institution; Aware of legal, social, political and cultural issues which impact on the provision of health care; Delegates appropriately

2. Facilitates the co-ordination of care
   1. Indicators: Works with all team members to ensure that client care is appropriate, effective and consistent
## 1.1.3 Achievement Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Standard</th>
<th>Quality Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice</td>
<td>Safe, accurate and effective performance with constant supervision</td>
<td>- Skilful in some aspects but lacks coordination.</td>
</tr>
<tr>
<td>(N)</td>
<td></td>
<td>- Displays limited confidence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Spends considerable time in achieving learning outcomes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Occasionally able to focus on the patient, but concentrates on skills</td>
</tr>
<tr>
<td>Advanced</td>
<td>Safe, accurate and effective performance with appropriate supervision</td>
<td>- Skilful and co-ordinated performance in some aspects of care.</td>
</tr>
<tr>
<td>Beginner</td>
<td></td>
<td>- Displays some degree of confidence.</td>
</tr>
<tr>
<td>(AB)</td>
<td></td>
<td>- Spends excess time in achieving outcomes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Focuses on patient but is distracted when skill is more complex.</td>
</tr>
<tr>
<td>Competent</td>
<td>Safe, accurate and effective performance without the need for direct supervision</td>
<td>- Skilful and co-ordinated performance.</td>
</tr>
<tr>
<td>(C)</td>
<td></td>
<td>- Displays increasing confidence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Economical, effective and efficient use of time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Able to focus primarily on the patient.</td>
</tr>
<tr>
<td>Proficient</td>
<td>Safe, accurate and effective performance without the need for supervision</td>
<td>- Skilful and co-ordinated performance.</td>
</tr>
<tr>
<td>(P)</td>
<td></td>
<td>- Has the ability to problem solve and engage in discriminate thinking</td>
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<td></td>
<td></td>
<td>- More holistic understanding and improved decision making</td>
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<td></td>
<td></td>
<td>- Learns from experience what typical events to expect in a given situation and how plans need to be modified in response to these events</td>
</tr>
<tr>
<td>Expert</td>
<td>Safe, accurate and effective performance without the need for supervision</td>
<td>- Skilful and co-ordinated performance.</td>
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<tr>
<td>(E)</td>
<td></td>
<td>- Intuitive grasp of situations without the need for extensive consideration of a wide range of alternative ineffective diagnoses or solutions</td>
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<tr>
<td></td>
<td></td>
<td>- Is able to recognise patterns and quickly make decisions</td>
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</table>
For successful completion of the programme

• Although some students may attain higher levels of achievement, all students should be deemed at least ‘competent’ in all indicators of all sub-domains of all domains by the third assessment.

• The level of achievement (N, AB, C, P, E) must be individually recorded for all indicators (i.e. not AB-C) or “√”

• Must achieve the clinical learning outcomes (where required) and have them signed by the assessor.
### Clinical Competence Assessment Tool

<table>
<thead>
<tr>
<th>Domain of Competence</th>
<th>Sub-Domain</th>
<th>Indicator</th>
<th>Level of Achievement Assessment</th>
</tr>
</thead>
</table>
| 1. Professional/Ethical Practice | - Practices in accordance with legislation affecting nursing practice  
- Demonstrates appropriate professional behaviour  | - Demonstrates knowledge of contemporary ethical issues, including their impact on nursing & engages effectively in ethical decision-making in accordance with the Code of Professional Conduct  
- Implements the philosophies, policies, protocols & clinical guidelines of the department within the health care institution  
- Responds appropriately to instances of unsafe or unprofessional practice  
- Integrates knowledge of rights and serves as an advocate for clients & groups in the health care setting  
- Practices in a way that acknowledges the differences in beliefs & cultural practices of individuals / groups / communities  
- Adheres to the Code of Professional Conduct  
- Adheres to the Policies of the local Health Care Institution  | One: AB  
Two: AB  
Three: C  |

A LEVEL IS NOTED AGAINST EACH INDICATOR AT EACH ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Date:</th>
<th>Assessment 2</th>
<th>Date:</th>
<th>Assessment 3</th>
<th>Date:</th>
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<tr>
<td>Student</td>
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<td>Student</td>
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</table>

Verified that all documentation is complete following Assessment 3

Programme Co-Ordinator (UCD) Date:
### Domain of Competence: Professional / Ethical Practice

- Practices in accordance with legislation affecting nursing practice
- Demonstrates appropriate professional behaviour
- Demonstrates knowledge of contemporary ethical issues impinging on nursing & engages effectively in ethical decision-making in accordance with the Code of Professional Conduct
- Implements the philosophies, policies, protocols & clinical guidelines of the department within the health care institution
- Responds appropriately to instances of unsafe or unprofessional practice
- Integrates knowledge of rights and serves as an advocate for clients & groups in the health care setting
- Practices in a way that acknowledges the differences in beliefs & cultural practices of individuals / groups / communities
- Adheres to Code of Professional Conduct
- Adheres to the Policies of the local Health Care Institution

### Level of Achievement Assessment

<table>
<thead>
<tr>
<th>One</th>
<th>Two</th>
<th>Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>AB</td>
<td>C</td>
</tr>
</tbody>
</table>

This will be handed back and will need to be resubmitted!
Important Points

• All clinical documents should be completed using pen rather than pencil.

• Students need to ensure to co-sign and that all content including signature are legible and clear
Supportive Action Plan

• At any stage in the assessment process, a supportive action plan can be formulated using the pro-forma provided at the end of the document to assist the student to attain the desired level of competence prior to the next assessment.

• An Action Plan will normally be formulated within three weeks, in the event of the student not having reached the required standard of competence.
Assessment of progress

• CCAT will be taken up by programme director on the last day of class in Semester 1

• First Assessment should be completed and signed off

________________________________________

Students who have not attained the required level of Competence by Formal Assessment Three will be submitted as a fail mark in the Clinical Practicum Module to the Exam Board

→ Need to repeat the assessment using new copy of CCAT and a Supportive Action Plan will be initiated under the direction of UCD programme director
Important Points

- Student’s responsibility to approach Assessor to discuss the arrangements for the 3 assessments

- First Assessment around **October/November**
  Second Assessment in **January**

Third Assessment by the beginning of the second semester examinations period - **April**

- Plan meetings earlier rather than later in anticipation of unexpected issues that may arise
Contact

- Students and/or Assessors may contact the relevant programme director in UCD at any time if clarification is required.

- It is better to identify and address problems/issues early on in the process.

- Any Questions?
- Thank you
Resources

• HSELand Learning Programmes

• Nursing and Midwifery Board of Ireland (NMBI)
  – [http://www.nursingboard.ie](http://www.nursingboard.ie)
  – Current publications
  – NMBI Ezine
Acknowledgements

• Thank you to all assessors for undertaking the role of assessing students on the UCD Graduate Diploma in Nursing Studies programmes

• The CCAT document was developed by UCD colleagues in partnership with clinicians in MMUH, SVUH, OLH, OLCH, The National Rehabilitation Hospital, The Children’s University Hospital
Bibliography


• Nursing and Midwifery Board of Ireland (NMBI) (2015) *Scope of Nursing and Midwifery Framework*. Nursing and Midwifery Board of Ireland, Dublin.

• NMBI (2003) Guidelines on the key points that may be considered when developing a quality clinical learning environment. NMBI, Dublin, Ireland.
• NMBI (2014) Code of professional conduct and ethics for registered nurses and registered midwives, NMBI, Dublin.