

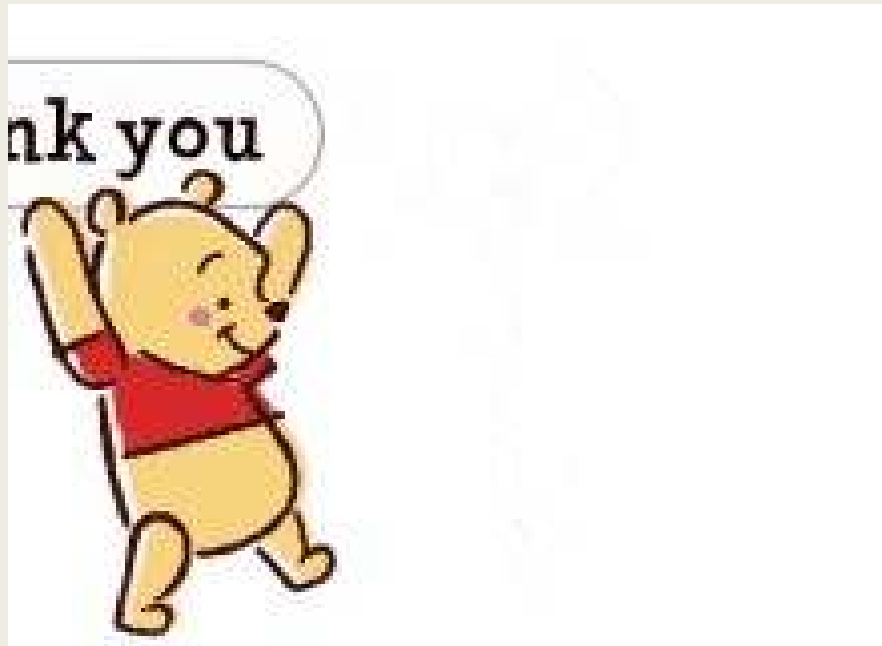


INTEGRATION OF EVALUATION IN LEARNING

Practical Training in the *Health, Assistance and
Nursing* Vocational Education Program

First of all....

Presentations...



for being here ㄴ

Objectives

- Defining practical training in clinical care settings;
- Identifying the practical training competencies of the Health, Assistance and Nursing program;
- Reminding the phases of acquiring competencies;
- Remembering the phases of the evaluation process;
- Targeting of a practical training competency and defining the elements;
- Ensuring the qualities of evaluation;
- Helping the student develop a thinking pattern in order to help them achieve their goal ...

PRACTICAL TRAINING IN A CLINICAL CARE SETTING



Defining practical training in clinical care settings

- The *ministère de l'Éducation et de l'Enseignement Supérieur* (MEES) and the *ministère de la Santé et des Services Sociaux* (MSSS) agree to define practical training in clinical care as follows:
 - *The period in which a student goes to a “établissement de santé et de services sociaux » and during which he or she performs **clinical learning** and, where applicable, receives **clinical training** relating to such learning in order to be able to practice or acquire a specialty within the profession.*

Defining practical training in clinical care settings

Clinical learning:

- Workplace situation that contributes to the training during a “*stage*” or during practical training.
- Each situation consists in the observation or execution of **professional acts** essential to the eventual exercise of the profession, under the supervision of a teacher whose competencies are recognized.
- The teacher is responsible for the pedagogical dimension of the practical training.

Defining practical training in clinical care settings

Considering that the profession of Licensed Practical Nurse (LPN) is regulated, "**professional acts**" can only be performed by the members of the "*Ordre des infirmières et infirmiers auxiliaires du Québec*" (OIIAQ), in addition to having a reserved title reserved.

It's the "*Règlement sur les activités professionnelles qui peuvent être exercées par des personnes autres que des infirmières et infirmiers auxiliaires* » of the OIIAQ, that defines, among the professional activities that may be practiced by a LPN, those required for the student, to complete the Vocational Training Program.

**** Conditions ****

Defining practical training in clinical care settings

Clinical teaching:

- Activity highlighting the links between the professional acts observed or performed during clinical learning and the scientific knowledge that underlies, for which the teacher is responsible.
- The selection of the clinical learning situations must be done by the teaching staff assigned to a group of students during the practical training.

THE PRACTICAL TRAINING
COMPETENCIES OF THE
HEALTH, ASSISTANCE AND
NURSING PROGRAM



Identifying the practical training competencies of the Health, Assistance and Nursing program;

- The duration of the program is 1800 hours, which includes 840 hours spent on the specific competencies required to practice the profession.
- Specific competencies, also known as : **Stage**
- In vocational training, almost every Training Programs has a « **stage** » that is named « *Entering the Workforce* ». This « **stage** » is a specific situational competency.

****This type of « Stage » promotes the implementation of acquired competencies in class and validated in the workplace****

Identifying the practical training competencies of the Health, Assistance and Nursing program;

Formation pratique SASI:

- Behavioral Competencies: Describe the actions and results that should be expected from the student.
 - *See Achievement Context ... Within a public or subsidized private health care facility.... Disturbing discovery!!!!!!!!!!*
- Training Program 5787 vs 5825
- Statement of the competencies:
 - 5787 « Integration into the Work Environment »*
 - 5825 « Provide care to a diverse clientele »*

Identifying the practical training competencies of the Health, Assistance and Nursing program;

Practical training

- Allows the student to develop the necessary skills to practice the profession he or she has chosen in the workplace.
- Regardless of the learning place, each competency must take into account the **phases of acquiring competencies** that include evaluation in support for learning and a time reserved for the evaluation to recognize competencies (certification purposes).

PHASES OF ACQUIRING COMPETENCIES



Reminding the phases of acquiring competencies

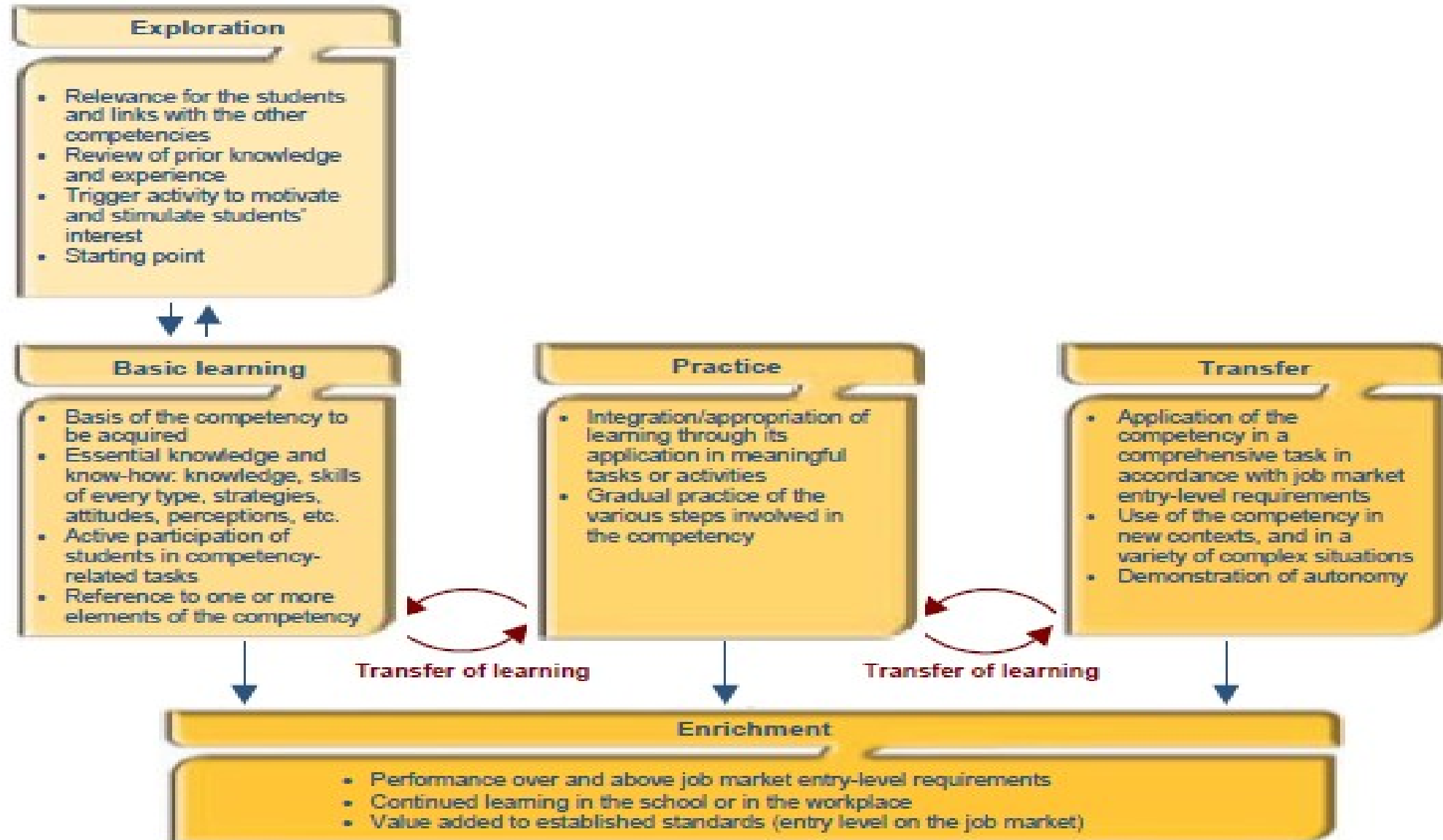
Competencies are open-ended and, in order to acquire them, students must go through a number of stages. In educational terms, competencies are acquired in different phases. What are these phases?

Exploration, basic learning, practice and transfer are the phases involved in the acquisition of a competency.

Depending on how they learn and incorporate the different dimensions of the competency, students will undoubtedly have to go back and forth between the phases. Of these four phases of acquisition, exploration is a good place for students to begin.

After the basic learning, practice and transfer phases, there can be an enrichment phase, depending on the students' needs.

Phases of acquisition of a competency



THE EVALUATION PROCESS



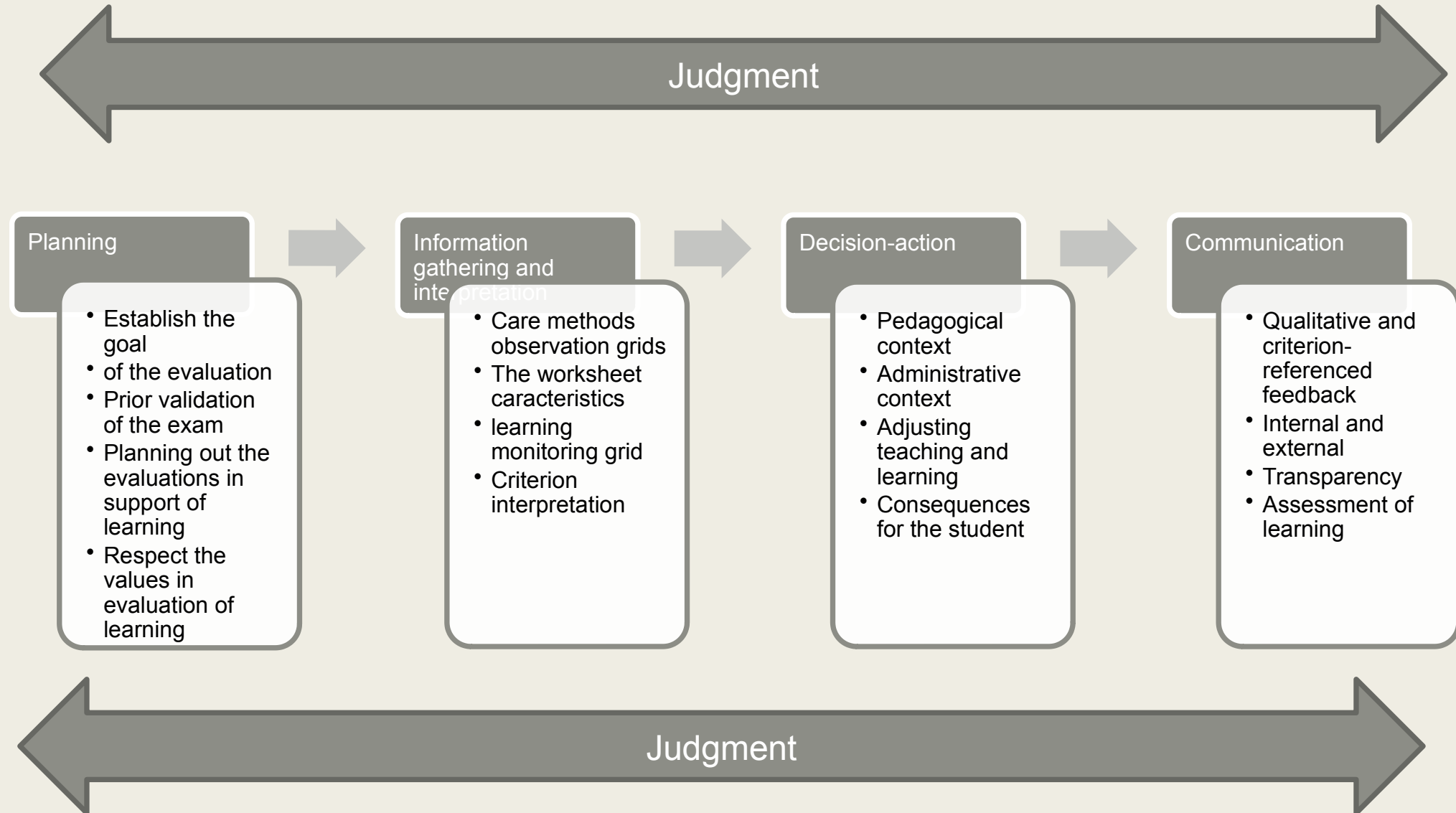
Remembering the phases of the evaluation process

Observations:

- Students are evaluated to enable them to learn more effectively and succeed
- Evaluation situations take place in a variety of situations
- Evaluation is a complex process that is largely based on the teacher's professional judgment
- Evaluation first requires that its goal be clearly established;
- The teacher knows, understands and evaluates the prescribed criteria... What is prescribed?



Remembering the phases of the evaluation process



A PRACTICAL TRAINING COMPETENCY AND THE ELEMENTS



The performance and evaluation criteria... In the blink of an eye.



Looking at the specifications
...

Performance criteria
=
Evaluation criteria

Description of the examination (task)
Allow to assess the criteria...

Targeting of a practical training competency and defining the elements

Competency 31: Care of a Diverse Clientele

Statement of the Competency

Provide care to a diverse clientele.

Achievement Context

- Referring to laws and regulations
- Using care-related materials
- Using personal protective equipment
- Based on a therapeutic nursing plan, a nursing care and treatment plan or a multidisciplinary intervention plan
- Based on a prescription
- Using technical reference materials
- Working with other health care professionals
- Within a public or subsidized private health care facility

Targeting of a practical training competency and defining the elements

Elements of the Competency

Performance Criteria

1. Plan their shift.

- Consideration of the nursing unit's organization and the departmental report
- Preparation of a complete, accurate worksheet
- Establishment of priorities

2. Establish a relationship with the client.

- Demonstration of attentiveness, interest and empathy
- Respect for the client's pace
- Use of appropriate tone and words
- Consideration of information provided by the client's family

Targeting of a practical training competency and defining the elements

Elements of the Competency

Performance Criteria

3. Assist the client with activities of daily living.



- Consideration of the client's unmet needs
- Respect for the client's limitations
- Appropriate level of assistance
- Observance of hygiene, asepsis, health and safety rules
- Adoption of necessary safety measures
- Stimulation of the client to increase his or her autonomy

Assist the client with activities of daily living.

Interventions in accordance with the client's needs

3 Appropriate level of assistance taking into account the client's needs

10

Targeting of a practical training competency and defining the elements

Elements of the Competency

4. Provide specific care.



Effects of the drug therapy

5 Attention paid to the effects of the drug therapy on the client

20

Performance Criteria

- Consideration of the client's unmet needs
- Proper preparation and use of therapeutic materials
- Compliance with the prescription
- Observance of care procedures
- Attention paid to the effects of the care provided and the drug therapy
- Accurate interpretation of vital signs
- Identification of clinical manifestations associated with disorders
- Observance of hygiene, asepsis, health and safety rules
- Adoption of necessary safety measures

Targeting of a practical training competency and defining the elements

Elements of the Competency

5. Communicate information about the care provided and the client's status.



Performance Criteria

- Prompt communication of any significant change in the client's status
- Documentation of concise, accurate observation notes, in accordance with guidelines
- Use of appropriate terminology
- Communication adapted to the care setting
- Clear concern for the continuity of care

Communicate information about the care provided and the client's status.

Transmission of observations

7

Accurate transmission of observations

10

Targeting of a practical training competency and defining the elements

Elements of the Competency

Performance Criteria



For the competency as a whole:

- Observance of the limits of the profession
- Compliance with the therapeutic nursing plan and the nursing care and treatment plan
- Observance of professional decorum and the Code of Ethics
- Clear concern for client comfort
- Clear ability to adapt to unexpected situations
- Efficient collaboration with other members of the care team

Promptitude à s'adapter aux imprévus.

10

Version française différente...

Clear ability to adapt to unexpected situations

10

ENSURING THE QUALITIES OF EVALUATION



Ensuring the qualities of evaluation

- Some questions (reflexions) before beginning...
 - *What documents do I need to refer to when planning evaluations?*
 - *What criteria do I have to evaluate?*
 - In support of learning?
 - *formal*
 - *informal*
 - For certification purposes?
 - *Does the task evaluate what is prescribed?*
 - *When should I apply the pass/fail conditions?*
 - *And if the student fails to provide care for three patients?*
 - *OTHER QUESTIONS? ^^*

Ensuring the qualities of evaluation

Quality	Description
Validity ²	<ul style="list-style-type: none">• An examination is valid if it evaluates what it is intended to evaluate, no more no less. Thus:<ul style="list-style-type: none">- the evaluation must be directly related to what is learned as described in the program of study: achievement context, elements of the competency and performance or participation criteria- the evaluation methods chosen must represent the best way of gathering information about the indicators and evaluation criteria- the evaluation criteria must be observed- the materials, equipment, time and place of the evaluation, and so on must meet the requirements of the competency• If the evaluation does not allow a competent person to be recognized as such, or if it does not ensure the failure of an incompetent person, the validity of the instrument and of the information gathered must be re-assessed.
Reliability	<ul style="list-style-type: none">• Reliability ensures consistency of results. This implies that the results obtained would be the same if the evaluation took place at another time or if it were administered by someone else. In other words, at the end of an examination, the decision will be the same, regardless of the evaluator, context, scheduling, correction or version of the examination.• The guidelines and framework for the evaluation situation must be clear and precise, since it is not always possible to test the reliability of an examination.• Evaluators must be trained, the evaluation criteria must be well established and the level of complexity of the different versions of the examination must be the same.• At all times, the evaluation situation must take into account the achievement context of the competency and the requirements formulated in the evaluation criteria.• To ensure comparable evaluation conditions, the description of the examination provides information about the evaluation scenario.

Ensuring the qualities of evaluation

Quality	Description
Validity²	<ul style="list-style-type: none"> • An examination is valid if it evaluates what it is intended to evaluate, no more no less. Thus: <ul style="list-style-type: none"> - the evaluation must be directly related to what is learned as described in the program of study; achievement context, elements of the competency and performance or participation criteria - the evaluation methods chosen must represent the best way of gathering information about the indicators and evaluation criteria - the evaluation criteria must be observed - the materials, equipment, time and place of the evaluation, and so on must meet the requirements of the competency • If the evaluation does not allow a competent person to be recognized as such, or if it does not ensure the failure of an incompetent person, the validity of the instrument and of the information gathered must be re-assessed.
Reliability	<ul style="list-style-type: none"> • Reliability ensures consistency of results. This implies that the results obtained would be the same if the evaluation took place at another time or if it were administered by someone else. In other words, at the end of an examination, the decision will be the same, regardless of the evaluator, context, scheduling, correction or version of the examination. • The guidelines and framework for the evaluation situation must be clear and precise, since it is not always possible to test the reliability of an examination. • Evaluators must be trained, the evaluation criteria must be well established and the level of complexity of the different versions of the examination must be the same. • At all times, the evaluation situation must take into account the achievement context of the competency and the requirements formulated in the evaluation criteria. • To ensure comparable evaluation conditions, the description of the examination provides information about the evaluation scenario.

What documents do I need to refer to when planning evaluations?

Compulsory or suggested?

Education Program:

- statement of the competency
- achievement context
- elements of the competency
- performance criteria

**EVALUATION SPECIFICATIONS
FOR CERTIFICATION PURPOSES**

Since 2016:



**Standards and
Procedures for
Evaluation of Learning**

**Do we evaluate
what is
compulsory?**

What criteria do I have to evaluate?

In support of Learning

Performance Criteria

- Consideration of the nursing unit's organization and the departmental report
- Preparation of a complete, accurate worksheet
- Establishment of priorities

- Demonstration of attentiveness, interest and empathy
- Respect for the client's pace
- Use of appropriate tone and words
- Consideration of information provided by the client's family

- Consideration of the client's unmet needs
- Respect for the client's limitations
- Appropriate level of assistance
- Observance of hygiene, asepsis, health and safety rules
- Adoption of necessary safety measures
- Stimulation of the client to increase his or her autonomy



Education Program

Performance Criteria

- Consideration of the client's unmet needs
- Proper preparation and use of therapeutic materials
- Compliance with the prescription
- Observance of care procedures
- Attention paid to the effects of the care provided and the drug therapy
- Accurate interpretation of vital signs
- Identification of clinical manifestations associated with disorders
- Observance of hygiene, asepsis, health and safety rules
- Adoption of necessary safety measures

- Prompt communication of any significant change in the client's status
- Documentation of concise, accurate observation notes, in accordance with guidelines
- Use of appropriate terminology
- Communication adapted to the care setting
- Clear concern for the continuity of care

For the competency as a whole:

- Observance of the limits of the profession
- Compliance with the therapeutic nursing plan and the nursing care and treatment plan
- Observance of professional decorum and the Code of Ethics
- Clear concern for client comfort
- Clear ability to adapt to unexpected situations
- Efficient collaboration with other members of the care team

Certification purposes

Evaluation Criteria

	Marks
1 Preparation of a complete, accurate work sheet	10
2 Demonstration of attentiveness, interest and empathy	10
3 Appropriate level of assistance taking into account the client's needs	10
4 Observance of care procedures	20
5 Attention paid to the effects of the drug therapy on the client	20
6 Accurate identification of clinical manifestations related to a health problem	10
7 Accurate transmission of observations	10
8 Clear ability to adapt to unexpected situations	10



Specifications

Does the task evaluate what is prescribed?



For the criterion Preparation of a complete, accurate work sheet, students will be required to complete a work sheet that provides information on:

For the criterion Appropriate level of assistance taking into account the client's needs, students should identify the needs of the client assigned to them and plan interventions aimed at promoting the recovery of a client with a health problem. They could record the information on a chart designed for this purpose.

For the criterion Attention paid to the effects of the drug therapy on the client, students should, prior to administering the medication, indicate the classes, desired effects, side effects and nursing care, and make connections between the medication and the client's clinical situation. They could record the information on a chart designed for this purpose.

For the criterion Accurate identification of clinical manifestations related to a health problem, students could record the clinical manifestations of the clients assigned to them on a chart designed for this purpose.

Elements of the Competency	Indicators
Plan their shift.	Preparation of a work sheet
Establish a relationship with the client.	Interaction with the client
Assist the client with activities of daily living.	Interventions in accordance with the client's needs
Provide specific care.	Application of care procedures
	Effects of the drug therapy
	Clinical manifestations related to a health problem
Communicate information about the care provided and the client's status.	Transmission of observations
Provide care to a diverse clientele.	Demonstration of attitudes and behaviours

When should I apply the pass/fail conditions?

Pass/fail condition: If, during the practicum or examination, the candidate commits a serious breach of hygiene, asepsis, health and safety rules that could adversely affect the client, the practicum or examination will be terminated immediately, and a "fail" result will be entered in the student file.

Pass/fail condition: If, during the practicum or examination, the candidate commits a serious breach of the rules of professional decorum and the Code of Ethics, the practicum or examination will be terminated immediately, and a "fail" result will be entered in the student file.

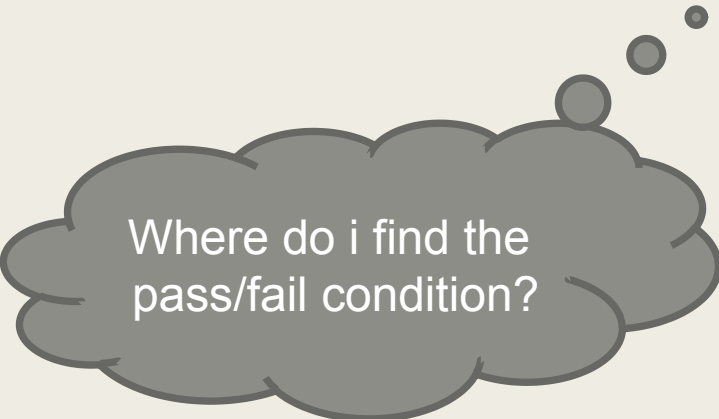
Pass/fail condition: If, during the practicum or examination, the candidate commits a serious breach with respect to the therapeutic nursing plan, the practicum or examination will be terminated immediately, and a "fail" result will be entered in the student file.

Pass/fail condition: Observance of hygiene, asepsis and OHS rules and appropriate safety measures throughout the practicum or examination.

Yes No

Pass/fail condition: Observance of professional decorum and the Code of Ethics throughout the practicum or examination.

Pass/fail condition: Compliance with the therapeutic nursing plan throughout the practicum or examination.



Where do I find the pass/fail condition?

Éducation,
Enseignement
supérieur
et Recherche
Québec
Direction de la formation professionnelle

1^{er} ÉTAT DE SITUATION POUR LE SECTEUR DE FORMATION SANTÉ 2015-2016

Distinction entre le temps réservé à la formation pratique (stage) et celui réservé à l'évaluation des apprentissages aux fins de la sanction.

Peu importe le lieu d'apprentissage, chaque compétence en formation professionnelle, prévoit des phases d'acquisition où s'insèrent des activités d'évaluation en aide à l'apprentissage et un temps réservé à celui de la sanction de ces apprentissages.

[...] L'utilisation d'une *Règle de verdict*, réservée à l'évaluation aux fins de la sanction, pendant la période d'aide à l'apprentissage nous questionne, car elle n'est pas conçue pour gérer les comportements inadéquats.

When should I apply the pass/fail conditions?

Since 2016...
5th
Generation

- Le Ministère précise des règles de verdict :
 - respect des règles de santé et de sécurité au travail;
 - respect des règles d'hygiène et d'asepsie;
 - respect des règles d'hygiène et de salubrité;
 - respect des règles relatives à l'environnement.

- Règle de verdict :** Tout manquement jugé important au respect des règles d'hygiène, d'asepsie, de SST et des mesures de sécurité pouvant porter préjudice à la personne, entraînera l'arrêt immédiat du stage ou de l'épreuve et la mention « échec » sera inscrite au dossier de l'élève.
- Règle de verdict :** Tout manquement jugé important au respect du décorum et du Code de déontologie tout au long du stage ou de l'épreuve, entraînera l'arrêt immédiat du stage ou de l'épreuve et la mention « échec » sera inscrite au dossier de l'élève.
- Règle de verdict :** Tout manquement jugé important au respect du plan thérapeutique infirmier tout au long du stage ou de l'épreuve, entraînera l'arrêt immédiat du stage ou de l'épreuve et la mention « échec » sera inscrite au dossier de l'élève.



- Are the pass/fail conditions understood and applied the same by every teacher?
- Explanations should be in the Evaluators' Guide in order to ensure that the student s not subjected to a «Double evaluation »

And if the student fails to provide care for three patients?

Where do i find this information? Is it compulsory or suggested?

For this examination, students could be evaluated on the provision of care to three clients with health problems. Evaluation could be carried out at specific times during the last few days of the practicum, provided students are informed beforehand.

Qwhat???



The criterion that applies to the competency as a whole could be evaluated throughout the practicum, nevertheless allowing for a short period of adjustment. This criterion is the following:

- ability to quickly adapt to unexpected situations

Clear ability to adapt to unexpected situations

THINKING PATTERN TO
HELP THE STUDENTS
ACHIEVE THEIR GOAL



After the Training, what are their goals?

- Get a job as a CPLPN
- Prepare for the Professional exam
- Succeed the Professional exam
- Become a LPN and belong to the *Ordre des infirmières et infirmiers auxiliaires du Québec* (OIIAQ)

How?

- Identify the professional exams' competencies that may cause a problem for the students.

https://www.oiiq.org/files/publication/Plan_Directeur_OIIAQ.pdf

Competencies that may be more difficult...



Identifie the decription of the competency...

.....
Compétence 6




Intervenir dans une situation de soins en se référant à une démarche systématique (20%)

Le rôle de l'infirmière auxiliaire dans la démarche de soins infirmiers doit être compris par tous les membres de l'équipe multidisciplinaire. Une bonne compréhension de son rôle améliorera sa contribution à l'évaluation de l'état de santé d'une personne et à la réalisation du plan de soins.

La démarche systématique de soins est le processus par lequel l'infirmière auxiliaire détermine et met en œuvre les actions appropriées à une situation, dans le cadre et dans le respect de son champ d'exercice professionnel. Il faut que l'infirmière auxiliaire puisse :

- déterminer les priorités à respecter en situation d'urgence ;
- définir les interventions appropriées à des situations variées de soins incluant les soins périopératoires ;
- mettre en place des moyens afin d'éviter les chutes ;
- intervenir de façon à atténuer des comportements perturbateurs.

Student's Self-Assessment

For all interventions surrounding required actions in a care-giving situation using a systematic approach			
Define the relevant interventions for preoperative care			
Establish applicable interventions for various care situations			
Distinguish the measures to put in place to prevent falls			
Target interventions that will mitigate disruptive behaviors			
Determine priorities to be respected in an emergency situation			

Students' demonstration...

School... Practical training... Back to school...



Put in writing the situation experienced in practical training...

Case study...

**Criterion:
Determination of
priorities to be
respected in
emergency situations.**



Case Scenario 1

A young woman is brought to the emergency room in an ambulance. She is unconscious and accompanied by her ex-boyfriend. Earlier this morning, after being laid off by her employer, the young woman called her ex-boyfriend to ask him for help. About 30 minutes ago, the ex-boyfriend found pill bottles next to the patient, which the paramedics have handed over to the LPN.

On her observation sheet, the LPN makes note of the bottles given to her: an empty bottle of anxiolytics and an empty bottle of hypnotosedatives.

After checking the patient's vital signs, the LPN notifies the emergency physician, who prescribes the following:

- *Cardiorespiratory monitor*
- *Installation of an IV*
- *Installation of a urinary catheter.*
- *Blood and urine tests.*
- *NG tube*
- *Gastric lavage*
- *Administration of activated charcoal.*

Question:

Which intervention should take priority in this situation?

- A. Administering charcoal through the NG tube
- B. Taking blood samples
- C. Installing a urinary catheter
- D. Monitoring vital signs

Réponse et justifications

- A. Charcoal should be administered within one hour of ingesting the drugs. Activated charcoal is used to prevent intoxication by decreasing intestinal absorption of drugs or chemical products.
- B. Blood samples must indeed be taken, but this is not the priority action here.
- C. A urinary catheter must indeed be installed, but this is not the priority action here.
- D. Vital signs must indeed be monitored, but this is not the priority action here.

Case Scenario 2

A patient underwent an abdominal bowel resection. He has been back at the surgery unit since late this morning. At the beginning of the evening shift, the LPN observes that the patient has a pale face and clammy skin.

The patient's vital signs are as follows: B.P. at 90/52, pulse at 102 beats/minute, resp. at 26/min, and SpO₂ at 90 % despite an O₂ supply of 2 L/min by nasal cannula.

The patient is complaining of dull abdominal pain rated at 8/10 when at rest, and feeling a pressure sensation despite repeated use of a patient-administered analgesia (PCA) pump. He would like another dose of medication.

The LPN notices that the delimitation made on the surgical dressing has extended beyond the area by 3 cm on each side.

Question:

Which intervention should take priority in this situation?

- A. Administering an additional dose of analgesic
- B. Increasing the patient's oxygen supply
- C. Notifying the nurse for an assessment
- D. Installing an IV to maintain blood volume

Réponse et justifications

- A. You must collect the information regarding the pain and notify the nurse, who will then assess the patient's condition.
- B. Considering the change in the patients' condition, before increasing the flow of oxygen, the nurse must first assess the patient's condition and obtain a medical prescription.
- C. **Because of the change in the patient's condition, the nurse must assess his condition to determine the interventions to perform.**
- D. Installing a solution is an excellent intervention, but to do so, you must first obtain a prescription.

In short...

- Practical training must include the acquisition phases of the competency. Evaluation in support of learning is always present and the evaluation time for certification purposes is carefully planned out.
- In practical training, the pedagogical dimension is the responsibility of the teacher;
- The teacher must plan activities that highlight the links between professional acts and scientific knowledge;
- The teacher must ensure that the qualities of evaluation are maintained (in support of learning and for the certification purposes)
- Support the student in achieving his goals

In training and beyond ...

THANK YOU ㄴ

dianelavers@outlook.com



Références

- *Contrat type d'association: Contrat liant un établissement d'enseignement et un établissement de santé et de services sociaux en ce qui concerne la tenue de stages en milieu de travail.* Téléaccessible: <http://msssa4.msss.gouv.qc.ca/fr/document/d26ngest.nsf/1f71b4b2831203278525656b0004f8bf/189c246d0c8bdfdf85258144006cf196?OpenDocument>
- *Règlement sur les activités professionnelles qui peuvent être exercées par des personnes autres que des infirmières et infirmiers auxiliaires.* Téléaccessible: <http://legisquebec.gouv.qc.ca/fr/ShowDoc/cr/C-26,%20r.%20149.1>
- *Politique d'évaluation des apprentissages.* Téléaccessible: http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/evaluation/13-4602.pdf
- Plan directeur de l'examen professionnel de l'OIIAQ. Téléaccessible: https://www.oiaq.org/files/publication/Plan_Directeur_OIIAQ.pdf