



NESA BN Programs PRACTICE EVALUATION TOOL



Student:

Course Number:

Instructor/Preceptor:

Dates of Experience:

Faculty Advisor:

Agency/Unit:

This evaluation was completed by:

Instructor Student Preceptor

Dates Absent:

MIDTERM EVALUATION COMPLETED ON:

FINAL EVALUATION COMPLETED ON:

ABOUT THE EVALUATION TOOL

The Practice Evaluation Tool standardizes the evaluation process across the nursing curriculum and enables clear and consistent documentation of the behaviours and attitudes that indicate practice competence. It is divided into five categories that follow the CARNA Nursing Practice Standards, and serves two purposes:

1. It is a self-evaluation tool for students to evaluate their own practice performance and achievement of the course outcomes.
 2. It is a tool for the instructor, preceptor and/or faculty advisor to evaluate students' practice performance and achievement of the course outcomes.
- To be eligible to pass the practice course, students must achieve the course outcomes (as delineated in the course outline) and demonstrate competent performance according to this Tool.

ASSUMPTIONS

Assumptions underpinning this Tool are that, in practice, student nurses:

- have a desire to become graduate nurses and will, therefore, put forth their best effort to meet the expectations for practice.
- will conduct themselves in a professional, respectful and helpful manner with clients, health team members, peers and instructors, in accordance with the values of the Canadian Nurses Association Code of Ethics for Registered Nurses.
- lack the experiential knowledge essential to understanding and managing unstable practice situations.
- recognize the limitations of their individual experience and knowledge and seek guidance when needed.
- will initially focus efforts on refining technical and time management skills and will be less efficient with these skills than experienced registered nurses.
- require support from colleagues to safely develop the experience necessary for greater independence in practice.
- will develop the ability to individualize assessment and care through experience and reflection on practice experiences.
- will develop an ability to provide nursing care using a caring approach and attitude.

USE OF THE TOOL - STUDENTS

This Tool will guide you through a self-evaluation process in order to give you an indication of your strengths and areas requiring improvement. This reflective process is a requirement of professional practice and, therefore, you should engage in it on a **weekly** basis. Please be aware that you should expect fluctuations in performance. Narrative documentation should be included to support self-analysis for each category. Self-evaluate based on your *competence*, not your *confidence*. You must complete all course assignments and achieve the course outcomes to be eligible for a passing grade in this course.

USE OF THE TOOL - PRECEPTORS, INSTRUCTORS AND FACULTY ADVISORS

Evaluate students on a continual basis. The categories contain descriptors of behaviours which you will score along a competency continuum defined as: UNACCEPTABLE, INCONSISTENT, COMPETENT, and PROFICIENT. Add narrative details to provide evidence for your assessment in the space provided at the end of each category. If student performance is “unacceptable” or “inconsistent” in an area, written narrative is **required**. Students can acknowledge the feedback by initialing in the appropriate column. Incidents of particular significance require the student’s initial indicating the student’s acknowledgement of the incident. Any student receiving a rating of “unacceptable” or “inconsistent” in any area may require a Practice Enhancement Plan (PEP) to address practice performance issues. *Students who do not fully meet the performance outcomes will receive a failing grade in the course.* Overall practice performance is scored as SATISFACTORY or UNSATISFACTORY. Please provide the student with a copy of the instructor’s final evaluation form.

STUDENT ABSENCE FROM PRACTICE

Absence from required practicum hours may result in failure to meet the course outcomes with subsequent failure of the course, consistent with the attendance policy in the current Student Handbook.

FREQUENTLY USED TERMS

There are several words used in the Tool to indicate the quality of the student’s performance. The following terms refer to the need for guidance from the instructor or the frequency with which certain behaviours occur.

Continuous	Repeatedly occurring, needed within a short interval, or on a fairly regular basis.
Collaborative	Working together with others (peers, instructors, members of the health care team) to achieve an identified goal. Collaboration implies that each participant contributes according to the limits of his or her ability and knowledge.
Consistent	Compatible or congruent with, in alignment with.
Inconsistent	Incompatible or incongruent with, unpredictable.
Consistently	Occurring at all times, regularly, or in some situations, approximately 80% of the time.
Inconsistently	Occurring irregularly, unpredictably.
Appropriate	Correct, compatible or congruent with known facts, principles, concepts, theories or policies.
Inappropriate	Incorrect, incompatible or incongruent with known facts, principles, concepts, theories or policies.
Stable Situation	A situation in which the client’s health status or outcomes can be anticipated, the plan of care is readily established and is managed with interventions that have predictable outcomes and minimal risk of harm.
Unstable Situation	A situation in which the client’s health status is fluctuating or outcomes uncertain, with atypical responses, the plan of care is complex, requiring frequent assessment and modification and is managed with interventions that may have unpredictable outcomes and/or risks.
Caring	Caring is a nurturing way of relating to a valued other toward whom one feels a personal sense of commitment and responsibility (Swanson-Kauffman, 1989).
Client	“Client” can refer to individual patients, families, communities, agencies, or aggregates; in community health it may refer to the target population, stakeholders, host agency, or beneficiary of the service.
Preparation	Preparation includes, but is not limited to, being knowledgeable of the practice situation prior to arrival on the unit. This includes engaging in patient research, participating in communications relevant to the practice area, and demonstrating readiness to practice.
Chart	The client chart or other guiding documents, including process documents and weekly summaries in community health.
Implement ‘Care’	Actions done to support the client, or to tasks related to practice (as in community health).
Evaluation of Care	The assessment of the effect of care on the patient, or of the effect of actions on the task, project, or population.

Standard 1 – Responsibility and Accountability

CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
<p>(1) Practices Competently (Related to Course Outcomes)</p>	<p>a) Requires continuous cues to manage client assignment and changes in client status/need or practice situation.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Does not review skills/theory to develop own competence or use available time and resources to benefit client care outcomes.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Medications are not researched, prepared and administered safely, efficiently and competently.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>d) Does not recognize the need to question policies and procedures inconsistent with therapeutic client outcomes, best practices, and safety standards.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Requires frequent cues to manage client assignment and changes in client status/need or practice situation.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Requires frequent cues to review skills/theory to develop own competence and use time and resources to benefit client care outcomes.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Medications are inconsistently researched, prepared and administered safely, efficiently and competently.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>d) Requires frequent cues to recognize the need to question policies and procedures inconsistent with therapeutic client outcomes, best practices, and safety standards.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Requires occasional cues to manage client assignments and changes in client status/need or practice situation.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Reviews skills/theory to develop own competence and uses time and resources to benefit client care outcomes with occasional support.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Medications are consistently researched, prepared and administered safely, efficiently and competently to benefit patient care outcomes.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>d) Requires occasional cues to recognize the need to question policies and procedures inconsistent with therapeutic client outcomes, best practices, and safety standards.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Manages client assignment independently and recognizes need for support with changes in client status/need or practice situation and seeks direction appropriately.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Independently reviews skills/theory to develop own competence and uses time and resources to benefit client care outcomes.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Medications are researched thoroughly, prepared and administered safely, efficiently, and competently to benefit patient care outcomes.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>d) Recognizes and questions policies and procedures inconsistent with therapeutic client outcomes, best practices, and safety standards.</p> <p style="text-align: center;">MIDTERM FINAL</p>
<p>(2) Preparation and Assignments (Related to Course Outcomes)</p>	<p>a) Inadequate preparation. Preparation level negatively influences performance.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Course assignments not completed or are poorly researched and developed.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Unable to develop a learning plan based on teaching/learning principles or to identify appropriate learning strategies and resources.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Demonstrates inconsistent preparation.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Course assignments inconsistently researched and developed.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Requires frequent cues to develop a learning plan based on teaching/ learning principles and use appropriate resources.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Demonstrates satisfactory preparation.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Course assignments satisfactorily researched and developed.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Develops an individualized learning plan based on teaching/ learning principles.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Demonstrates thorough preparation, incorporating an evidence based approach.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Course assignments thoroughly researched and developed</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Develops a creative, individualized learning plan based on principles of teaching/learning and own learning needs.</p> <p style="text-align: center;">MIDTERM FINAL</p>

CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
(3) Initiative (Related to Course Outcomes)	<p>a) Inattentive in discussions. Does not contribute or contributes only when asked/required. MIDTERM FINAL</p> <p>b) Does not accept or seek out new learning opportunities for professional growth. MIDTERM FINAL</p> <p>c) Does not use time efficiently in the practice setting to benefit patient care or in helping others MIDTERM FINAL</p>	<p>a) Contributes to discussions occasionally without prompting. MIDTERM FINAL</p> <p>b) Requires frequent cues to seek out new learning opportunities for professional growth, but accepts same when directed. MIDTERM FINAL</p> <p>c) Requires frequent cues to use available time to the benefit of client care and to help others in the practice setting. MIDTERM FINAL</p>	<p>a) Contributes to discussions consistently. Responds to contributions from peers. MIDTERM FINAL</p> <p>b) Requests new learning opportunities for professional growth from instructor. MIDTERM FINAL</p> <p>c) Requires occasional cues to use available time to the benefit of client care and to help others in the practice setting. MIDTERM FINAL</p>	<p>a) Actively participates in discussions. Offers new information and suggestions to improve care. MIDTERM FINAL</p> <p>b) Initiates collaboration with instructor and/or health-care team to plan individual learning opportunities for professional growth MIDTERM FINAL</p> <p>c) Uses available time to the benefit of client care and to help others in the practice setting. MIDTERM FINAL</p>
(4) Accountability (The Nurse is Accountable at all Times for their own Actions)	<p>a) Denies responsibility for own actions and decisions. (Blames others for errors/ omissions.) MIDTERM FINAL</p> <p>b) Does not follow the Professional Code of Conduct as outlined in Course Syllabus/NESA BN Programs Student Handbook. MIDTERM FINAL</p> <p>c) Does not follow current legislation, standards and policies relevant to the practice setting. MIDTERM FINAL</p>	<p>a) Requires continuous cues to accept responsibility for own actions, decisions, errors and omissions MIDTERM FINAL</p> <p>b) Frequent incidents of not adhering to the Professional Code of Conduct as outlined in Course Syllabus/NESA BN Programs Student Handbook. MIDTERM FINAL</p> <p>c) Frequent cues to follow current legislation, standards and policies relevant to the practice setting. MIDTERM FINAL</p>	<p>a) Accepts responsibility for own actions, decisions, errors and omissions. Takes action to address same with support. MIDTERM FINAL</p> <p>b) Occasional incidents of not adhering to the Professional Code of Conduct as outlined in Course Syllabus/ NESA BN Programs Student Handbook. MIDTERM FINAL</p> <p>c) Occasional cues to follow current legislation, standards and policies relevant to the practice setting. MIDTERM FINAL</p>	<p>a) Takes responsibility for own actions, decisions, errors and omissions, and takes appropriate action. MIDTERM FINAL</p> <p>b) Consistently adheres to the Professional Code of Conduct as outlined in the Course Syllabus/NESA BN Programs Student Handbook. MIDTERM FINAL</p> <p>c) Follows current legislation, standards and policies relevant to the practice setting, MIDTERM FINAL</p>

Standard I Comments/Supporting Evidence *(please indicate date/category)*

Standard I Comments/Supporting Evidence *(please indicate date/category) – CONTINUED*

Standard 2: Knowledge Based Practice

CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
(1) Practice Knowledge (Related to Clients and Practice Area)	<p>a) Unable to identify or apply scientific facts, theories, principles and concepts underlying client health and care. MIDTERM FINAL</p> <p>b) Unable to incorporate an evidence base for practice. MIDTERM FINAL</p> <p>c) Client assignments or work plan not completed effectively or not on time. MIDTERM FINAL</p>	<p>a) Requires frequent cues to identify and apply scientific facts, theories, principles and concepts underlying client health and care. MIDTERM FINAL</p> <p>b) Gives some indications of an evidence base for practice with significant assistance. MIDTERM FINAL</p> <p>c) Lapses in logical flow between and among aspects of assignments or work plan. MIDTERM FINAL</p>	<p>a) Identifies and applies scientific facts, theories, principles and concepts underlying client health and care with support. MIDTERM FINAL</p> <p>b) Provides indications of an evidence base for practice with minimal assistance. Inclusion of scholarly literature is evident MIDTERM FINAL</p> <p>c) Logical flow between and among most aspects of assignments or work plan. MIDTERM FINAL</p>	<p>a) Consistently identifies and applies scientific facts, theories, principles and concepts underlying client health and care. MIDTERM FINAL</p> <p>b) Clearly demonstrates evidence based approach for practice. Scholarly literature is used to directly guide practice MIDTERM FINAL</p> <p>c) Logical flow between and among all aspects of assignments or work plan. MIDTERM FINAL</p>
(2) Assessment Abilities	<p>a) Unable to apply appropriate data collection techniques. MIDTERM FINAL</p> <p>b) Misses obvious changes in client, community or service status and neglects to update assessment. MIDTERM FINAL</p> <p>c) Unable to analyze data to identify actual or potential health needs, nursing diagnoses, goals, expected health outcomes, appropriate nursing actions or action statements. MIDTERM FINAL</p>	<p>a) Struggles to collect data using appropriate data collection techniques. MIDTERM FINAL</p> <p>b) Struggles to identify obvious changes in client, community or service status; updates assessment with prompting. MIDTERM FINAL</p> <p>c) Requires frequent cues to analyze data to identify actual or potential health needs, nursing diagnoses, goals, appropriate nursing actions or action statements. MIDTERM FINAL</p>	<p>a) Collects data using appropriate data collection techniques. MIDTERM FINAL</p> <p>b) Adapts the assessment to client situation based on identified changes in client, community or service status. MIDTERM FINAL</p> <p>c) Requires occasional cues to analyze data to identify actual or potential health needs, nursing diagnoses, goals, appropriate nursing actions or action statements. MIDTERM FINAL</p>	<p>a) Collects data regarding various dimensions of the client (or community) from a variety of sources using appropriate data collection techniques. MIDTERM FINAL</p> <p>b) Assessments change and adapt in parallel to identified changes in client, community or service status. MIDTERM FINAL</p> <p>c) Independently analyzes data to identify actual or potential health needs, nursing diagnoses, expected health outcomes, or goals and appropriate nursing actions or action statements. MIDTERM FINAL</p>

CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
(3) Prioritization Plan of Care	<p>a) Does not prioritize nursing actions. MIDTERM FINAL</p> <p>b) Unable to develop a plan of care. Plan of care is impractical or incomplete. MIDTERM FINAL</p> <p>c) Unaware in changes in the chart or service requirement. Unaware of the input of other professionals. MIDTERM FINAL</p>	<p>a) Requires frequent cues to prioritize nursing actions. MIDTERM FINAL</p> <p>b) Requires frequent cues to use evidence based and theoretical knowledge to plan care. MIDTERM FINAL</p> <p>c) Requires frequent cues to be aware of in changes in the chart, service requirement, or work of other professionals. MIDTERM FINAL</p>	<p>a) Prioritizes nursing actions with minimal support. MIDTERM FINAL</p> <p>b) Uses evidence based and theoretical knowledge to plan care that is individualized to the client situation. MIDTERM FINAL</p> <p>c) Requires occasional cues to be aware of changes in the chart, service requirement, or work of other professionals. MIDTERM FINAL</p>	<p>a) Independently prioritizes nursing actions. MIDTERM FINAL</p> <p>b) Plans care that is individualized to the client situation and consistently based on evidence and theoretical knowledge. MIDTERM FINAL</p> <p>c) Consistently aware of changes in the chart or service requirement, and aware of changes from the work of other professionals. MIDTERM FINAL</p>
(4) Ability to Implement Care	<p>a) Unable to provide nursing interventions that meet client or service needs or priorities as identified. MIDTERM FINAL</p> <p>b) Unable to use appropriate technology and perform care safely. MIDTERM FINAL</p> <p>c) Demonstrates a pattern of incomplete care. MIDTERM FINAL</p>	<p>a) Requires frequent cues to provide nursing interventions that meet client or service needs or priorities. MIDTERM FINAL</p> <p>b) Requires frequent cues to use appropriate technology and perform care safely. MIDTERM FINAL</p> <p>c) Occasional incidents of incomplete care. MIDTERM FINAL</p>	<p>a) Provides nursing interventions that meet client or service needs or priorities. MIDTERM FINAL</p> <p>b) Uses appropriate technology and ensures its safe functioning. MIDTERM FINAL</p> <p>c) Completes care as required. MIDTERM FINAL</p>	<p>a) Consistently provides nursing interventions that meet client or service needs or priorities as identified in the plan of care. MIDTERM FINAL</p> <p>b) Independently uses appropriate technology, ensuring its safe functioning. MIDTERM FINAL</p> <p>c) Demonstrates thorough care. MIDTERM FINAL</p>
(5) Organization	<p>a) Implements care or service randomly without any evidence of organization. MIDTERM FINAL</p> <p>b) Unable to complete assigned nursing care or service components within the allotted time frame in stable situations. MIDTERM FINAL</p> <p>c) Unable to adapt to changes in client status, community needs, or service requirements. MIDTERM FINAL</p>	<p>a) Requires frequent cues to implement care or service in an organized manner. MIDTERM FINAL</p> <p>b) Requires frequent cues to complete assigned nursing care or service components within the allotted time frame in stable situations. MIDTERM FINAL</p> <p>c) Requires frequent cues to adapt to changes in client status, community needs, or service requirements. MIDTERM FINAL</p>	<p>a) Implements care or service in an organized manner. MIDTERM FINAL</p> <p>b) Requires occasional cues to complete assigned nursing care or service components within the allotted time frame in stable situations. MIDTERM FINAL</p> <p>c) Reorganizes care with support to adapt to changes in client status, community needs, or service requirements. MIDTERM FINAL</p>	<p>a) Implements care or service efficiently, effectively and in an organized manner. MIDTERM FINAL</p> <p>b) Consistently completes assigned nursing care or service components within the allotted time frame in stable situations. MIDTERM FINAL</p> <p>c) Independently reorganizes care to adapt to changes in client status, community needs, or service requirements. MIDTERM FINAL</p>

CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
(6) Evaluation	<p>a) Assessment of client response to care and effectiveness of nursing interventions or collaborative actions is random and incomplete.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Does not include the client in evaluating the effectiveness of nursing interventions or service.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Unable to modify plan of care using evaluation findings.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Requires frequent cues to assess client response to care and effectiveness of nursing interventions or collaborative actions.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Requires frequent cues to include the client in evaluating the effectiveness of nursing interventions or service.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Requires frequent cues to modify plan of care according to evaluation findings.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Assesses client response to care and effectiveness of nursing interventions or collaborative actions.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Includes the client in evaluating the effectiveness of nursing interventions or service with minimal support.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Modifies plan of care according to evaluation findings with minimal support.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Thoroughly and consistently assesses client's response to care and effectiveness of nursing interventions or collaborative actions.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Independently includes the client in evaluating the effectiveness of nursing interventions or service.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Independently modifies plan of care according to evaluation findings.</p> <p style="text-align: center;">MIDTERM FINAL</p>
(7) Nursing Judgment/ Decision Making	<p>a) Does not seek assistance when needed to make accurate nursing judgments/decisions.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Unable to make sound, logical or accurate judgments/decisions when following or in the absence of agency procedures, policies or protocols.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Does not use available resources appropriately (equipment, supplies, technological, financial and human resources).</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Frequently fails to seek assistance when needed to make accurate nursing judgments/decisions.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Requires frequent cues to make sound, logical or accurate judgments/decisions when following or in the absence of agency procedures, policies or protocols.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Requires frequent cues to use available resources appropriately to provide safe care.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Seeks assistance as necessary to make accurate nursing judgments/decisions.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Makes sound, logical and accurate professional judgments/decisions; requires occasional supportive and directive cues in the absence of agency procedures, policies or protocols.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Uses available resources appropriately to provide safe care.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Validates nursing judgments/decisions with instructor and/or health team members as necessary.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Makes sound, logical and accurate professional judgments/decisions when following or in the absence of agency procedures, policies or protocols.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Independently selects and uses appropriate resources to provide effective and efficient care consistent with client or service needs and priorities.</p> <p style="text-align: center;">MIDTERM FINAL</p>

CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
(8) Technical/ Psychomotor Skill Performance (Restricted Activities under the HPA Registered Nurses Profession Regulation)	a) Requires continuous cues to perform restricted activities/skills safely and competently within scope of practice. <p style="text-align: center;">MIDTERM FINAL</p> b) Does not consider client comfort and safety when performing skills. <p style="text-align: center;">MIDTERM FINAL</p>	a) Requires frequent cues to perform restricted activities/skills safely and competently within scope of practice. <p style="text-align: center;">MIDTERM FINAL</p> b) Requires frequent cues to consider client comfort and safety when performing skills. <p style="text-align: center;">MIDTERM FINAL</p>	a) Requires occasional cues to perform restricted activities/skills competently within scope of practice with minimal support. <p style="text-align: center;">MIDTERM FINAL</p> b) Requires occasional cues to consider client comfort and safety when performing skills. <p style="text-align: center;">MIDTERM FINAL</p>	a) Performs restricted activities/skills with increasing dexterity safely and competently within scope of practice. <p style="text-align: center;">MIDTERM FINAL</p> b) Consistently considers client comfort and safety when performing skills. <p style="text-align: center;">MIDTERM FINAL</p>

Standard II Comments/Supporting Evidence *(please indicate date/category)*

Standard II Comments/Supporting Evidence *(please indicate date/category) – CONTINUED*

Standard 3 - Ethical Practice

CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
(1) Client Diversity	<p>a) Does not consider client diversity when giving care and/or providing service, or requires continuous directive cues.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Does not provide culturally safe, client-centered care; does not consider client in regards to informed decision-making</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Requires frequent cues to consider client diversity when giving care and/or providing service.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Requires frequent cues to provide culturally safe, client-centered care consistent with client informed decisions</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Considers client diversity when giving care and/or providing service.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Provides culturally safe, client-centered care supportive of client informed decisions regarding health outcomes.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Consistently considers client diversity when giving care and/or providing service.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Provides culturally safe, client-centered care supportive of client informed decisions regarding health outcomes and strategies for promoting optimal health by accessing and building upon capacities and available resources.</p> <p style="text-align: center;">MIDTERM FINAL</p>
(2) Ethical Dilemmas and Advocacy	<p>a) Does not identify ethical dilemmas/issues in client care and practice.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Does not identify issues of advocacy or advocate on behalf of the client.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Requires frequent cues to identify ethical dilemmas/issues in client care and practice.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Requires frequent cues to identify issues of advocacy and advocate on behalf of the client.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Requires occasional cues to identify ethical dilemmas/issues in client care and practice.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Requires occasional cues to identify issues of advocacy and advocate on behalf of the client.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Independently identifies ethical dilemmas/issues in client care and practice.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Independently identifies issues of advocacy and advocates on behalf of the client.</p> <p style="text-align: center;">MIDTERM FINAL</p>
(3) Value Conflicts	<p>a) Unable to identify effects of own values, assumptions and behaviour on interactions with others.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Does not identify personal value conflicts.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Unable to manage conflicts in a professional manner.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Requires frequent cues to identify effects of own values, assumptions and behaviours on interactions with others.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Requires frequent cues to identify personal value conflicts.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Able to manage conflicts in a professional manner with guidance.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Identifies effects of own values, assumptions and behaviours on interactions with others.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Identifies personal value conflicts.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Manages conflicts in a professional manner with minimal guidance.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Identifies and reflects on effects of own values, assumptions and behaviours on interactions with others. Takes action to minimize effects on client care/provision of service.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Very aware of personal value conflicts but is able to transcend these differences in providing care.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Demonstrates initiative in ability to manage conflicts professional manner.</p> <p style="text-align: center;">MIDTERM FINAL</p>

CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
(4) Client Dignity and Confidentiality	a) Does not ensure client dignity/privacy or confidentiality. <p style="text-align: center;">MIDTERM FINAL</p> b) Fails to include client in decision-making regarding care. <p style="text-align: center;">MIDTERM FINAL</p>	a) Requires frequent cues to ensure client dignity/privacy or confidentiality. <p style="text-align: center;">MIDTERM FINAL</p> b) Requires frequent cues to include client in decision-making regarding care. <p style="text-align: center;">MIDTERM FINAL</p>	a) Ensures client dignity/privacy and confidentiality. <p style="text-align: center;">MIDTERM FINAL</p> b) Includes client in informed decision-making regarding care. <p style="text-align: center;">MIDTERM FINAL</p>	a) Consistently ensures client dignity/ privacy and confidentiality. <p style="text-align: center;">MIDTERM FINAL</p> b) Decision-making is client centered in addressing client concerns and wishes. <p style="text-align: center;">MIDTERM FINAL</p>
(5) Ethical Guidelines followed when Engaged in any Aspect of the Research Process	a) Fails to follow ethical guidelines when engaged in the research process/activities <p style="text-align: center;">MIDTERM FINAL</p>	a) Requires frequent cues to follow ethical guidelines when engaged in the research process/activities. <p style="text-align: center;">MIDTERM FINAL</p>	a) Requires occasional cues to follow ethical guidelines when engaged in the research process/activities. <p style="text-align: center;">MIDTERM FINAL</p>	a) Understands and follows ethical guidelines when engaged in the research process/activities. <p style="text-align: center;">MIDTERM FINAL</p>

Standard III Comments/Supporting Evidence *(please indicate date/category)*

Standard III Comments/Supporting Evidence *(please indicate date/category) – CONTINUED*

Standard 4 – Service to the Public

CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
(1) Client, Family, Agency or Community Teaching and Disseminating	<p>a) Does not identify overt learning needs.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Fails to consider or uses inappropriate teaching strategies and resources.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Unable to utilize teachable moments.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Identifies some overt learning needs.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Requires frequent cues to use appropriate teaching strategies and resources.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Requires frequent cues to utilize teachable moments.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Identifies overt and some covert learning needs.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Uses appropriate teaching strategies and resources with minimal support.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Utilizes teachable moments.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Identifies overt and most covert learning needs; initiates strategies to overcome same.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Independently seeks out and uses appropriate and creative teaching strategies/ resources.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Independently and effectively utilizes teachable moments.</p> <p style="text-align: center;">MIDTERM FINAL</p>
(2) Infection Prevention and Control Principles, Standards and Guidelines in providing Care and Service to Client, Staff, and Public	<p>a) Does not follow infection prevention and control principles, standards and guidelines in client care.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Does not consider the health and well-being of clients, staff, and the public in the performance of infection prevention and control.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Requires frequent cues to follow infection prevention and control principles, standards and guidelines in client care.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Requires frequent cues to consider the health and well-being of clients, staff, and the public in the performance of infection prevention and control.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Requires occasional cues to follows infection prevention and control principles, standards and guidelines in client care.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Requires occasional cues to consider the health and well-being of clients, staff and the public in the performance of infection prevention and control.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Independently identifies and follows infection prevention and control principles, standards and guidelines in client care.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Independently considers the health and well-being of clients, staff and the public in the performance of infection prevention and control.</p> <p style="text-align: center;">MIDTERM FINAL</p>
(3) Communication with Health-care Team Members, Agency Personnel, Instructors, and Peers	<p>a) Attitudes/behaviours directly interfere with effective participation in the health care team.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Does not attempt to, or requires frequent supportive and directed cues to share client centered data with other members of the health care team.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Avoids interaction with peers and/or communicates unprofessionally; ineffective in group process.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Attitudes/behaviours occasionally interfere with effective participation as a member of the health care team.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Requires frequent cues to share client centered data with other members of the health care team.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Requires frequent cues to apply principles of effective communication and group process in interactions.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Attitudes/behaviours enhance the ability to participate as an effective member of the health care team.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Shares client centered data with other members of the health care team to ensure client care needs are met in an appropriate and timely manner.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Co-operates and collaborates with peers in the learning environment.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Consistently demonstrates attitudes/behaviours that reflect collaboration and participation as an effective team member.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Initiates collaboration with nursing and other health team members in team problem solving and decision making re: client care to ensure client needs are met in an appropriate and timely manner.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Consistently collaborates respectfully with peers in the learning environment; effective in group process.</p> <p style="text-align: center;">MIDTERM FINAL</p>

CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
(4) Communication with Clients, Agency, Family or Significant Others	<p>a) Does not establish appropriate professional boundaries (e.g. interactions are primarily social). MIDTERM FINAL</p> <p>b) Focuses on own needs rather than client/family needs; ineffective communication with clients experiencing cognitive/perceptual problems. MIDTERM FINAL</p> <p>c) Does not use basic therapeutic communication techniques. MIDTERM FINAL</p>	<p>a) Requires frequent cues to maintain appropriate professional boundaries. MIDTERM FINAL</p> <p>b) Requires frequent cues to focus interactions on client/family needs and interact effectively with clients with cognitive/ perceptual problems. MIDTERM FINAL</p> <p>c) Requires frequent cues to use basic therapeutic communication appropriate to client circumstances (e.g. culture, age, needs). MIDTERM FINAL</p>	<p>a). Establishes and maintains appropriate professional boundaries. MIDTERM FINAL</p> <p>b) Focuses interactions on client/family needs rather than own needs; appropriate communication with clients with cognitive/ perceptual problems. MIDTERM FINAL</p> <p>c) Uses basic therapeutic communication techniques appropriate to client circumstances; able to use new communication skills. MIDTERM FINAL</p>	<p>a) Establishes therapeutic relationship; uses advanced therapeutic techniques. MIDTERM FINAL</p> <p>b) Focuses interactions on client/family needs to facilitate care; effective communication with clients with cognitive/perceptual problems. MIDTERM FINAL</p> <p>c) Uses complex communication skills when indicated (e.g. confrontation techniques). MIDTERM FINAL</p>
(5) Demonstration of a Caring Attitude in all Interactions with Client, Agency, Family or Significant Others	<p>a) Demonstrates attitudes/behaviours that indicate a lack of caring. MIDTERM FINAL</p> <p>b) Conducts nursing care in a manner that indicates a lack of interest and motivation to help and engage with the client, agency and/or target population. MIDTERM FINAL</p>	<p>a) Requires frequent cues to provide nursing care in a manner that demonstrates a caring attitude. MIDTERM FINAL</p> <p>b) Conducts nursing care in a manner that indicates a low priority to help and engage with the client, agency and/or target population. MIDTERM FINAL</p>	<p>a) Provides nursing care in a manner that demonstrates a caring attitude in all client interactions. MIDTERM FINAL</p> <p>b) Demonstrates motivation and enthusiasm towards helping and engaging with clients, agency and/or target population. MIDTERM FINAL</p>	<p>a) Consistently demonstrates attitudes/behaviours where caring is a part of nursing care. MIDTERM FINAL</p> <p>b) Demonstrates strong motivation and enthusiasm towards helping and engaging with clients, agency and/or target population. MIDTERM FINAL</p>
(6) Reporting	<p>a) Does not advise responsible person of whereabouts. MIDTERM FINAL</p> <p>b) Does not report significant changes in client condition or service requirements to appropriate health team member(s) immediately. MIDTERM FINAL</p>	<p>a) Requires frequent reminding to advise responsible person of whereabouts. MIDTERM FINAL</p> <p>b) Requires frequent cues to report significant changes in client condition or service requirements to appropriate health team member(s) immediately. MIDTERM FINAL</p>	<p>a) Advises responsible person of whereabouts. MIDTERM FINAL</p> <p>b) Reports significant changes in client condition or service requirements to appropriate health team member(s) immediately. MIDTERM FINAL</p>	<p>a) Consistently and promptly advises responsible person of whereabouts. MIDTERM FINAL</p> <p>b) Consistently reports significant changes in client condition or service requirements to appropriate health team member(s) immediately. MIDTERM FINAL</p>

CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
(7) Documentation	<p>a) Does not complete documentation before leaving the practice area.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Documentation is superficial and lacks substance; is not individualized to client.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Does not identify or apply the principles of documentation and/or the legal guidelines of documentation.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>d) Consistently fails to document highly significant/critical information.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Requires frequent reminding to complete documentation before leaving the practice area.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Documentation lacks holism, detail or problem-focus.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Requires frequent cues to identify and apply the principles and/or legal guidelines of documentation.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>d) Requires frequent cues to document highly significant/critical information.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Completes documentation before leaving the practice area.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Documentation is acceptable in terms of being holistic, efficient, and problem-focused.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Identifies and applies the principles and/or the legal guidelines of documentation.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>d) Documents highly significant/critical information in a timely manner.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Completes documentation in a timely manner, consistent with needs of client or requirements of practice area.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Documentation is inclusive and holistic, efficient and problem-focused.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Consistently identifies and applies the principles and/or the legal guidelines of documentation.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>d) Independently documents highly significant/critical information in a timely manner.</p> <p style="text-align: center;">MIDTERM FINAL</p>

Standard IV Comments/Supporting Evidence *(please indicate date/category)*

Standard IV Comments/Supporting Evidence *(please indicate date/category) – CONTINUED*

Standard 5 – Self-Regulation

CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
1) Practices within own Level of Competence	<p>a) Denies/is unaware of strengths and limitations and the need for improvement to cope/manage anxiety.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Does not accept constructive feedback – refutes or refuses to accept and utilize feedback to overcome limitations.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Fails to practice within own level of competence.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Requires frequent cues to recognize own strengths and develop strategies to overcome limitations to cope/manage anxiety.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Inconsistently accepts constructive feedback to overcome limitations.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Inconsistently practices within own level of competence.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Requires occasional cues to recognize own strengths and develop strategies to overcome limitations to cope/manage anxiety.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Accepts constructive feedback and implements appropriate strategies to overcome limitations with support.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Requires occasional cues to practice within own level of competence.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Recognizes own strengths and limitations and uses strategies to overcome limitations to cope/manage anxiety effectively.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Accepts constructive feedback and independently develops strategies to overcome limitations.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Consistently practices within own level of competence.</p> <p style="text-align: center;">MIDTERM FINAL</p>
(2) Assesses own Practice (Follows CARNA Policies, Standards and Guidelines) and takes Steps to improve Personal Competence	<p>a) Does not reflect on own practice.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Fails to follow program/agency policies and apply CARNA policies, standards and guidelines in own practice experiences.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Fails to identify incidences of unprofessional conduct in self and others and report them to the appropriate person, agency or professional body.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Inconsistent reflection and insights of own practice and personal competence.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Requires frequent cues to follow program/agency policies and apply CARNA policies, standards and guidelines in own practice experiences</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Requires frequent cues to identify incidences of unprofessional conduct in self and others and report them to the appropriate person, agency or professional body.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Requires occasional cues to reflect and provide insights of own practice and personal competence.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Requires occasional cues to follow program/agency policies and apply CARNA policies, standards and guidelines in own practice experiences</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Requires occasional cues to identify incidences of unprofessional conduct in self and others and report them to the appropriate person, agency or professional body.</p> <p style="text-align: center;">MIDTERM FINAL</p>	<p>a) Consistently demonstrates insightful reflection of own practice and personal competence.</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>b) Consistently follows program/agency policies and applies CARNA policies, standards and guidelines in own practice experiences</p> <p style="text-align: center;">MIDTERM FINAL</p> <p>c) Consistently identifies incidences of unprofessional conduct in self and others and reports them to the appropriate person, agency or professional body.</p> <p style="text-align: center;">MIDTERM FINAL</p>

CATEGORY	Unacceptable (U)	Inconsistent (I)	Competent (C)	Proficient (P)
(3) Fitness to Practice and Protection of the Public	a) Fails to assess own fitness to practice. <p style="text-align: center;">MIDTERM FINAL</p> b) Fails to take necessary steps to maintain own health and well-being. <p style="text-align: center;">MIDTERM FINAL</p> c) Unable to identify effects of own fitness to practice on client outcomes. <p style="text-align: center;">MIDTERM FINAL</p>	a) Inconsistently assesses own fitness to practice. <p style="text-align: center;">MIDTERM FINAL</p> b) Requires frequent cues to take necessary steps to maintain own health and well-being. <p style="text-align: center;">MIDTERM FINAL</p> c) Inconsistently identifies effects of own fitness to practice on client outcomes. <p style="text-align: center;">MIDTERM FINAL</p>	a) Consistently assesses own fitness to practice. <p style="text-align: center;">MIDTERM FINAL</p> b) Requires occasional cues to take necessary steps to maintain own health and well-being. <p style="text-align: center;">MIDTERM FINAL</p> c) Consistently identifies effects of fitness to practice on client outcomes. <p style="text-align: center;">MIDTERM FINAL</p>	a) Independently assesses own fitness to practice. <p style="text-align: center;">MIDTERM FINAL</p> b) Independently recognizes own health and takes steps to maintain own health and well-being. <p style="text-align: center;">MIDTERM FINAL</p> c) Independently identifies effects of own fitness to practice on client outcomes. <p style="text-align: center;">MIDTERM FINAL</p>

Standard V Comments/Supporting Evidence *(please indicate date/category)*

Standard V Comments/Supporting Evidence *(please indicate date/category) – CONTINUED*

PRACTICE EVALUATION SUMMARY

MIDTERM 1 (PAGE 2 OF 2)	MIDTERM 2 (PAGE 2 OF 2)
General/Summative Comments (Continued):	General/Summative Comments (Continued):

Student's signature indicates that s/he has read the above evaluation and been given an opportunity to express comments on its contents.

PRACTICE EVALUATION SUMMARY

FINAL EVALUATION (PAGE 1 OF 2)

General/Summative Comments:

Comments continue onto next page: Y N

Student Comments re: Evaluation Process:

Practice Instructor/Preceptor

Student

Faculty Advisor

Date Reviewed with Student

PEP Requirements: Met Unmet N/A

Course Outcomes: Met Unmet

Overall Practice Performance: **SATISFACTORY** **UNSATISFACTORY**

Practice Hours Completed: _____ / _____
Completed by student Required for this course Instructor Initials Student Initials

Student's signature indicates that s/he has read the above evaluation and been given an opportunity to express comments on its contents.

PRACTICE EVALUATION SUMMARY

FINAL EVALUATION (PAGE 2 OF 2)

General/Summative Comments (Continued):

Student's signature indicates that s/he has read the above evaluation and been given an opportunity to express comments on its contents.