# Professional Practice 3 – Midterm & Final Evaluation­­­­­­­­­

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| STUDENT: | DATE: |
| ASSESSOR/INSTRUCTOR: | SITE: |

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| SCORING CRITERIA | | | | | | | |
| Not met (**NM**)\* | Needs improvement (**NI**)\* | Meets Expectations (**M**) | | | Exceeds Expectations (**E**) | | |
| Student performance is not meeting the identified weekly objectives | Student performance is progressing towards the identified weekly objectives | Student performance consistently meets the identified weekly objectives | | | Student performance exceeds the identified weekly objectives | | |
| Competency Category | | | **SCORE** | | | | |
| **Professional Practice**  Registered Practical Nurses (RPNs) adhere to practice standards. They are responsible and accountable for safe, competent and ethical nursing practice. They are expected to demonstrate professional conduct as reflected through personal attitudes, beliefs, opinions and actions. RPNs focus on personal and professional growth. RPNs are expected to use knowledge, critical thinking, critical inquiry and research to build an evidence-informed practice. | | | NM\* | NI\* | | M | E |
| **Demonstrates accountability and accepts responsibility for own decisions and actions** | | |  |  | |  |  |
| Practices autonomously within legislated scope of practice. | | |  |  | |  |  |
| **Displays self-awareness and recognizes when to seek assistance and guidance. Adheres to regulatory requirement of jurisdiction legislation.** | | |  |  | |  |  |
| **Practices within own level of competence.** | | |  |  | |  |  |
| Initiates, maintains and terminates the therapeutic nurse-client relationship. | | |  |  | |  |  |
| Provides client care in a non-judgmental manner and adapts practice in response to the spiritual beliefs and cultural practices of clients. | | |  |  | |  |  |
| Supports clients in making informed decisions about their health care, and respects their decisions. | | |  |  | |  |  |
| Engages in self-reflection and continuous learning to maintain and enhance competence. | | |  |  | |  |  |
| Integrates relevant evidence into practice. | | |  |  | |  |  |
| **Demonstrates a professional presence, honesty, integrity and respect in all interactions. Demonstrates fitness to practice.** | | |  |  | |  |  |
| Maintains current knowledge about trends and issues that impact the client, the RPN, the health care team and the delivery of health services. | | |  |  | |  |  |
| Identifies and responds to inappropriate behaviour and incidents of professional misconduct. | | |  |  | |  |  |
| **Recognizes, responds and reports own and others’ near misses, errors and adverse events. Distinguishes between the mandates of regulatory bodies, professional associations and unions.** | | |  |  | |  |  |
| **COMMENTS:** | | | | | | | |
| **Ethical Practice**  RPNs use ethical frameworks (e.g. Code of Ethics, ethical standards) when making professional judgments and practice decisions. They engage in critical thinking and critical inquiry to  inform decision-making and use self-reflection to understand the impact of personal values, beliefs and assumptions in the provision of care. | | | NM\* | NI\* | | M | E |
| **Establishes and maintains professional boundaries.** | | |  |  | |  |  |
| Takes action to minimize the impact of personal values and assumptions on interactions and decisions. | | |  |  | |  |  |
| **Demonstrates respect for the values, opinions, needs and beliefs of others.** | | |  |  | |  |  |
| Applies ethical frameworks and reasoning to identify and respond to situations involving moral and ethical conflict, dilemma or distress. | | |  |  | |  |  |
| Obtains knowledge of and responds to the *Calls to Action of the Truth and Reconciliation Commission of Canada*1. | | |  |  | |  |  |
| **Preserves the dignity of clients in all personal and professional contexts.** | | |  |  | |  |  |
| Advocates for equitable access, treatment and allocation of resources, particularly for vulnerable and/or diverse clients and populations. | | |  |  | |  |  |
| Advocates for clients, especially when they are unable to advocate for themselves. Adheres to the duty to provide care. | | |  |  | |  |  |
| **COMMENTS**: | | | | | | | |
| **Legal Practice**  RPNs adhere to applicable provincial/territorial and federal legislation and regulations, professional standards and employer policies that direct practice. They engage in professional regulation by enhancing their competence, promoting safe practice and maintaining their fitness to practice. RPNs recognize that safe nursing practice includes knowledge of relevant laws and legal boundaries within which RPNs must practice. | | | NM\* | NI\* | | M | E |
| **Practices according to legislation, practice standards, ethics and organizational policies.** | | |  |  | |  |  |
| Practices according to relevant mandatory reporting legislation. | | |  |  | |  |  |
| Recognizes, responds and reports questionable orders, actions or decisions made by others. | | |  |  | |  |  |
| Adheres to the duty to report. | | |  |  | |  |  |
| **Protects clients’ rights by maintaining confidentiality and privacy in all personal and professional contexts.** | | |  |  | |  |  |
| Respond to the clients’ right to health care information in adherence within relevant privacy legislation. | | |  |  | |  |  |
| **Documents according to established legislation, practice standards, ethics and organizational policies.** | | |  |  | |  |  |
| **Obtains informed consent to support the client's informed decision-making.** | | |  |  | |  |  |
| **COMMENTS:** | | | | | | | |
| **Foundations of Practice:**  RPNs use critical thinking, reflection and evidence integration to assess clients, plan care, implement interventions, and evaluate outcomes and processes. Foundational knowledge includes: nursing theory, health sciences, humanities, pharmacology and ethics. | | | NM\* | NI\* | | M | E |
| **Completes comprehensive health assessments of clients across the lifespan.** | | |  |  | |  |  |
| Selects and uses information and communication technologies (ICTs) in the delivery of client care. | | |  |  | |  |  |
| Researches and responds to relevant clinical data. | | |  |  | |  |  |
| Engages in evidence-informed practice by considering a variety of relevant sources of information. | | |  |  | |  |  |
| **Comprehends, responds to and reports assessment findings.** | | |  |  | |  |  |
| **Formulates clinical decisions consistent with client needs and priorities.** | | |  |  | |  |  |
| Identifies nursing diagnoses. | | |  |  | |  |  |
| Develops the care plan with the client, health care team and others. | | |  |  | |  |  |
| Implements nursing interventions based on assessment findings, client preferences and desired outcomes. | | |  |  | |  |  |
| Responds to clients’ conditions by organizing competing priorities into actions. | | |  |  | |  |  |
| Assesses clients’ health literacy, knowledge and readiness to learn. | | |  |  | |  |  |
| Assesses, plans, implements and evaluates the teaching and learning process. | | |  |  | |  |  |
| Provides information and access to resources to facilitate health education. | | |  |  | |  |  |
| Evaluates the effectiveness of health education. | | |  |  | |  |  |
| **Applies principles of client safety**. | | |  |  | |  |  |
| Engages in quality improvement and risk management to promote a quality practice environment. | | |  |  | |  |  |
| Evaluates the effectiveness of nursing interventions by comparing actual outcomes to expected outcomes. | | |  |  | |  |  |
| Reviews and revises the plan of care and communicates accordingly. | | |  |  | |  |  |
| **Assesses implications of own decisions.** | | |  |  | |  |  |
| **Uses critical thinking, critical inquiry and clinical judgment for decision-making.** | | |  |  | |  |  |
| Demonstrates professional judgment in using information and communication technologies (ICTs) and social media. | | |  |  | |  |  |
| Recognizes high-risk practices and integrates mitigation strategies that promote safe care. | | |  |  | |  |  |
| Applies strategies to prevent, de-escalate and manage disruptive, aggressive or violent behaviour. | | |  |  | |  |  |
| **Recognizes and responds immediately when a client’s condition is deteriorating.** | | |  |  | |  |  |
| **Demonstrates knowledge of nursing theory, pharmacology, health sciences, humanities and ethics.** | | |  |  | |  |  |
| **Applies knowledge of pharmacology and principles of safe medication practice.** | | |  |  | |  |  |
| **COMMENTS:** | | | | | | | |
| **Collaborative Practice**  RPNs work collaboratively with clients and other members of the health care team. They recognize that collaborative practice is guided by shared values and accountability, a common purpose or care outcome, mutual respect, and effective communication. | | | NM\* | NI\* | | M | E |
| Engages clients in identifying their health needs, strengths, capacities and goals. | | |  |  | |  |  |
| **Communicates collaboratively with the client and the health care team.** | | |  |  | |  |  |
| Provides essential client information to the client and the health care team. | | |  |  | |  |  |
| **Promotes effective interpersonal interaction.** | | |  |  | |  |  |
| Uses conflict resolutionstrategies to promote healthy relationships and optimal client outcomes. | | |  |  | |  |  |
| Articulates own role based on legislated scope of practice, individual competence and care context, including employer policies. | | |  |  | |  |  |
| Determines their own professional and interprofessional role within the team by considering the roles, responsibilities and the scope of practice of others. | | |  |  | |  |  |
| Advocates for the use of Indigenous health knowledge and healing practices in collaboration with the client. | | |  |  | |  |  |
| Demonstrates leadership, direction and supervision to unregulated health workersand others. | | |  |  | |  |  |
| Participates in emergency preparedness and disaster management. | | |  |  | |  |  |
| **Participates in creating and maintaining a quality practice environment that is healthy, respectful and psychologically safe.** | | |  |  | |  |  |
| Fosters an environment that encourages questioning and exchange of information. | | |  |  | |  |  |
| Initiates and fosters mentoring relationships. Applies the principles of team dynamics and group processes in interprofessional team collaboration | | |  |  | |  |  |
| Demonstrates formal and informal leadership in practice. | | |  |  | |  |  |
| Organizes workload, assigns/coordinates nursing care, sets priorities and demonstrates effective time-management skills | | |  |  | |  |  |
| **Prepares client and collaborates with health care team in transition and transfer of responsibility of care.** | | |  |  | |  |  |
| **COMMENTS:** | | | | | | | |

**Student completed Professional Practice with a formal accommodation plan: YES NO**

***MIDTERM****: If you assign a NOT MET [NM]\* or NEEDS IMPROVEMENT [NI]\* rating to a given key characteristic, please include some comments and examples. If any of the* ***critical element criterion*** *are scored less than ‘Meets Expectations’ (M), the clinical instructor will work with the student to create a success plan and will document the plan and progress.*

**FINAL**: *Any* ***critical element criterion (bold)*** *scored less than ‘Meets Expectations’ (M) at the final evaluation will result in the student failing the course.*

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| **OVERALL COMMENTS:** |

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| **Midterm** | Progressing towards meeting course ends in view |  | Failing |  |
| **Final** | Pass |  | Fail |  |

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| **Professional Practice Instructor Signature/date** | **Student Signature/date**  **\*I have read and understand this assessment** |