

## INSTRUCTIONS

Throughout this clinical rotation, students are expected to demonstrate evidence of growth in competencies according to the BCCNM Professional Standards of Practice:

1. **Professional Responsibility and accountability**
2. **Knowledge based practice**
3. **Client-focused provision of service**
4. **Ethical practice**

British Columbia College of Nursing Professionals and Midwives. *Entry-level Competencies for Registered Nurses* Vancouver: Author. Available at:

[https://www.bccnm.ca/Documents/competencies\\_requisite\\_skills/RN\\_entry\\_level\\_competencies\\_375.pdf](https://www.bccnm.ca/Documents/competencies_requisite_skills/RN_entry_level_competencies_375.pdf)

Competencies are defined as statements about the knowledge, skills, attitudes, and judgements required to perform safely and ethically within an individual's nursing practice or in a designated role or setting. (BCCNM, n.d.).

BCCNM created a role-based framework for the competencies and, identified nine roles to categorize competencies within broad themes. Integration of all nine roles enables the entry-level RN to provide safe, competent, ethical, compassionate, and evidence-informed nursing care in diverse settings.

1. Clinician: registered nurses are clinicians who provide safe, competent, ethical, compassionate, and evidence-informed care across the lifespan in response to client needs. Registered nurses integrate knowledge, skills, judgement, and professional values from nursing and other diverse sources into their practice.
2. Professional: Registered nurses are professionals who are committed to the health and well-being of clients. Registered nurses uphold the profession's practice standards and ethics and are accountable to the public and the profession.
3. Communicator: Registered nurses who use a variety of strategies and relevant technologies to create and maintain professional relationships, share information, and foster therapeutic environments.
4. Collaborator: Registered nurses are collaborators who play an integral role in the health care team partnership.
5. Coordinator: Registered nurses coordinate point-of-care health service delivery with clients, the health care team, and other sectors to ensure continuous, safe care.
6. Leader: Registered nurses are leaders who influence and inspire others to achieve optimal health outcomes for all.
7. Advocate: Registered nurses are advocates who support clients to voice their needs to achieve optimal health outcomes. Registered nurses also support clients who cannot advocate for themselves.
8. Educator: Registered nurses are educators who identify learning needs with clients and apply broad range of educational strategies towards achieving optimal health outcomes.

9. Scholar: Registered nurses are scholars who demonstrate a lifelong commitment to excellence in practice through critical inquiry, continuous learning, application of evidence to practice, and support of research activities.

**Midterm evaluation procedure:**

- a. Students assess each competency using the evaluation criteria noted below and provide a summary and specific example of their learning addressing knowledge, skills, abilities, and judgment. Students must identify and record specific goals for the remainder of the Clinical experience. Students send completed evaluation tool to the Clinical supervisor.
- b. Supervisors will review student self-assessment and write a brief statement regarding overall progress and any additional learning goals.
- c. The student, and clinical supervisor will meet to discuss the student's midterm progress. This will typically be on-site during a regularly scheduled clinical day.
- d. If any competencies are rated as "U" supporting data must be included. Additionally, the clinical supervisor, in collaboration with the course coordinator, will develop a learning contract for the remaining clinical days.

**Final evaluation procedure:**

- e. Students assess each competency using the evaluation criteria noted below and provide a summary with specific examples of their learning addressing knowledge, skills, abilities, and judgment. Students send completed evaluation tool to the supervisor.
- f. Clinical supervisors review student self-assessment and write a summary with specific examples of student learning addressing knowledge, skills, abilities, and judgment. Supervisors should identify goals for future clinical rotations.
- g. The student and clinical supervisor meet to discuss the final evaluation.
- h. The completed and signed clinical evaluation will be reviewed and signed by the course coordinator.

***Definition of evaluation criteria for each of the following competencies***

**N** = No opportunity to evaluate. You have not been able to practice (student) or observe this behavior (preceptor).

**U** = Unacceptable progress. This area requires improvement regarding safe practice. **Students may not progress if there are areas of unacceptable progress on the final evaluation.**

**A** = Acceptable progress. The students' progress is satisfactory. ***This category should be used primarily for the midterm where the student is showing progression but has not yet met the objectives of the clinical course.***

**M** = Met objective. The student has met this objective to the level expected of a new registered nurse. This should be the primary category used on the final unless there are areas of identified weakness.

Student: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Course Coordinator: \_\_\_\_\_

Placement: \_\_\_\_\_

STANDARD 1: PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY: MAINTAINS STANDARDS OF NURSING PRACTICE AND PROFESSIONAL CONDUCT DETERMINED BY BCCNM	Student Rating*		Clinical Supervisor Rating*	
	Midterm	Final	Midterm	Final
Professional: 1. <b>Demonstrates accountability, accepts responsibility, and seeks assistance as necessary for decisions and actions within the legislated scope of practice.</b> 2. <b>Demonstrates professional behaviour, confidence, honesty, integrity, and respect in all interactions.</b> 3. With assistance exercises professional judgement when using agency policies and procedures, or when practicing in their absence. 4. With assistance demonstrates professional judgment to ensure social media and information and communication technologies (ICTs) are used in a way that maintains public trust in the profession. 5. <b>Monitors and maintains own fitness to practice</b> Collaborator: 6. With support, determines their own professional and interprofessional role within the team by considering the roles, responsibilities, and the scope of practice of others. 7. With support, applies basic knowledge about the scopes of practice of each regulated nursing designation to strengthen intraprofessional collaboration that enhances contributions to client health and well –being. Advocate: 8. <b>With assistance recognizes and takes action in situations where client safety is actually or potentially compromised.</b> 9. With assistance ask questions about unclear orders, decisions, actions, or treatment. Scholar: 10. Engages in practice that contribute to lifelong learning.				
STANDARD 2: KNOWLEDGE-BASED PRACTICE: CONSISTENTLY APPLIES KNOWLEDGE, SKILLS AND JUDGEMENT IN NURSING PRACTICE	Student Rating*		Clinical Supervisor Rating*	
	Midterm	Final	Midterm	Final
Clinician: 11. <b>Provides safe, ethical, competent, compassionate, client-centered, and evidence-informed nursing care in response to client needs.</b> 12. <b>With assistance conducts a holistic nursing assessment to collect comprehensive information on client health status.</b>				

<p>13. With assistance analyses and interprets data obtained in client assessment to inform ongoing decision-making about client health status.</p> <p>14. With support evaluates effectiveness of plan of care and modifies accordingly.</p> <p>15. With support anticipates actual and potential health risk and possible unintended outcomes.</p> <p>16. Recognizes and responds immediately when client safety is affected.</p> <p>17. With support prepares clients for and performs procedures, treatments, and follow up care.</p> <p>18. With support, implements evidence-informed practices of pain prevention, manages client's pain, and provides comfort through non-pharmacological interventions.</p> <p>19. With support implements therapeutic nursing interventions that contribute to the care of the client.</p> <p>20. With assistance provides nursing care to meet palliative and end-of-life care needs.</p> <p>21. <b>Incorporates knowledge from health science, including anatomy and physiology into plans of care.</b></p> <p>22. With support, uses strategies to promote wellness, to prevent illness, and to minimize disease and injury in clients, self, and others.</p> <p>23. Adapts practice in response to the spiritual beliefs and cultural practices of clients.</p> <p>24. <b>Implements evidence-informed practices for infection prevention and control.</b></p> <p>Communicator:</p> <p>25. Engages in active listening to understand and respond to the client's experience, preferences, and health goals.</p> <p>26. With assistance incorporates the process of relational practice to adapt client outcomes.</p> <p>27. <b>With support documents and reports clearly, concisely, accurately, and in a timely manner.</b></p> <p>Advocate:</p> <p>28. With assistance uses knowledge of health disparities and inequities to optimize health outcomes for all clients.</p> <p>Educator:</p> <p>29. With assistance evaluates effectiveness of health teaching and revises education plan if necessary.</p> <p>Scholar:</p> <p>30. With assistance uses best evidence to make informed decisions.</p> <p>31. Translates knowledge from relevant sources into professional practice.</p>				
<b>STANDARD 3: CLIENT-FOCUSED PROVISION OF SERVICE:</b>  <b>PROVIDES NURSING SERVICES AND WORKS WITH OTHERS TO PROVIDE HEALTH CARE SERVICES IN THE BEST INTEREST OF CLIENTS</b>	<b>Student Rating*</b>		<b>Clinical Supervisor Rating*</b>	
	Midterm	Final	Midterm	Final
Professional: <b>32. With assistance recognizes, and reports, harmful incidents, and no harm incidents.</b>				

<p>33. With guidance recognizes and reports actual and potential workplace and occupational safety risks.</p> <p>Collaborator:</p> <p>34. <b>Demonstrates collaborative professional relationships.</b></p> <p><b>Coordinator:</b></p> <p>35. With assistance consults with clients and health care team members to make ongoing adjustments required by changes in the availability of services or client health status.</p> <p>36. <b>With assistance organizes own workload, set priorities, and demonstrates effective time management skills.</b></p> <p>Leader:</p> <p>37. Participates in creating and maintaining a healthy, respectful, and psychologically safe workplace.</p> <p>38. With assistance adapts practice to meet client care needs within a continually changing health care system.</p> <p>Advocate:</p> <p>39. With support advocates for the use of Indigenous health knowledge and healing practices in collaboration with Indigenous healers and Elders consistent with the <i>Calls to Action of the Truth and Reconciliation Commission of Canada</i>.</p>				
<p><b>CATEGORY 4: ETHICAL PRACTICE:</b></p> <p><b>UNDERSTANDS, UPHOLDS AND PROMOTES THE ETHICAL STANDARDS OF THE NURSING PROFESSION</b></p>	<b>Student Rating*</b>		<b>Clinical Supervisor Rating*</b>	
	Midterm	Final	Midterm	Final
<p>Professional:</p> <p>40. <b>Maintains client privacy, confidentiality, and security by complying with legislation, practice standards, ethics, and organizational policies.</b></p> <p>41. <b>Establishes and maintains professional boundaries with clients and the health care team.</b></p> <p>42. Identifies and addresses ethical and moral issues using ethical reasoning, seeking support when necessary.</p> <p>Communicator:</p> <p>43. <b>Introduces self to clients and health care team members by name, and professional designation (protected title).</b></p> <p>44. <b>Uses communication skills to build trusting, compassionate and therapeutic relationships with clients.</b></p> <p>Leader:</p> <p>45. Acquires knowledge of the <i>Calls to Action of the Truth and Reconciliation Commission of Canada</i>.</p> <p>46. <b>Demonstrates self-awareness through reflective practice and solicitation of feedback.</b></p> <p>47. Takes action to support safe practice environments.</p> <p>48. Uses and allocates resources wisely.</p> <p>Advocates:</p>				

49. With support advocates for health equity for all, particularly for vulnerable and/or diverse clients and populations. 50. Supports environmentally responsible practice. 51. Advocates for safe, competent, compassionate, and ethical care for clients. 52. Demonstrates a beginning understanding of supporting and empowering clients in making informed decisions about their health care and respects their decisions. 53. With assistance assesses clients have an understanding and ability to be an active participant in their own care and facilitates appropriate strategies for clients who are unable to be fully involved. 54. Engages in self-reflection to interact from a place of cultural humility and create culturally safe environments where clients perceive respect for their unique health care practices, preferences, and decisions.				
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***Definition of evaluation categories for each of the following objectives***

**N** = No opportunity to evaluate. You have not been able to practice (student) or observe this behavior (clinical supervisor).

**U** = Unacceptable progress. This area requires improvement regarding safe practice.  
**Students may not progress if there are areas of unacceptable progress on the final evaluation.**

**A** = Acceptable progress. The student is making satisfactory progress.

**M** = Met objective. The student has met this objective to the level expected according to the course objectives. This should be the primary category used on the final evaluation unless there are areas of identified weakness.

## Midterm Evaluation Summary - Student

Student Name: \_\_\_\_\_

Please comment on the roles, general competencies (clinician, professional, communicator, collaborator, coordinator, leader, advocate, educator, and scholar) related to the following categories:

1. *Professional Responsibility and accountability*
2. *Knowledge based practice*
3. *Client-focused provision of service*
4. *Ethical practice*

Identify specific learning goals for the remainder of the clinical experience.

**Student Comments:**

## Midterm Evaluation Summary – Clinical Supervisor

Student Name: \_\_\_\_\_

Please comment on the roles, general competencies (clinician, professional, communicator, collaborator, coordinator, leader, advocate, educator, and scholar) related to the following categories:

1. *Professional Responsibility and accountability*
2. *Knowledge based practice*
3. *Client-focused provision of service*
4. *Ethical practice*

***Clinical Supervisor Comments:***

Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## **Final Evaluation Summary - Student**

Student Name: \_\_\_\_\_

Please comment on the roles, general competencies (clinician, professional, communicator, collaborator, coordinator, leader, advocate, educator, and scholar) related to the following categories:

1. *Professional Responsibility and accountability*
2. *Knowledge based practice*
3. *Client-focused provision of service*
4. *Ethical practice*

***Student Comments:***

## Final Evaluation Summary – Clinical Supervisor

Student Name: \_\_\_\_\_

Please comment on the roles, general competencies (clinician, professional, communicator, collaborator, coordinator, leader, advocate, educator, and scholar) related to the following categories:

1. *Professional Responsibility and accountability*
2. *Knowledge based practice*
3. *Client-focused provision of service*
4. *Ethical practice*

***Clinical Supervisor Comments:***

Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Course Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_