



NCAS Performance Report

NCAS ID	00XXXXX
Name	RN, Sample Report
Nursing Role	Registered Nurse
Date of Referral	Wednesday, November 1, 2017

The results presented in this report are based on your performance in the Computer Based Assessment, the Simulation Lab Assessment and the Oral Assessment.

These results are based on objective observations. In other words, NCAS reports only on the data it gathered through the assessments you completed for us. Your performance on this set of assessments may be reasonably generalized, or comparable, to how you would perform on similar tasks in the course of practice here in BC. This report assesses your performance in competency areas that the relevant nursing regulator or health care assistant registry has deemed essential at entry to practice, **and** that can be measured in a competency assessment (not all competencies can be measured by NCAS).

The report blends the results of the CBA, SLA and OA to determine the extent to which you have demonstrated these required and measurable competencies. It is important to note that NCAS assessments do not offer a passing or failing grade. Rather, the assessments identify where you have demonstrated competencies, and where we have observed gaps in competencies. The relevant regulator or registry considers these results along with other evidence you have submitted about your education and professional experience so they can make a decision about registration, and/or direct your learning.

HOW TO READ THE REPORT

This report has two sections.

The first section offers an at-a-glance visual summary of your results on each of the overarching categories that make up the NCAS Competency Framework. Each category contains numerous competencies. The NCAS Competency Framework was developed by the three nursing regulators and the health care assistant registry in BC.

Note: While the overarching framework is shared, each nursing profession has its own set of specific competencies. The framework and the specific entry-level competencies, by profession, can be viewed on the NCAS website at www.ncasbc.ca.

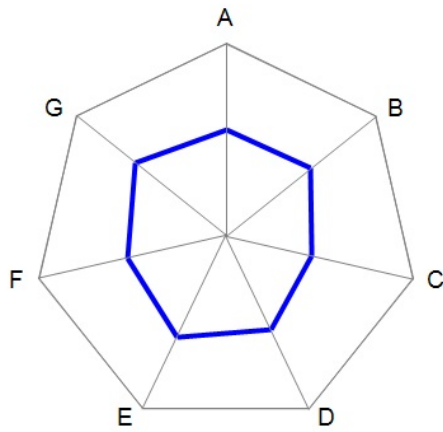
The second section in this report offers a more detailed look at your performance. As stated, each category in the NCAS Competency Framework noted above is made up of many specific competencies. Many of these competencies are closely related, so NCAS clusters these competencies into themes like Critical Thinking or Therapeutic Communication. These more specific themes are the focus of section two of this report. These themes can be relevant or present in more than one of the categories that make up the NCAS Competency Framework. The theme of Therapeutic Communication, for instance, is important to several categories in the framework. To better understand how the competency themes in each box are organized into the NCAS Competency Framework visit www.ncasbc.ca.

Neither section offers a complete picture of your competency results. They must be read together.

PLEASE NOTE: NCAS does not make registration decisions, and does not advise applicants or regulatory organizations about remedial education or upgrading. Those decisions lie strictly with the regulator and registry.

Section One: NCAS Competency Framework Summary

The graph below offers a high-level snapshot of your performance in each of the broad competency categories in the framework. It does NOT identify specific competency gaps because each category, as noted above, is made up of multiple competencies and competency themes. The closer the bold, interior line to the perimeter of the graph, the more your competence approaches expected entry-level practice in BC. The closer the interior line to the centre of the graph, the further away your competence is from expected entry-level performance in BC.



Legend	
A	Accountability, Responsibility and Ethical Behaviour
B	Collaborative Practice
C	Knowledge Based Practice: Assessment
D	Knowledge Based Practice: Evaluation
E	Knowledge Based Practice: Planning
F	Knowledge Based Practice: Providing Care
G	Therapeutic Relationship

Section Two: Detailed Competency Assessment

This section offers a more detailed look at your results.

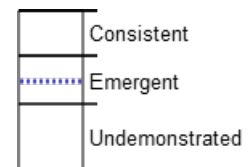
Each box below assesses the extent to which you demonstrated a specific set of skills and behaviours as they relate to a competency theme, that is, to a group of particular, closely-related competencies. For instance, it evaluates how you demonstrated skills and behaviours that reflect your competencies in the area of Patient Communication.

Three results are possible for each competency theme we evaluate:

- **Consistently Demonstrated:** You consistently demonstrated the expected ability, set of skills or behaviours related to this competency theme.
- **Emergent:** You demonstrated emerging but inconsistent mastery of, or proficiency with, an ability, set of skills or behaviours related to this competency theme.
- **Undemonstrated:** You did not sufficiently demonstrate mastery or proficiency of an ability, set of skills or behaviours related to this competency theme.

Each box also contains a small diagram. Each bar contains a dotted blue line that shows you how you performed relative to each of the three categories above (Consistently Demonstrated, Emergent and Undemonstrated).

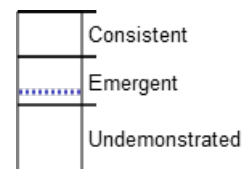
EXAMPLE: *In this example, the diagram shows that that the applicant performance is in the middle of the "emergent" category.*



Assessment - Gathers information for identifying a health problem. This process includes data collection, data validation, and data sorting. Sources of information could include physical assessment, clinical and laboratory data, medical history and the client's account of symptoms. The assessment is ongoing based on clinical judgment of care and the client's response to plan of care or quality of care.

Emergent

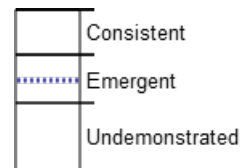
Able to complete a head to toe assessment but does not modify (focus) assessments based on client presentation and priorities, or may just focus assessment on presenting problem without considering the bigger picture. Evidence of basic understanding of the bigger picture, but needs to work on strengthening own knowledge base and broadening scope of assessments. Demonstrates basic understanding of assessment as an ongoing collection of data that is added to throughout the day. Inconsistently bases ongoing assessment on changes in client condition.



Client Advocacy - Communicates in a way that supports the best care possible for the client while helping the health care team understand the client's wishes. Represents the client's wishes, rights and desired goals as required.

Emergent

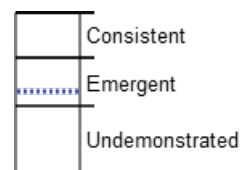
Does not always encourage client participation, elicit client's wishes or engage other health care professionals to modify plan of care based on assessment findings. Inconsistently obtains client consent during care or inconsistently shares information with the client and/or the health care team about changing health status.



Clinical Decision Making/Critical Inquiry - A continuous and systematic framework to gather/collect information, interpret, make decisions, implement and evaluate service provided to client. The active, purposeful, organized, cognitive process used to carefully examine one's thinking and that of others. Used to identify and prioritize risks and problems, clarify and challenge assumptions.

Emergent

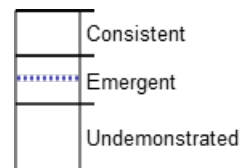
Within the framework, is able to collect data, and to recognise and define problem, but inconsistent in their ability to define possible options and make a decision. Does not anticipate the next step in care, and/or nursing interventions. Requires assistance in making decisions within their independent scope of practice, and in challenging own assumptions.



Collaboration (includes, client, family and the healthcare team) - A collective communication and decision-making process with the expressed goal of working together toward identified client outcomes while respecting the unique scope, qualities, and abilities of each member of the group or team.

Emergent

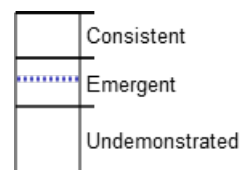
Inconsistently engages client, family and healthcare team in planning and providing care. May engage in the collection of information but inconsistently incorporates into plan of care.



Ethical and Legal Responsibility - Nurses have a legal and ethical obligation to provide safe, compassionate, competent and ethical care. Responsibilities central to ethical nursing practice include promoting health and well-being; promoting and respecting informed consent and decision-making; preserving dignity; maintaining privacy and confidentiality; promoting justice; maintaining professional boundaries - including respect for self and others - and being accountable.

Emergent

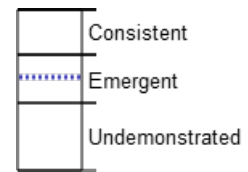
Inconsistently applies legal and ethical framework to practice. Inconsistently engages client at the onset of interaction and/or over the duration of care. Inconsistently recognizes, respects and promotes the client's right to be informed and make informed choices. Does not consistently demonstrate understanding of confidentiality. Professional boundaries are not always maintained. Does not always function within own level of competence. Does not consistently take accountability and responsibility for own actions. May provide personal care outside the scope and role.



Health Care Planning - The process of setting goals and objectives for plan of care, developing strategies, outlining tasks and schedules to accomplish the goals and defining the criteria to be used to evaluate the effectiveness and appropriateness of the plan.

Emergent

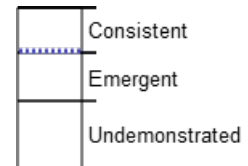
Formulates a basic plan of care for the client. The focus of the care is on the immediate needs of the client. Documents and communicates plan of care but does not evaluate plan, or modify based on effectiveness and outcomes.



Health Promotion - Any program or strategy that fosters improvement in an individual's or a community's health and well-being. The process of enabling people to increase control over, and to improve, their health.

Consistent

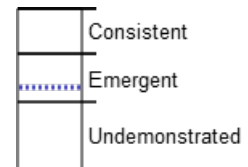
Sets appropriate goals in accordance with client's priorities to achieve health care outcomes. Engages client to participate in their own care and understand risk. Identifies appropriate client resources to support client' in meeting their identified health goal.



Home care - The provision for medical, nursing and social needs of a client in their own residence or in the residence of a family member. This includes but not limited to wound care, intravenous therapy and/or palliative care

Emergent

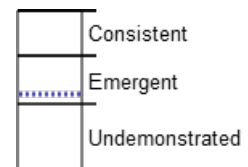
Inconsistent use of nursing process and/or does not use a systematic approach for integrating information into the nursing process. Plan of care is disorganized. Does not consistently consider the context of the client's residence, and adapt care accordingly.



Medical Surgical - The provision for care within the context of a medical and surgical environment.

Emergent

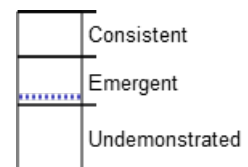
Within the context of Medical/Surgical, inconsistently uses a systematic process of planning and managing care which includes assessment, diagnosis, planning, implementation, and evaluation. Inconsistently adapts nursing process based on emerging information. Inconsistently collects information from relevant sources.



Mental health - The provision for nursing care within the context of a mental health practice environment. This includes care for individuals that are experiencing alterations in cognition, mood or behavior that are coupled with significant distress and/or impaired functioning.

Emergent

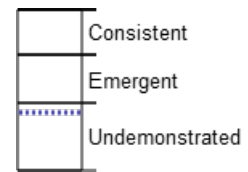
Demonstrates evidence of mental health knowledge of cognition, mood or behavior disorders; however is inconsistent in applying specific interventions required to support the mental health needs of the client. Inconsistent in the use of nursing process and/or does not have a systematic approach of integrating information into the nursing process in the mental health context. Inconsistent use of therapeutic communication when interacting with client.



Nursing in Canada - Understanding of the Canadian health care system; medical technology, terminology, regulations, ethics, safety and cultural competency; and caring for clients with language barriers and cultural differences.

Undemonstrated

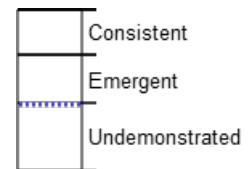
Does not demonstrate understanding of the context of the Canadian health care system and practices outside the scope of practice. Does not demonstrate use of medical technology, terminology, regulations, ethics, safety in the Canadian context. Does not demonstrate understanding of how to modify care to address clients from diverse populations.



Pharmacology - Understanding the preparation, properties, uses, and actions of drugs and knowing when and how to administer.

Emergent

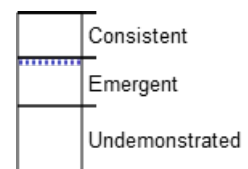
Administers medications as prescribed but inconsistently links drug properties to the client's needs. Does not consistently go through the rights of drug administration. Inconsistent assessment of the appropriateness of the mode of medication administration (oral, intravenous, etc.) in the context of the needs of the client.



Public Health - Knowledge from public health and primary health care (including the determinants of health). Practice focuses on promoting, protecting, and preserving the health of populations and links the health and illness experiences of individuals, families, and communities to population health promotion practice.

Emergent

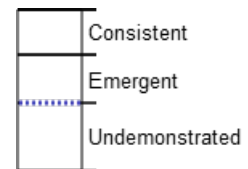
Inconsistently focuses on the practice of promoting, protecting and preserving health for an individual and/or community.



Report and Documentation - Any information generated that describes a client's status, care and services provided to that client. Serves three purposes: 1) facilitates communication; 2) promotes safe and appropriate nursing care; and 3) meets professional and legal standards.

Emergent

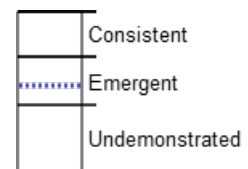
Charts and reports as required, but documentation is vague regarding actions taken and outcomes observed. Inconsistently documents priority nursing concerns or interventions. Documentation related to assessment is not complete and/or not linked to actions taken.



Safety - Safety and protection of self and others within a variety of work environments includes the avoidance, management and treatment of unsafe acts. Includes infection control and proper use of body mechanics.

Emergent

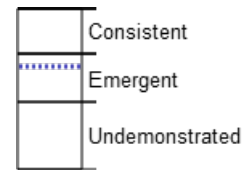
Inconsistently ensures safety and protection of self and others within a variety of work environments. Risk assessments are inconsistently completed resulting in safety measures being missed and prevention strategies not being implemented.



Therapeutic Communication - An interaction between a health care professional and others (client, family, or healthcare professionals) that aims to enhance the client's comfort, safety, trust or health and well-being. Communication that is interpersonal, effective, and relevant to the context/situation, and which includes an ability to monitor oneself, to engage in seeking all perspectives and to respond as appropriate, as well as to use a variety of communication skills, and adapt communication as needed.

Emergent

Inconsistent engagement with client/family, or health care professional. Does not consistently establish rapport and gather information to support and enhance the client's care and plan of care. Inconsistently responds to emotional content of interaction by using tone, clarity, volume, pace and other modifications to respond. Primarily focuses on factual content. Inconsistent use of communication skills (such as paraphrasing, summarising, active listening) to identify individual differences, preferences, capabilities and needs.



What to do next

Your report has been sent to the regulator(s), registry or employer you designated. They will look at this report, along with all the other documents, data and material you have submitted, to advise you on the next steps in your registration or evaluation process, including on whether or not further education is required to address any competency gaps this report has noted. Please contact the regulatory organization directly to determine the status of its decision.

Finally, as you may know, NCAS is a new assessment service. We are interested in any feedback you can offer to help us improve our service. Please complete this survey: <https://www.surveymonkey.com/r/88GB9DZ>

Your survey responses will be anonymous, and will have no impact on your assessment results. Thank you!

The Team at NCAS