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NCAS ID	00XXXXXX
Name	HCA, Sample Report
Nursing Role	Health Care Assistant
Date of Referral	Saturday, January 21, 2017

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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](http://www.ncasbc.ca).*

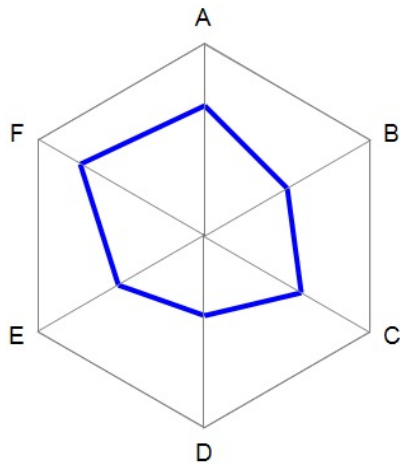
**The second section** in this report offers a more detailed look at your performance. As stated, each category in the NCAS Competency Framework noted above is made up of many specific competencies. Many of these competencies are closely related, so NCAS clusters these competencies into themes like Critical 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](http://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: Planning
E	Knowledge Based Practice: Providing Care
F	Therapeutic Relationship

## Section Two: Detailed Competency Assessment

This section offers a more detailed look at your results.

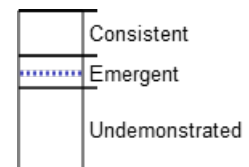
Each box below assesses the extent to which you demonstrated a specific set of skills and behaviours as they relate to a competency theme, that is, to a group of particular, closely-related competencies. For instance, it evaluates how you demonstrated skills and behaviours that reflect your competencies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

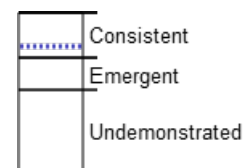
**EXAMPLE:** *In this example, the diagram shows that that the applicant performance is in the middle of the "emergent" category.*



**Abuse Awareness/Knowledge** - Physical or mental harm caused by someone in a position of power or trust.

### Consistent

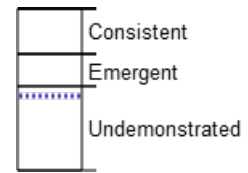
Recognizes and responds appropriately to situations involving suspected or actual abuse, neglect or self-neglect.



**Accountability, Responsibility and Ethical Behaviour** - Performs the care provider role in a reflective, responsible, accountable and professional manner. Recognizes and responds to own self development, learning and health enhancement needs.

**Undemonstrated**

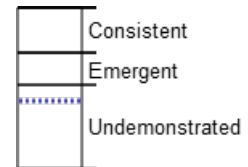
Unable to recognize and understand own self development, learning and health enhancement needs. Does not operate according to guidelines provided for care. Continuously crosses client-caregiver boundaries. Breaches confidentiality and privacy, and unable to perform the care provider role in a reflective, responsible, accountable and professional manner.



**Client Mobility** - The ability to facilitate safe client ambulation and positioning.

**Undemonstrated**

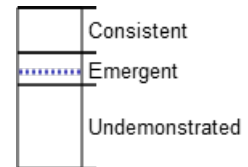
Unable to support the client to ensure safe ambulation and positioning; this includes the safe use of equipment. Does not incorporate injury prevention strategies. Does not demonstrate the ability to base choices and actions on sound understanding of body mechanics.



**Collaborative Practice (Health care team)** - Interacts with other members of the health care team in ways that contribute to effective working relationships and the achievement of goals.

**Emergent**

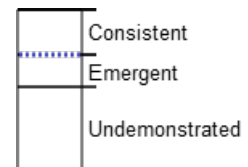
Does not consistently interact with other members of the health care team in ways that contribute to effective working relationships and the achievement of goals. This includes inconsistent sharing of client information to facilitate and support a comprehensive plan of care.



**Common Health Challenges** - Ability to apply knowledge of medical terminology, ageing and common health challenges such as diabetes and multiple sclerosis.

**Consistent**

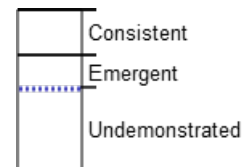
Able to apply knowledge of the ageing process, common health challenges and/or chronic health conditions when planning and providing care. Able to use appropriate health care terminology and abbreviations.



**Critical Thinking and Problem Solving** - An ability to use an informed approach to providing care and assistance (observing, gathering data and taking appropriate action).

**Emergent**

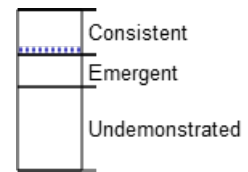
Was sometimes able to use an informed problem-solving approach to provide care and assistance. Focused on tasks as defined by care plan. Does not consistently identify problems and may be unsure of what actions to take. May seek guidance when unnecessary.



***Dementia and Cognitive Health Challenges*** - Knowledge of dementia and cognitive health challenges and the ability to apply appropriate strategies when caring for clients with dementia and cognitive health challenges.

**Consistent**

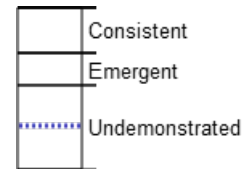
Demonstrates knowledge of dementia and cognitive health challenges and able to apply knowledge effectively, using appropriate strategies to address responsive behaviours. Minimizes any negative environmental factors to support optimal client behaviour. Able to recognize decline in cognitive functioning and respond appropriately. Uses appropriate verbal and non-verbal communication strategies.



***Infection Control*** - Practices that prevent the spread of infection. These include, but are not limited to, hand hygiene, and body substance fluid precautions.

**Undemonstrated**

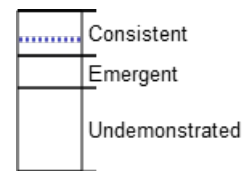
Does not incorporate techniques of infection control and prevention in practice. Consistently cross contaminates amongst clients and in between tasks and procedures. For example does not wash hands upon entering a room.



***Mental Health Challenges*** - Knowledge of mental health challenges and the ability to apply appropriate strategies when caring for clients with mental health challenges.

**Consistent**

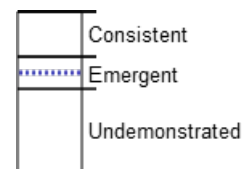
Demonstrates knowledge of mental health challenges and able to apply knowledge effectively when assisting clients. Addresses negative environmental factors to support optimal client behaviour. Able to recognize and respond appropriately to changes in the client's ability to cope and/or function. Uses appropriate verbal and non-verbal communication strategies.



***Person-Centred Practice*** - Person-centred care and assistance recognizes and respects the uniqueness of each individual client and their family. It provides for individuals to exercise control and autonomy over their own lives to the fullest extent possible.

**Emergent**

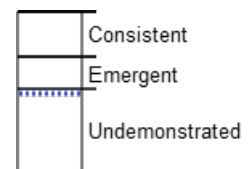
May not take opportunities to consult with the client and his/her family regarding care activities and preferences in care provision. May struggle to promote client autonomy and independence. May not give appropriate consideration to culture and diversity, and may focus exclusively on physical needs of the client rather than taking an holistic approach to care.



***Planning, Time Management, and Organization*** - Planning and provision of timely and organized personal care and assistance.

**Undemonstrated**

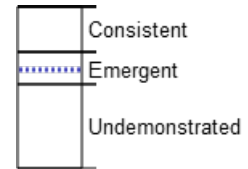
Unable to plan and provide timely and organized personal care and assistance. Care disorganized and takes additional time to complete. Unable to sequence activities based on plan of care, or defers non-priority tasks as required. Does not come prepared to complete a task or activity, having to go back and forth to gather supplies and equipment.



**Providing Care** - Provide personal care and assistance to clients according to the established plan of care.

**Emergent**

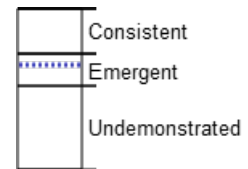
Demonstrates the ability to provide personal care and assistance to clients. Uncertain when selecting and/or using appropriate equipment correctly. Able to provide care but may inconsistently adapt care according to client specific needs.



**Reporting and Recording** - Required written or verbal information that describes a client's status, care, and services provided to that client. Recording and reporting serves three purposes: 1) facilitates communication; 2) promotes safe and appropriate care; and 3) meets employer standards.

**Emergent**

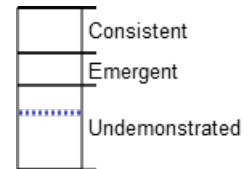
Inconsistently selects and prioritizes information that should be recorded and reported to healthcare team. At times able to appropriately record and report pertinent information. Communicates client information in a manner that could be unclear.



**Safe Medication Delivery** - Ability to perform within parameters of practice in relation to medication assistance and administration.

**Undemonstrated**

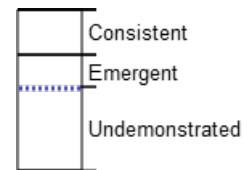
Did not stay within parameters of practice in relation to medication assistance and administration; this includes administration of medication and understanding and reporting the effects of medication. Does not seek guidance when required.



**Safety** - Safety and protection of self and others within a variety of work environments

**Emergent**

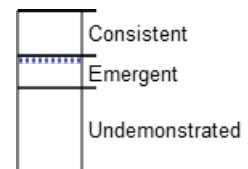
Inconsistently ensures safety and protection of self and others within a variety of work environments. Risk assessments are inconsistently completed resulting in safety measures being missed and prevention strategies not being implemented.



**Therapeutic Communication** - Interactions with others (client, family, or healthcare team members) 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, engage in seeking all perspectives and respond as appropriate, use a variety of communication skills, and adapt communication as needed.

**Emergent**

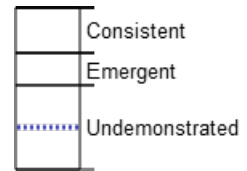
Inconsistently engages in communication with others (client, family, or healthcare team) and is unable to establish rapport, and gather information to support and enhance the client's care and plan of care. Inconsistently responds to emotional content (tone, pace, volume, clarity), and primarily focuses on factual content. This includes the ability to adapt communication skills (paraphrasing, summarising, active listening) and identify individual differences, preferences, capabilities.



**Violence Prevention** - Recognizes and responds appropriately to actual or potential situations involving violence.

**Undemonstrated**

Unable to recognize and respond appropriately to actual or potential situations involving violence. Unable to recognize an escalating situation or factors precipitating violent behaviours. Lack of knowledge of violence prevention strategies to incorporate into practice or respond promptly to imminent threats.



**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***