



# NCAS Performance Report

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NCAS ID	00XXXXX
Name	RPN, Sample Report
Nursing Role	Registered Psychiatric Nurse
Date of Referral	Tuesday, September 19, 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).*

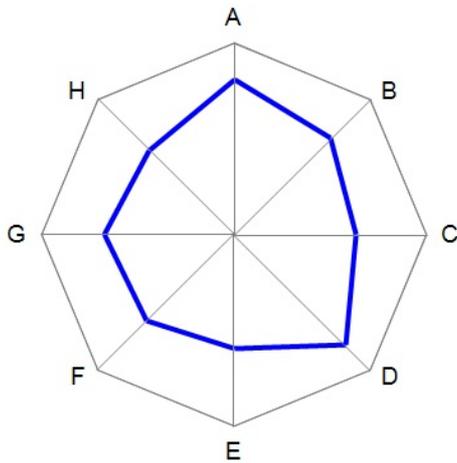
**The second section** in this report offers a more detailed look at your performance. As stated, each category in the NCAS Competency Framework noted above is made up of many specific competencies. Many of these competencies are closely related, so NCAS clusters these competencies into themes like Critical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

## Section Two: Detailed Competency Assessment

This section offers a more detailed look at your results.

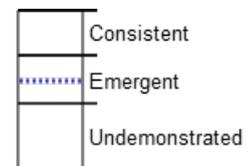
Each box below assesses the extent to which you demonstrated a specific set of skills and behaviours as they relate to a competency theme, that is, to a group of particular, closely-related competencies. For instance, it evaluates how you demonstrated skills and behaviours that reflect your competencies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

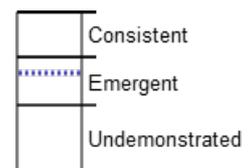
**EXAMPLE:** *In this example, the diagram shows that that the applicant performance is in the middle of the "emergent" category.*



**Assessment** - Conducts a holistic or focused assessment in order to identify a health issue. This process includes data collection, data validation, and data sorting. Sources of information could include a mental status examination, physical assessment, clinical and laboratory data, mental health and 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**

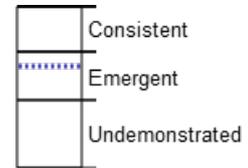
Able to complete a holistic assessment, one that draws on physiological, psychological, sociocultural, developmental and/or spiritual variables, but does not modify (focus) assessments based on client presentation and priorities, or may just focus assessment on presenting problem without considering 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. Inconsistently 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. Inconsistently identifies the actual health concern and the nursing diagnosis.



**Client Empowerment** - Using expertise and influence to support clients' advancement of health and well-being on an individual and community level. This includes: promoting mental health across the lifespan, fostering recovery and well-being for people while upholding their rights, providing timely access to treatment and supports, reducing disparities, recognizing distinct circumstances, rights, and cultures. It also includes: advocating needed resources that enhance the client's quality of life; informing clients of their rights and options; supporting informed decision making and autonomy; promoting least restrictive treatment and environment; promoting awareness of mental health and substance use issues; understanding the impact of stigma on individual, attitudes and behaviors.

**Emergent**

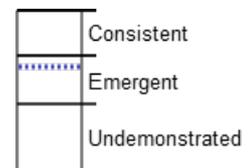
Is not consistent in demonstrating advocacy for clients or is not engaging with the client to understand issues related to the need for resources that enhance the client's quality of life. Inconsistently informs clients of their rights and options; inconsistently supports informed decision making, and inconsistently supports autonomy; inconsistently promotes least restrictive treatment and environment; inconsistently promotes awareness of mental health.



**Clinical Decision-Making Process** - 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. The clinical decision-making process is used to identify and prioritize risks and problems, clarify and challenge assumptions.

**Emergent**

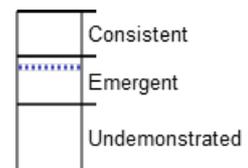
Inconsistently demonstrates a systematic process of planning and managing psychiatric nursing care that includes assessment, diagnosis, planning, implementation, and evaluation. While some of these steps may be demonstrated, others may be missed. Inconsistently collects data, recognises and defines problem; inconsistent in their ability to define possible options, to prioritize, and make an accurate clinical judgment or nursing diagnosis.



**Collaboration with Clients** - A shared communication and decision-making process with the expressed goal of working together toward identified client-centered outcomes to address identified problems, minimize the development of complications, and promote functions and quality of life.

**Emergent**

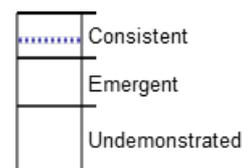
Inconsistently engages client, and identified support system/structure in planning and providing care. Goals are not consistently established in collaboration with the client. May engage others in the collection of information but inconsistently incorporates into plan of care. Inconsistently demonstrates an understanding of what the client is willing to do or what their interests are. Inconsistently promotes a plan for self-care that promotes client responsibility and independence to the maximum degree possible.



**Collaboration with Team Members** - 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. Uses interpersonal communication skills to establish and maintain a rapport among team members. Shares relevant information with team members, clients and stakeholders in a timely manner and promotes collaborative and informed shared decision-making.

**Consistent**

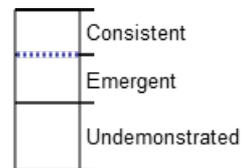
Consistently engages the health care team in planning psychiatric nursing care in a coordinated way. Demonstrates interpersonal therapeutic communication in establishing and maintaining rapport among team members, and articulates the needs of the client effectively to other team members.



**Conflict Resolution** - The various ways in which individuals or institutions address conflict (e.g., interpersonal, work) to move toward positive change and growth. Effective conflict resolution requires critical reflection, diplomacy and respect for diverse perspectives, interests, skills, and abilities. Skills include active engagement in identifying the issues that may contribute to the development of conflict, recognizing actual or potential conflict situations, and negotiating to mitigate barriers.

**Consistent**

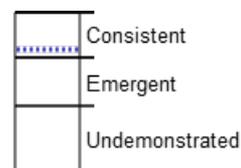
Consistently recognizes conflict and employs effective conflict resolution and reconciliation approaches and techniques. Consistently works with others to address barriers to psychiatric nursing care outcomes, negotiates to mitigate barriers in order to optimize health outcomes.



**Culture** - The shared beliefs, values and practices of a group that shape thinking and behaviour in patterned ways. Culture can also be viewed as a blueprint for guiding actions that impact care, health and well-being. Cultural considerations will include appreciation of personal beliefs, values and attitudes related to one's own culture, being receptive to the client's cultural needs, beliefs and practices, incorporating cultural preferences and personal perspectives into the plan of care when applicable. Integrating culture into practice also includes adapting communication to the audience while considering social and cultural diversity, engaging in opportunities to learn about various cultures and incorporating knowledge of culture and how multiple identities shape one's life experiences and contributes to health outcomes.

**Consistent**

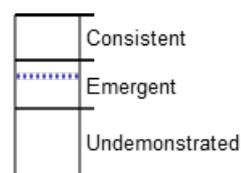
Consistently explores the client's cultural needs, beliefs, practices and preferences when providing psychiatric nursing care, and incorporates these where applicable. Consistently considers the client's personal beliefs, values and attitudes related to their culture, and incorporate these into the plan of care. Adapts communication to the audience while considering social and cultural diversity, engaging in opportunities to learn about various cultures and incorporating knowledge of culture and how personal identity shape one's life experiences and contributes to health outcomes.



**Determinants of Health** - The health of individuals is determined by a person's social and economic factors, the physical environment and the person's individual characteristics and behaviour. The determinants include income and social status; social support networks; education and literacy; employment/working conditions; social environments; physical environments; personal health practices and coping skills; healthy child development; biology and genetic endowment; health services; gender; and culture.

**Emergent**

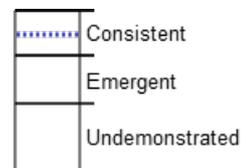
Inconsistently demonstrates knowledge of determinants of health and/or only inconsistently applies this in the provision of psychiatric nursing care through the assessment, diagnosis, planning, implementation, and evaluation processes. When conducting an assessment, inconsistently considers determinants of health including; income and social status; social support networks; education and literacy; employment/working conditions; social environments; physical environments; personal health practices and coping skills; healthy child development; biology and genetic endowment; health services; gender; and culture.



**Ethical and Legal Responsibilities** - RPNs 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; respecting self and others, and being accountable.

**Consistent**

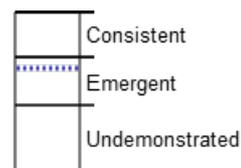
Practices within the established ethical and legal framework. Consistently conducts themselves in a manner that reflects honesty, integrity, reliability and impartiality. Consistently demonstrates recognition of, and maintains, the boundaries of the psychiatric nurse-client relationship. Consistently avoids situations that could give rise to a conflict of interests. Consistently recognizes ethical dilemmas, and implements steps towards a resolution. Consistently identifies the effects of his/her own values, biases and assumptions on interactions with clients and others. Consistently identifies and incorporates legal responsibilities into their practice (including those relating to confidentiality, consent, privacy access, use, retention and disclosure of information). Consistently practices within RPN scope including code of ethics, and standards of practice. Consistently documents according to required standards, and may not regularly consult with others as required.



**Health Promotion** - Use of psychiatric nursing expertise to promote the physical and mental health of clients to prevent disease, illness and injury, and programs foster improvement in an individual's or community's health and well-being. The process of enabling people to increase control over, and to improve, their health.

**Emergent**

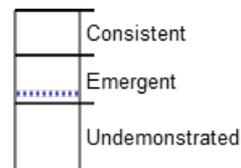
Inconsistently sets goals that promote health and prevent disease, illness and injury. Does not consistently engage the client to participate in their own care and understand risk. Is not always aware of potential resources to support clients in meeting their identified health goal. Does not demonstrate consistent knowledge of the determinants of health and or/ implement evidence-informed strategies and interventions to promote health.



**Medical Surgical** - The demonstration of medical and surgical nursing skills.

**Emergent**

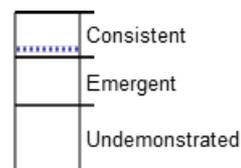
Inconsistently uses a systematic process of planning and managing care which includes assessment, diagnosis, planning, implementation, and evaluation. Inconsistently adapts nursing process based on emerging information. Inconsistently collects information from relevant sources.



**Professional Behaviour** - Demonstrates professionalism and accountability, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with clients and families, as well as among caregivers. Demonstrates professional standards of moral, ethical, and legal conduct.

**Consistent**

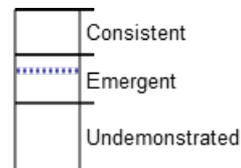
Consistently conducts his/herself in a manner that promotes a positive image of the profession, and responds professionally regardless of the behaviour of others. Consistently articulates the role and responsibilities of a psychiatric nurse. Consistently demonstrates the ability to exercise professional judgement. Consistently demonstrates the ability to organize and prioritize his/her own workload to meet responsibilities. Consistently demonstrates the use of initiative, curiosity, flexibility, creativity, and self-confidence. Consistently demonstrates professional leadership.



**Psychiatric Nursing Interventions** - Psychiatric nursing interventions are distinguished from evidence based theoretical knowledge application and critical thinking in that the client is viewed holistically and beyond the acute illness or obvious physical health concern. The individual, as a whole, is assessed including individual variables of physiology, psychology, development, sociocultural and spiritual elements. Doing so will minimize the potential for multiple system disruption upon the individual. Further, by viewing the client holistically, the RPN is able to determine strengths along with health vulnerabilities to promote wellness in areas that are not impacted by illness, and address vulnerabilities in a systematic and priority based manner.

**Emergent**

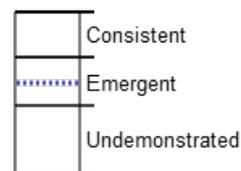
Inconsistently demonstrates the ability to draw on cues and data from a variety of sources to determine the most appropriate psychiatric nursing interventions. Inconsistently adapts care/interventions as required. Inconsistently takes an holistic approach to care – one that draws on physiological, psychological, sociocultural, developmental and/or spiritual variables. Inconsistently identifies appropriate psychiatric nursing interventions based on assessment data and client needs. Focuses on established and prescribed guidelines.



**Safety, Risk Assessment and Management** - Promotion of safety, including 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; the identification, reduction and mitigation of unsafe occurrences within the health care system; behaviour that mitigates risk and harm for the client, self and other professional staff from physical and/or psycho-social harm. Also includes use of best practices shown to address risk while maintaining optimal client outcomes, such as: using reflective practice and evidence, promotion of physical, environmental and psychological safety, integration of cultural awareness into practice.

**Emergent**

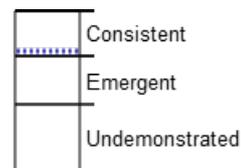
Inconsistently ensures safety and protection of self and others. Risk assessments are inconsistently completed resulting in safety measures being missed and prevention strategies not being implemented. Inconsistently identifies and/or responds to identified risks. Inconsistently demonstrates recognition of own limitations related to nursing skills or technologies, and may not seek assistance where appropriate. Does not consistently engage in practices to promote physical, environmental, and psychosocial safety and is inconsistent with integrating cultural awareness, safety and sensitivity into practice.



**Self-awareness** - Practice within own level of competence and use professional judgement when accepting responsibilities. Seeks out additional information or guidance when required. Accepts responsibility for own actions, decisions and professional conduct.

**Consistent**

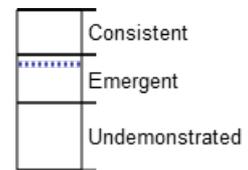
Consistently accepts responsibility for his/her actions, decisions and professional conduct. Consistently practices within his/her level of competence and uses professional judgement when accepting responsibilities, including seeking additional information or guidance when required. Consistently questions orders, decisions or actions that are unclear or inconsistent with positive client outcomes, best practices, health and safety standards or client wishes.



**Teaching and Learning** - An interactive and collaborative process of teaching and learning in clinical practice with the client. This includes: the assessment of the client's learning needs, preferred learning style, and barriers to learning; the implementation of teaching strategies that incorporate evidence-based information; and addressing identified knowledge gaps. Client education is not complete until the outcomes of the teaching/learning process are evaluated.

**Emergent**

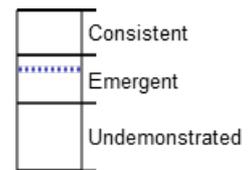
Inconsistent or inaccurate when identifying, communicating, modifying and revising learning needs to suit the client's ability. Inconsistently develops a client education plan, or reviews and revises it based on inaccurate information or incomplete assessment of the client's learning plan, support, and outcomes. Engages in teaching that may not be effective for the client based on delivery of the information, their level of cognition, the environment or other barriers to learning. Lacks a consistent, systematic and reliable approach for teaching, learning and assessment.



**Therapeutic Communication** - An interaction between a health care professional and the client that occurs in a collaborative manner and demonstrates unconditional positive regard and empathy. Strategies and techniques are applied to reduce emotional distress, facilitate cognitive and behavioral change, foster personal growth, enhance comfort, safety and trust, which will have a positive influence on health and well being. Communication that is interpersonal, effective, and relevant to the context/situation, and that 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. The principles of client therapeutic communication can be applied to the client, family or other health care professionals.

**Emergent**

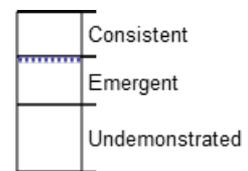
Inconsistently demonstrates; effective working relationships and communication that is relevant, clear and concise. Communication with the client or team members may appear disorganized, lack relevant detail or be confusing. Inconsistently uses active listening and demonstrates an inaccurate understanding of client status. Inconsistently responds to emotional content of interaction, and is inconsistent in using tone, clarity, volume, pace and other modifications to respond. Primarily focuses on factual content. Does not consistently develop rapport, and trust. As a result, is not always able to accurately account client individual differences, preferences, capabilities and needs.



**Therapeutic Relationship** - A professional relationship between nurse and client including the establishment, maintenance and termination stages. The relationship promotes trust through mutual respect, genuineness, empathy acceptance and collaboration where the focus of the relationship is on the client's ideas, experiences, feelings and personal issues. Therapeutic relationships are established through a process of clarifying relationship parameters and engaging the client in goal setting.

**Emergent**

Inconsistently demonstrates exploration of the client's ideas, experiences, feelings and personal issues and may not always show empathy or respect to clients and their circumstances. Does not consistently intervene during or prevent conflict or crisis from occurring. Interventions or goals may not be re-evaluated when encountering resistance or ambivalence, and does not adjust interventions based on information that emerges out of assessment, planning, intervention, and evaluation stages of interventions. May inconsistently demonstrate trust, genuineness, empathy, and respect. May fail to maintain the client at the centre of collaboration when goal setting.



**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*