Assumptions about Post-LPN to BN Clinical Assessment

- LPN to BN students are self-directed adult learners.
- Clinical expectations based on broad entry-level registered nurse (RN) nursing practice standards foster participatory self-directed learning.
- LPN to BN students possess a beginning knowledge and skill base, as well as values consistent with RN baccalaureate-level education.
- Clinical learning is not a result of a pre-designated number of hours in a clinical agency.
- LPN to BN students will welcome recognition of their designation as LPNs as they progress through the program.

Clinical Evaluation

The LPN to BN student must demonstrate ongoing and increasing proficiency and independence to meet the clinical competencies of each of the nursing practice courses. Formative evaluation occurs throughout the course, with the instructor and/or preceptor providing ongoing feedback to assist in the enhancement of learning and meeting of competencies. Both the student and the instructor and/or preceptor will complete a formative/midpoint evaluation, and a summative/final evaluation.

Upon completion of NURS 435, 437, and 401, the LPN to BN student must consistently function at the Satisfactory (S) or Progressing (P) level for the listed role-based, entry-level competencies. Ratings of Unsatisfactory (U) and Not applicable/Not observed (NA) received during the formative/midpoint evaluation will result in development of a detailed learning plan addressing how the LPN to BN student will work to achieve the identified competency prior to the end of the course. Upon completion of NURS 441, the LPN to BN student must consistently function at the Satisfactory (S) level for all listed role-based, entry-level competencies.
The following rating designations are used in all Post-LPN to BN nursing practice courses:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S – Satisfactory</strong></td>
<td>Consistently able to demonstrate skill in performance, synthesis of learning and application of nursing principles. Able to develop appropriate strategies, usually in an independent manner, to meet course and role-based entry-level competencies through reflective and critical thought.</td>
</tr>
<tr>
<td><strong>P – Progressing</strong></td>
<td>Able to demonstrate skill in some aspects of required course and entry-level competencies; requires occasional verbal/written direction; requests supervision appropriately; safe.</td>
</tr>
<tr>
<td><strong>U – Unsatisfactory</strong></td>
<td>Unable to demonstrate skill in required course and entry-level competencies; lacks confidence and proficiency; requires frequent verbal/written cues; unprepared; unsafe.</td>
</tr>
<tr>
<td><strong>NA – Not applicable/Not observed</strong></td>
<td></td>
</tr>
</tbody>
</table>
Faculty of Health Disciplines
Post-LPN BN Clinical Evaluation Tool

Student Name:

Course:

Start Date of Clinical:

End Date of Clinical:

The following role-based, entry-level competencies are from the College and Association of Registered Nurses of Alberta, CARNA (2019, March). Entry-level Competencies for the Practice of Registered Nurses.

It is expected that the student and the instructor and/or preceptor will in consultation complete a formative/midpoint evaluation and a summative/final evaluation.

1. Clinician: Registered nurses are clinicians who provide safe, competent, ethical, compassionate, and evidenced-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 in their practice.

<table>
<thead>
<tr>
<th>clinician competencies</th>
<th>Midpoint/Formative</th>
<th>Final/Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S</td>
<td>P</td>
</tr>
</tbody>
</table>

Review competencies 1.1 through 1.27 related to practicing as a Clinician. Using clear, concise statements, provide one example of a strength and one example of an area for improvement.

Midpoint/Formative

One strength:

One area for improvement with a plan:

Final/Summative

One strength:

April 2019_Post-LPN to BN Program
One area for improvement with a plan:

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.

<table>
<thead>
<tr>
<th>Midpoint/Formative</th>
<th>Final/Summative</th>
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<tbody>
<tr>
<td>S</td>
<td>P</td>
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</tbody>
</table>

**Professional Competencies**

Review competencies 2.1 through 2.14 related to practicing as a Professional. Using clear, concise statements, provide one example of a strength and one example of an area for improvement.

**Midpoint/Formative**

One strength:

One area for improvement with a plan:

**Final/Summative**

One strength:

One area for improvement with a plan:

3. **Communicator:** Registered nurses are communicators who use a variety of strategies and relevant technologies to create and maintain professional relationships, share information and foster therapeutic environments.

<table>
<thead>
<tr>
<th>Midpoint/Formative</th>
<th>Final/Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>P</td>
</tr>
</tbody>
</table>

**Communicator Competencies**

Review competencies 3.1 through 3.8 related to practicing as a Communicator. Using clear, concise statements, provide one example of a strength and one example of an area for improvement.

**Midpoint/Formative**

April 2019_Post-LPN to BN Program
One strength:

One area for improvement with a plan:

**Final/Summative**

One strength:

One area for improvement with a plan:

4. **Collaborator:** Registered nurses are collaborators who play an integral role in the health-care team partnership.

<table>
<thead>
<tr>
<th>Midpoint/Formative</th>
<th>Final/Summative</th>
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<tbody>
<tr>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td><strong>Collaborator Competencies</strong></td>
<td></td>
</tr>
</tbody>
</table>

Review competencies 4.1 through 4.5 related to practicing as a Collaborator. Using clear, concise statements, provide one example of a strength and one example of an area for improvement.

**Midpoint/Formative**

One strength:

One area for improvement with a plan:

**Final/Summative**

One strength:

One area for improvement with a plan:

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.

<table>
<thead>
<tr>
<th>Midpoint/Formative</th>
<th>Final/Summative</th>
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</thead>
<tbody>
<tr>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td><strong>Coordinator Competencies</strong></td>
<td></td>
</tr>
</tbody>
</table>

April 2019_Post-LPN to BN Program
Review competencies 5.1 through 5.9 related to practicing as a Coordinator. Using clear, concise statements, provide one example of a strength and one example of an area for improvement.

**Midpoint/Formative**

One strength:

One area for improvement with a plan:

**Final/Summative**

One strength:

One area for improvement with a plan:

6. **Leader:** Registered nurses are leaders who influence and inspire others to achieve optimal health outcomes for all.

<table>
<thead>
<tr>
<th></th>
<th>Midpoint/Formative</th>
<th>Final/Summative</th>
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</thead>
<tbody>
<tr>
<td><strong>Leader Competencies</strong></td>
<td>[S P U NA]</td>
<td>[S P U NA]</td>
</tr>
</tbody>
</table>

Review competencies 6.1 through 6.11 related to practicing as a Leader. Using clear, concise statements, provide one example of a strength and one example of an area for improvement.

**Midpoint/Formative**

One strength:

One area for improvement with a plan:

**Final/Summative**

One strength:

One area for improvement with a plan:

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.
Review competencies 7.1 through 7.14 related to practicing as an Advocate.
Using clear, concise statements, provide one example of a strength and one example of an area for improvement.

**Midpoint/Formative**

One strength:

One area for improvement with a plan:

**Final/Summative**

One strength:

One area for improvement with a plan:

8. Educator: Registered nurses are educators who identify learning needs with clients and apply a broad range of educational strategies towards achieving optimal health outcomes.

Review competencies 8.1 through 8.5 related to practicing as an Educator.
Using clear, concise statements, provide one example of a strength and one example of an area for improvement.

**Midpoint/Formative**

One strength:

One area for improvement with a plan:

**Final/Summative**

One strength:
One area for improvement with a plan:

9. Scholar: Registered nurses are educators who identify learning needs with clients and apply a broad range of educational strategies towards achieving optimal health outcomes.

<table>
<thead>
<tr>
<th>Scholar Competencies</th>
<th>Midpoint/Formative</th>
<th>Final/Summative</th>
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<tbody>
<tr>
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<td>S</td>
<td>P</td>
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</tbody>
</table>

Review competencies 9.1 through 9.8 related to practicing as a Scholar. Using clear, concise statements, provide one example of a strength and one example of an area for improvement.

**Midpoint/Formative**

One strength:

One area for improvement with a plan:

**Final/Summative**

One strength:

One area for improvement with a plan:
Midterm/Formative Evaluation

Student Signature:

Faculty/Preceptor Signature:

Date:

Summary

Final/Summative Evaluation

Student Signature:

Faculty/Preceptor Signature:

Date:

Summary