### Table 1. Rubric Scoring Key

<table>
<thead>
<tr>
<th></th>
<th>Non-Mastery:</th>
<th>2</th>
<th>Non-Mastery:</th>
<th>3</th>
<th>Mastery:</th>
<th>4</th>
<th>Mastery:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not showing the skills even with support from instructor.</td>
<td>2</td>
<td>Only performing when dependent on support from instructor.</td>
<td>3</td>
<td>Performing the skills with assistance from instructor, needs improvement.</td>
<td>4</td>
<td>Performing skill mostly independently with minimal assistance from instructor.</td>
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</tbody>
</table>

### Table 2. Rubric Criterion Descriptors

<table>
<thead>
<tr>
<th>Professional Standard(s)</th>
<th>Indicators (rating those which apply)</th>
<th>Rating 1-4 With Comments</th>
</tr>
</thead>
</table>
| Professionalism & accountiability | Arrives to clinical setting on time or early.  
Dressed appropriately.  
Prepared to learn, for example:
- has research or assignments handy  
- carries notebook & pen  
- has medication flashcards  
- Completes documentation in the format and with content congruent with agency expectation and alignment with entry to practice standards  
- Adheres to all agency, provincial and federal policy and legislation which apply to the care and context of the client (agency polices, mental health act, WCB Standards for British Columbia).  
Demonstrates accountability – takes responsibility for mistakes or errors. | 4 - able to work independently & seek assistance when unsure or has questions.  
- on time & ready to work. |
| Interpersonal skills with patients & family | Builds a therapeutic relationship with the patient (and family?), for example: | 4 - spending ample time on the unit w/ clients |
| Critical thinking | Can identify priorities of assessment for care. Can provide a logical rationale for actions and care plan. Completes comprehensive assessments taking into account knowledge of the health sciences including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development. Able to recognize issues that might impact the patient, for example:  
  - Spirituality  
  - Culture  
  - Socioeconomic factors which may impact care or responsiveness to care and interventions  
  - Family dynamics  
  - History of trauma  
  - Involuntary admission  
  - Restraints  
  - Meds (against consent). | - Appears confident and at ease with you.  
- Able to articulate appropriate interventions in the care planning process.  
- Able to provide rationale regarding various medications presented to youth. |
<table>
<thead>
<tr>
<th>Commitment to Safety</th>
<th>Basic Clinical Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capable of terminating therapeutic relationships when it is no longer needed and is alignment with needs and interests of patient.</td>
<td>Other nursing skills based on clinical setting. For example: can administer medications.</td>
</tr>
<tr>
<td>Demonstrates self-awareness, i.e., capable of recognizing individual scope and limits of intervention skills.</td>
<td>Engages in active reflection on clinical experiences.</td>
</tr>
<tr>
<td>Demonstrates accuracy in assessments and good intervention skills.</td>
<td>Is able to perform or engage in practice and consultation in performing skills as outlined in BCCNP Psychiatric Nursing Entry Level Competencies.</td>
</tr>
</tbody>
</table>

**KPU**

**Scope of Practice**

- **No concerns by writer on this document.**
- **Other staff awareness of this.**
- **Asks if when unsure regarding.**
- **Assessing daily vital signs.**

**Appropriate workflow chart**

- **Anticipated daily vital signs.**
- **Close follow up blood pressure taken.**
- **Anticipated daily vital signs.**
- **Close follow up blood pressure taken.**

**Thorough working knowledge of DSM-5 disorders and criteria.**
<table>
<thead>
<tr>
<th>Collaboration with other healthcare professionals</th>
<th>Respectfully collaborates with peers.</th>
<th>4 - Participates in clinical discussion + indiscernibly meetings + offers insight / ideas when prompted.</th>
</tr>
</thead>
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<td></td>
<td>Demonstrates confidence in seeking consultation.</td>
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<td></td>
<td>Able to present at rounds to clinical care team about clinical care.</td>
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<td></td>
<td>Able to direct a group of healthcare professionals in discussion.</td>
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<td></td>
<td>Communicates continuously with clinical care team.</td>
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<td></td>
<td>Demonstrates a willingness to help colleagues.</td>
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</table>

**PRECEPTOR COMMENTS**

Overall - strong performance, demonstrates confidence + initiative.
- Knowledge & skill set will improve with experience.

**RECOMMENDATIONS OF FOCUS** (Assessment, knowledge, psychomotor skills, literature)
- May benefit from noting / logging information in a notebook which would help improve note-taking / accuracy during pass over to fellow nurses / co-workers.

Student Name: Taskern Dail
Student Signature: [Signature]
Student 100232945
Agency: The Maples Adolescent Treatment Center - Crossroads
Preceptorship Period From September 9, 2019 To October 25, 2019 Total # of hours: 221.25 hrs
Preceptor Signature: [Signature]
Date: October 25, 2019
Faculty Signature: [Signature]
Date: October 25, 2019
Faculty Comments: [Signature] 40. Student self-eval for comments.