

Inspire Performance Report

<i>Assessment Taker</i>	<i>Inspire ID</i>	<i>Nursing Role</i>	<i>Report ID</i>
Test	0011111	Registered Nurse	RN11111

<i>Date Report Issued</i>	<i>CBA Administration Date</i>	<i>SLA Administration Date</i>
August 28, 2024	August 28, 2024	August 28, 2024

The Inspire assessment evaluates the competencies that Canadian nursing regulators have deemed essential for entry to Canadian practice. The nursing regulator considers your assessment results, along with evidence about your education and professional experiences, to make a decision about your registration and/or required learning pathways.

To determine your competency-based readiness, this performance report blends your results from the computer based assessment (CBA) and simulation lab assessment (SLA). The results of your CBA and SLA are mapped to the core competency dimensions that regulators use to understand your performance. **Inspire does not report results on the basis of a pass or fail.** Rather, we report on competency gaps and strengths. Thus, performing well in one area cannot make up for not meeting expectations in another area. The Inspire assessment framework and competencies can be viewed on the Inspire website at www.inspireassessments.org.

How to read your results. Figure 1 displays your performance in each reporting dimension. The dotted lines represents the thresholds for Emergent and Consistent performance. Scores at or above “Emergent” indicate emerging but inconsistent evidence of competence in the dimension, while scores at or above “Consistent” indicates consistent evidence of competence in the dimension. Table 1 on the next page describes each dimension.

Figure 1. Your performance in each competency dimension

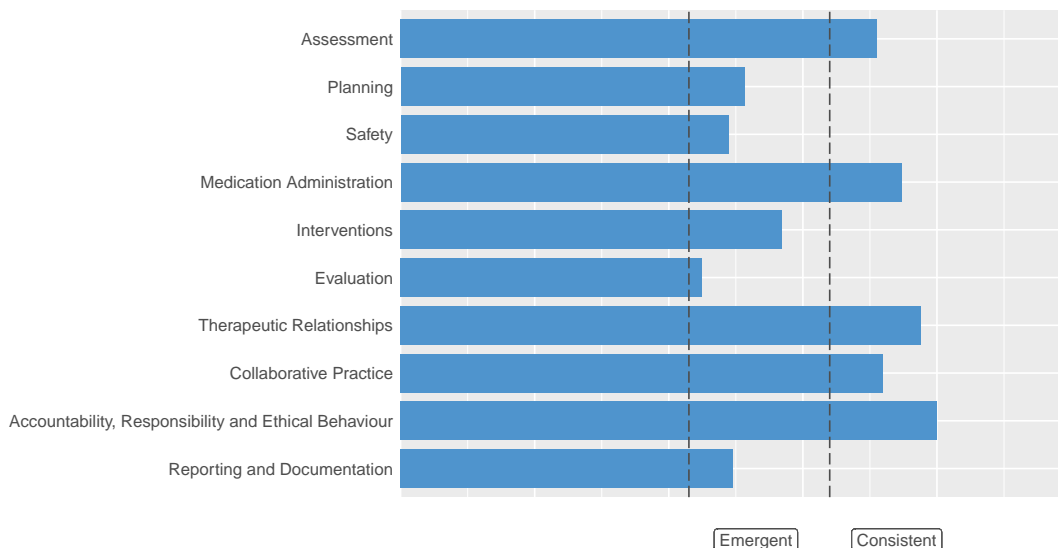


Table 1: Description of Competency Dimensions

Dimension	Description
Assessment	The systematic and continuous collection of subjective and objective data regarding the client's physiological, psychological, sociological, and spiritual needs. Information is gathered from a variety of sources and may include observations, interviews, history-taking, interpretation of laboratory results, data, mental health, and physical assessments in order to identify a health problem using clinical judgement.
Planning	A continuous and collaborative process where evidence-informed practices address client-centred health-related concerns. It provides a direction for care tailored to an individual's unique needs.
Safety	Refers to the evidence-informed processes, procedures, behaviours, technologies and environments in health care that mitigate the risk of harm to client, self and others.
Medication Administration	The practice of safely preparing and administering pharmaceutical agents to clients. It involves knowledge of pharmacokinetics and pharmacodynamics, and practices that are intended to optimize client outcomes. Nurses follow the rights of medication administration and engage in continuous assessment and monitoring of the client for medication efficacy, adverse effects and respond accordingly.
Interventions	Part of the client's plan of care, interventions are nursing actions, treatments, procedures and/or teaching intended to promote health, prevent disease, improve the client's comfort, help the client heal and recover from illness and injury, or offer end-of-life care. Interventions are evidence-informed, are based on the client's goals, and should incorporate the client's beliefs.
Evaluation	Reflects ongoing assessment of the effectiveness of the nursing intervention in relation to the client's goal of care and can result in modifications of the plan of care.
Therapeutic Relationships	The nurse establishes and maintains a relationship with the client based on trust, respect, and empathy while upholding professional boundaries. Therapeutic relationships require the appropriate use of authority, nursing knowledge, and the proper termination of the professional connection.
Collaborative Practice	Systematic approach wherein healthcare professionals from various disciplines work together to deliver comprehensive, high-quality care. It involves mutual respect, shared decision-making, and clear communication among healthcare team members, the client, and the client's family or loved ones. It aims to leverage the diverse expertise and perspectives of each professional to contribute towards patient outcomes, enhance patient safety, and improve the overall efficiency of healthcare delivery.
Accountability, Responsibility and Ethical Behaviour	Refers to one's obligations to perform their duties and roles according to professional standards and to answer to the consequences and outcomes of their actions or inactions and professional conduct. Accountability mandates ownership for one's actions. Responsibility refers to one's obligation to act, behave, intervene or have control over the client's care. It pertains to behaviours or interventions which may be shared or assigned. Ethical behaviour encompasses the duty to perform one's role to guarantee the client's safe, competent, and culturally respectful care and to report to authorities when unethical care is suspected.
Reporting and Documentation	Reporting is an oral, written or computer-based means of communicating information to support safe care at transition and discharge. Documentation includes written and/or electronic information. It is a legal record of the client, the care/services provided to the client, as well as other facility or agency requirements. Reporting/documentation must include change in client status.

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