

Inspire Performance Report

<i>Assessment Taker</i>	<i>Inspire ID</i>	<i>Nursing Role</i>	<i>Report ID</i>
Test	0011111	Registered Psychiatric Nurse	RPN1111

<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 NCAS 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/oral assessment (SLA/OA). The results of your CBA, SLA and OA are mapped to the core competency dimensions that regulators use to understand your performance. NCAS 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 NCAS assessment framework and competencies can be viewed on the NCAS website at www.ncasbc.ca.

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

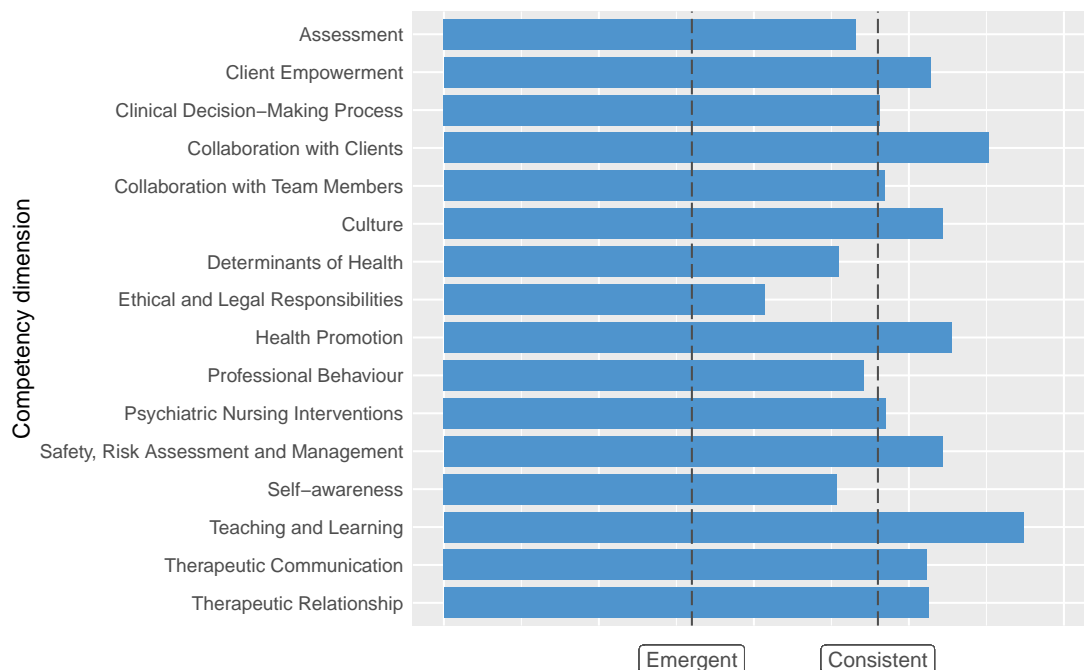


Table 1: Description of Competency Dimensions

Dimension	Description
Assessment	Conducts a holistic or focused assessment in order to identify a health issue. The assessment is ongoing based on clinical judgment of care and the client's response to plan of care or quality of care.
Client Empowerment	Using expertise and influence to support clients' advancement of health and well-being on an individual and community level.
Clinical Decision-Making Process	A continuous and systematic framework to gather/collect information, interpret, make decisions, implement and evaluate service provided to client.
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.
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.
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.
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.
Ethical and Legal Responsibilities	RPNs have a legal and ethical obligation to provide safe, compassionate, competent and ethical care.
Health Promotion	Use of psychiatric nursing expertise to promote the physical and mental health of clients to prevent disease, illness and injury, and foster improvement in health and well-being, enabling people to increase control over, and to improve, their health.
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.
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.
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.
Self-awareness	Practice within own level of competence and use professional judgement when accepting responsibilities.
Teaching and Learning	An interactive and collaborative process of teaching and learning in clinical practice with the client.
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.
Therapeutic Relationship	A professional relationship between nurse and client including the establishment, maintenance and termination stages.

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.