

Bachelor of Nursing Māori and Bachelor of Nursing Pacific

 Pre-Graduate Summative Assessment of Practice

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| **Student Name:**  |
| **Paper:**  |
| **Clinical Placement:**  |
| **Dates of Placement:** |

**Information for Clinical Liaison Nurses (CLN)/Preceptors and Academic Liaison Nurses (ALN)/Clinical Tutors**

* This form is an assessment tool based on Nursing Council New Zealand (NCNZ) POUs, the same POUs that registered nurses (RNs) are expected to meet for retaining annual practising certificate requirements.
* The summative assessment is the level the student performance is at in relation to each POU and indicators. The POUs and examples inform your judgement. More than one preceptor’s evidence may be used to complete this form.
* In the comments section, please provide some clear examples of the student’s behaviour to show how the POU is met. The section is expandable (electronically or print) to include your comments.
* This summative assessment of practice is completed in conjunction with student’s self-assessment evidence/examples of NCNZ POUs.
* If you identify any issues or concerns with the student you are working with, it is imperative that you address the issue with the student, and/or talk directly with the ALN/clinical tutor and with the manager of the clinical learning environment.
* The CLN/preceptor is not responsible for passing or failing the student nurse in relation to the POUs. The ALN/clinical tutor is responsible for making the final decision of passing or not passing the student nurse on consultation with the clinical placement staff.
* Information from this assessment may be used to complete the Advanced Choice of Employment (ACE) preceptor feedback form.

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| **Pou one: Māori health**Reflecting a commitment to Māori health, registered nurses support, respect and protect Māori rights while advocating for equitable and positive health outcomes. Nurses are also required to demonstrate kawa whakaruruhau by addressing power imbalances and working collaboratively with Māori.The descriptors below identify the requirements for registered nurses working in partnership with Māori. |
| **Descriptors** | **Met** | **Not Met** |
| **1.1** | Engages in ongoing professional development related to Māori health and the relevance of Te Tiriti O Waitangi articles and principles |  |  |
| **1.2** | Advocates for health equity for Māori in all situations and contexts. |  |  |
| **1.3** | Understands the impact of social determinants, such as colonisation, on health and wellbeing |  |  |
| **1.4** | Uses te reo and incorporates tikanga Māori into practice where appropriate |  |  |
| **CLN/Preceptor Comments:** | **POU One:** **Met / Not Met** |
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| CLN/Preceptor Name: | Registration #: | Signature: | Date: |
| **ALN/Clinical Tutor Comments:** |
| ALN/Clinical Tutor Name: | Registration #: | Signature: | Date: |
| **Pou two: Cultural safety**Cultural safety in nursing practice ensures that registered nurses provide culturally safe care that is inclusive, responsive and equitable. This requires nurses to reflect on their practice, understand their cultural identity and the power imbalances between the nurse and the recipient of careThe descriptors below identify the requirements to ensure culturally safe nursing practice. |
| **Descriptors** | **Met** | **Not Met** |
| **2.1** | Practises culturally safe care which is determined by the recipient. |  |  |
| **2.2** | Challenges racism and discrimination in the delivery of nursing and health care. |  |  |
| **2.3**  | Engages in partnership with individuals, whānau and communities for the provision of health care |  |  |
| **2.4**  | Advocates for individuals and whānau by including their cultural, spiritual, physical and mental health when providing care |  |  |
| **2.5**  | Contributes to a collaborative team culture which respects diversity, including intersectional identities, and protects cultural identity by acknowledging differing worldviews, values and practices |  |  |
| **CLN/Preceptor Comments:** | **POU Two:** **Met / Not Met** |
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| CLN/Preceptor Name: | Registration #: | Signature: | Date: |
| **ALN/Clinical Tutor Comments:** |
| ALN/Clinical Tutor Name: | Registration #: | Signature: | Date: |
| **Pou three: Whanaungatanga and communication** A commitment to whanaungatanga and communication requires registered nurses to establish relationships through the use of effective communication strategies which are culturally appropriate and reflect concepts such as whānau-centred care and cultural safety. An understanding of different forms of communication enables the nurse to engage with the interprofessional healthcare team, advocate for innovative change where appropriate and influence the direction of the profession.The descriptors below identify the requirements for effective communication with individuals, whānau and the wider healthcare team. |
| **Descriptors** | **Met** | **Not Met** |
| **3.1** | Understands and complies with professional, ethical, legal and organisational policies for obtaining, recording, sharing and retaining information acquired in practice |  |  |
| **3.2** | Determines the language and communication needs (verbal and non-verbal) of people, whānau and communities |  |  |
| **3.3** | Incorporates professional, therapeutic and culturally appropriate communication in all interactions. |  |  |
| **3.4** | Communicates professionally to build shared understanding with people, their whānau and communities |  |  |
| **3.5** | Assesses health-related knowledge, provides information and evaluates understanding to promote health literacy |  |  |
| **3.6** | Ensures documentation is legible, relevant, accurate, professional and timely. |  |  |
| **3.7** | Uses appropriate digital and online communication |  |  |
| **3.8** | Provides, receives and responds appropriately to constructive feedback. |  |  |
| **CLN/Preceptor Comments:** | **POU Three:** **Met / Not Met** |
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| CLN/Preceptor Name: | Registration #: | Signature: | Date: |
| **ALN/Clinical Tutor Comments:** |
| ALN/Clinical Tutor Name: | Registration #: | Signature: | Date: |

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| **Pou four: Pūkengatanga and evidence-informed nursing practice** Pūkengatanga and evidence-informed nursing practice requires registered nurses to use clinical skills, coupled with critical thinking and informed by high quality and current evidence, to provide quality, safe nursing care. Evidence-informed practice prepares the nurse to differentially diagnose, plan care, identify appropriate interventions, lead the implementation and evaluate care provision and outcomes. The descriptors below identify the requirements for the registered nurse to coordinate, manage, lead and evaluate the delivery of quality care |
| **Descriptors** | **Met** | **Not Met** |
| **4.1** | Understands the wide range of assessment frameworks and uses the appropriate framework to undertake comprehensive assessments in the practice setting. |  |  |
| **4.2** | Develops differential diagnoses based on a comprehensive assessment, clinical expertise and current evidence to inform the plan of care. |  |  |
| **4.3** | Implements and evaluates effectiveness of interventions and determines changes to the plan of care. |  |  |
| **4.4** | Coordinates and assigns care, delegates activities and provides support and direction to others. |  |  |
| **4.5** | Safely manages medicines based on pharmacotherapeutic knowledge, including administration in accordance with policies and best practice guidelines |  |  |
| **4.6** | Supports individual and whānau choices of complementary therapies by ensuring they have sufficient information to make informed decisions about treatment options. |  |  |
| **4.7** | Understands cultural preferences for complementary treatment, such as the use of rongoā, and supports integration into care. |  |  |
| **4.8** | Demonstrates digital capability and online health literacy to support individuals, whānau and communities to use technology for managing health concerns and promoting wellbeing |  |  |
| **4.9** | Applies infection prevention and control principles in accordance with policies and best practice guidelines. |  |  |
| **4.10** | Identifies, assesses and responds to emerging risks and challenging situations by adjusting priorities and escalating to the appropriate person |  |  |
| **4.11** | Understands and works within the limits of expertise and seeks guidance to ensure safe practice. |  |  |
| **4.12** | Maintains awareness of trends in national and global nursing to inform change in practice and delivery of care. |  |  |
| **CLN/Preceptor Comments:** | **POU Four:** **Met / Not Met** |
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| CLN/Preceptor Name: | Registration #: | Signature: | Date: |
| **ALN/Clinical Tutor Comments:** |
| ALN/Clinical Tutor Name: | Registration #: | Signature: | Date: |
| **Pou five: Manaakitanga and people-centred care** Manaakitanga and people-centred care requires nurses to demonstrate compassion, collaboration and partnership to build trust and shared understanding between the nurse and people, whānau or communities. Compassion, trust and partnership underpin effective decision-making in the provision of care to support the integration of beliefs and preferences of people and their whānau. The descriptors below identify the requirements for ensuring person and whānau-centred care. |
| **Descriptors** | **Met** | **Not Met** |
| **5.1** | Ensures integrated relational and whakapapa-centred care to meet the needs of people and whānau. |  |  |
| **5.2** | Upholds the mana of individuals, whānau and the nursing profession by demonstrating respect, kindness, honesty and transparency of decision-making in practice. |  |  |
| **5.3**  | Facilitates opportunities for people and whānau to share their views and actively contribute to care planning, decision-making and the choice of interventions |  |  |
| **5.4**  | Establishes, maintains and concludes safe therapeutic relationships. |  |  |
| **CLN/Preceptor Comments:** | **POU Five:** **Met / Not Met** |
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| CLN/Preceptor Name: | Registration #: | Signature: | Date: |
| **ALN/Clinical Tutor Comments:** |
| ALN/Clinical Tutor Name: | Registration #: | Signature: | Date: |
| **Pou six: Rangatiratanga and leadership** Rangatiratanga and leadership in nursing practice are demonstrated when nurses proactively provide solutions and lead innovation to improve the provision of care. Leadership requires all nurses to act as change agents and lead change when appropriate. Fundamental to the integration of leadership is the need for nurses to intervene, speak out, and advocate to escalate concerns on behalf of colleagues or recipients of care. The descriptors below identify the requirements for the registered nurse to lead and work effectively as part of an interprofessional healthcare team. |
| **Descriptors** | **Met** | **Not Met** |
| **6.1** | Understands the wide range of assessment frameworks and uses the appropriate framework to undertake comprehensive assessments in the practice setting. |  |  |
| **6.2** | Develops differential diagnoses based on a comprehensive assessment, clinical expertise and current evidence to inform the plan of care. |  |  |
| **6.3**  | Implements and evaluates effectiveness of interventions and determines changes to the plan of care. |  |  |
| **6.4**  | Engages in quality improvement activities |  |  |
| **6.5**  | Identifies and responds appropriately to risk impacting the health, safety and wellbeing of self and others to practise safely. |  |  |
| **6.6** | Understands the impact of healthcare provision on global and local resources, demonstrates and supports the constant assessment and improvement of sustainability practices. |  |  |
| **CLN/Preceptor Comments:** | **POU Six:** **Met / Not Met** |
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| CLN/Preceptor Name: | Registration #: | Signature: | Date: |
| **ALN/Clinical Tutor Comments:** |
| ALN/Clinical Tutor Name: | Registration #: | Signature: | Date: |

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| **Overall Student Comments:** | **Overall ALN/Clinical Tutor Comments:** |
| Student Signature: ................................................................... Date: ....................................... | Clinical Tutor Signature: ................................................................... Date: ............................. |

**Summative Assessment Overall Grade: Met / Not Met**

**Summative Assessment Met:** all competencies must be passed in each POU

**Summative Assessment Not Met:** this grade is given to any student who fails to meet any of the descriptives in each POU