



BACHELOR OF SCIENCE IN NURSING PROGRAM
CLINICAL ASSESSMENT OF STUDENT ABILITIES
NURS 2020: Chronic and Rehabilitation Nursing

Name of Student: Ben Grant	Student ID: 500233185	Unit/Agency: Belleville General Hospital, Sills 4, CCC			
Name of Clinical Faculty: Alex Watson	Name of Lab Faculty: Ashley Jackson & Louanne Melburn	Clinical Hours:	144	Hours Absent:	12
Date of Experience: Sept 16, 2025 – Dec 3, 2025		Lab Hours:	24	Hours Absent:	0

NOTE: THIS CLINICAL ASSESSMENT OF STUDENT ABILITIES IS TO BE USED IN CONJUNCTION WITH THE COURSE DOCUMENTATION FOR CLINICAL AND LAB: Chronic and Rehabilitation Nursing

FITNESS TO PRACTICE: THE STUDENT MUST DEMONSTRATE FITNESS TO PRACTICE IN ALL INTERACTIONS IN THE CLINICAL AND LAB SETTING.

Course Learning Outcome	Midterm Student Self-Assessment	Final Student Self-Assessment	Faculty Feedback	Pass	Fail
1. Integrate diverse data and knowledge sources to develop culturally competent nursing care plans for clients and families, while applying previous course content to address the needs of individuals with chronic and rehabilitation health challenges.	Clinical: Awaiting opportunity to fulfill this required outcome	Clinical: <i>Various dates throughout clinical practice, including days, evenings and weekends when not at clinical:</i> I used a number of diverse knowledge sources to research information related to physical therapy, rehabilitation, and the process of patient recovery with a leg injury (specifically a bone injury in the leg) to	Clinical: Midterm: Ben demonstrates a developing ability to integrate relevant data and knowledge sources when caring for clients in the chronic and complex continuing care setting. He applies previously learned concepts to understand his patients' conditions and tailor his care to their	<input checked="" type="checkbox"/>	<input type="checkbox"/>

		<p>better understand how to provide safe and culturally competent care for my patient who has chronic rehabilitation health issues. These knowledge sources included previous course content.</p>	<p>individual needs. His growing awareness of the physical, emotional, and cultural factors influencing health reflects progress toward providing comprehensive, person-centred care aligned with chronic and rehabilitation nursing principles.</p> <p>Final: Ben met this objective by independently utilizing diverse and credible knowledge sources, including previous course content, to research rehabilitation principles, physical therapy concepts, and the recovery process. He effectively integrated this information into his clinical reasoning and care planning, demonstrating culturally competent, evidence-informed decision making for a client with chronic rehabilitation needs throughout the semester.</p>		
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	<p>Lab: Awaiting opportunity to fulfill this required outcome</p>	<p>Lab: <i>Various dates throughout clinical practice, including days, evenings and weekends when not at clinical:</i> Using research I had gathered (see above), I developed a culturally competent care plan based on my patient's condition including assessments and rehabilitation. In creating this care plan, I used course content to address the needs of my patient with rehabilitation health challenges.</p>	<p>Lab:</p>		
<p>2. Demonstrate effective written communication, by documenting in a clear, concise, comprehensive and timely manner while adhering to documentation standards specific to the practice setting and the College of Nurses of Ontario's (CNO).</p>	<p>Clinical: <i>Sept 30, 2025:</i> I completed a progress note on a patient, detailing my interaction with them that morning, as well as their vitals. <i>Oct 1, 2025:</i> I documented vitals on the same patient as above. <i>Oct 7, 2025:</i> I completed a progress note detailing my interactions with a patient who was experiencing acid reflux. This note summarised</p>	<p>Clinical: <i>Dec 2, 2025:</i> Charted a patient's vitals. Their blood pressure was unusually high, so I informed the nurse. Nurse asked me to check again in 1 hour after the patient's medications had been administered. When I checked again, their blood pressure had come down significantly. I charted this as well.</p>	<p>Clinical: Midterm Ben demonstrates effective written communication through timely, clear, and relevant documentation of patient interactions and vital signs. His progress notes show growing awareness of clinical follow-up and collaboration with the healthcare team, aligning well with CNO documentation standards. Continued attention to detail and consistency will</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	<p>my interactions with members of the medical staff regarding the issue and stated my plan to follow up with the patient in one hour.</p> <p>Later that shift, I did follow up with the patient and documented the results of that follow up as well.</p>	<p>I then documented this whole situation including both sets of vitals.</p> <p><i>Dec 2, 2025:</i> Documented on a new wound that a patient had. Wound found by PT. Wound believed to have been caused by patient taking off button-up shirt. Documented all this information as well as my assessment of the wound and dressing of it.</p>	<p>further strengthen his charting skills.</p> <p>Final: Ben met this objective by demonstrating clear, concise, and timely written communication aligned with CNO documentation standards. He accurately charted a patient's elevated blood pressure, notified the nurse appropriately, and completed follow-up documentation after reassessment. In addition, Ben completed thorough wound documentation, detailing the wound's discovery, likely cause, assessment findings, and the dressing applied, thus showing his ability to document comprehensively and professionally within the clinical setting.</p>		
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	<p>Lab: <i>Oct 2, 2025:</i> I submitted an assignment in the form of a SOAPIE progress note, detailing the assessment & management of a nasogastric tube in a fictional patient.</p> <p><i>Sept 08, 2025:</i> practiced the steps involved in oral medication administration including accurately documenting medications administered in the MAR.</p>	<p>Lab: <i>Nov 23, 2025:</i> I submitted an assignment in the form of a DARP progress note, outlining assessment and management of a complex wound on a fictional patient.</p>	<p>Lab:</p>		
<p>3. Provide client and family education through the application of effective communication techniques.</p>	<p>Clinical: Awaiting opportunity to fulfill this required outcome</p>	<p>Clinical: <i>On Oct 28, 2025:</i> I provided education to a patient on the status of their GERD medication. They were waiting to receive medications for acid reflux and when I talked to the nurse, she stated that they were unable to give him any more than what he had already been given for safety reasons. I then had to explain this to the patient.</p> <p><i>On Nov 26, 2025:</i> When a patient wanted me to transfer them in the sit-to-stand by myself, I provided</p>	<p>Clinical: Midterm: Ben demonstrates effective communication skills when engaging with clients and families, providing clear and respectful education suited to their level of understanding. His calm and approachable manner helps build trust with his patients. Continued practice in adapting education to individual learning needs will further enhance his effectiveness as a communicator.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

		<p>education on the importance of having two people assisting them with transfers at all times for safety reasons.</p>	<p>Final: Ben met this objective by consistently providing clear, patient-centered education using effective communication techniques. He appropriately explained medication limitations to a patient awaiting GERD treatment, ensuring understanding while maintaining safety. Additionally, he reinforced safe transfer practices by educating another patient on the need for two-person assistance during sit-to-stand transfers. These interactions demonstrate Ben's ability to deliver therapeutic, safety-focused education to clients in a respectful and understandable manner.</p>		
	<p>Lab: <i>Sept 15, 2025:</i> I took place in a roleplay in which I provided education on the correct use of a metered dose inhaler and spacer to one of my lab instructors, Ashley Jackson, who was playing the role of a patient.</p>	<p>Lab: <i>Dec 1, 2025:</i> I took place in a simulation in which some of my fellow students and I performed assessments on a manikin and provided education regarding hypoglycemia.</p>	<p>Lab:</p>		

<p>4. Develop an evolving plan of care, based on the nursing process.</p>	<p>Clinical: Awaiting opportunity to fulfill this required outcome</p>	<p>Clinical: I developed a care plan based on my patient's condition including assessments and rehabilitation. This plan had multiple stages starting with easier physical exercises, ROM exercises, and light weight-bearing as tolerated, then gradually increasing the difficulty of the physical exercises as the patient's condition progresses.</p>	<p>Clinical: Midterm: Ben demonstrates a solid understanding of the nursing process by assessing client needs, implementing appropriate interventions, and evaluating outcomes. Continued focus on linking assessment data to individualized care goals will strengthen his care planning skills.</p> <p>Final: Ben met this objective by developing an evolving, individualized plan of care grounded in the nursing process. He created a structured rehabilitation plan that progressed from basic ROM exercises and light weight-bearing to more advanced activities as the patient's condition improved. This demonstrates his ability to assess patient needs, set appropriate goals, and adjust interventions over</p>	<p><input checked="" type="checkbox"/></p>	<p><input type="checkbox"/></p>

			time to support safe and effective recovery.		
	<p>Lab: Awaiting opportunity to fulfill this required outcome</p>	<p>Lab: Nov 7, 2025: I handed in a completed care plan based on my clinical patient, including assessments and rehabilitation. This plan had multiple stages starting with easier physical exercises, ROM exercises, and light weight-bearing as tolerated, then gradually increasing the difficulty of the physical exercises as the patient's condition progresses.</p>	<p>Lab:</p>		
<p>5. Demonstrate accountable and professional behaviors aligned with the College of Nurses of Ontario's Professional Standards and Code of Conduct to cultivate a strong professional identity.</p>	<p>Clinical: <i>On all days of clinical:</i> Showing up on time or early. Returning from breaks on time or early. Speaking to, and interacting with, BGH staff members, patients, instructor, and fellow students in a respectful manner. Wearing proper attire as laid out in the <i>2024-2025 Honours Bachelor of Science in Nursing Program Manual</i>. Refraining from use of cell phone.</p>	<p>Clinical: <i>On all days of clinical, apart from two sick days:</i> Showing up on time or early. Returning from breaks on time or early. Speaking to, and interacting with, BGH staff members, patients, instructor, and fellow students in a respectful manner. Wearing proper attire as laid out in the <i>2024-2025 Honours Bachelor of Science in Nursing Program Manual</i>. Refraining from use of cell phone.</p>	<p>Clinical: Midterm Ben consistently demonstrates professionalism and accountability through punctuality, respectful communication, and adherence to the BScN program's standards for conduct and appearance. His commitment to maintaining boundaries, such as avoiding cell phone use and upholding hygiene standards, reflects a strong developing professional</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	<p>Maintaining proper hygiene, grooming, and ensuring scrubs are freshly laundered.</p>	<p>Maintaining proper hygiene, grooming, and ensuring scrubs are freshly laundered.</p>	<p>identity aligned with CNO expectations.</p> <p>Final: Ben met this objective by consistently demonstrating accountable and professional behaviors aligned with CNO Professional Standards. He attended clinical reliably, arriving on time, returning promptly from breaks and maintained appropriate hygiene, grooming, and required attire. Ben engaged respectfully with staff, patients, peers, and his instructor, refrained from cell phone use, and upheld expectations of professionalism throughout the clinical rotation, contributing positively to a strong and developing professional identity.</p>		
	<p>Lab: <i>On all days of lab:</i> Showing up on time or early, without entering the lab early. Speaking to, and interacting with, instructors, and fellow</p>	<p>Lab: <i>On all days of lab:</i> Showing up on time or early, without entering the lab early.</p>	<p>Lab:</p>		

	<p>students in a respectful manner.</p> <p>Wearing proper attire as laid out in the <i>2024-2025 Honours Bachelor of Science in Nursing Program Manual</i>.</p> <p>Refraining from use of cell phone unless specifically instructed to use a device to access course materials on Canvas for learning exercises.</p> <p>Maintaining proper hygiene, grooming, and ensuring scrubs are freshly laundered.</p>	<p>Speaking to, and interacting with, instructors, and fellow students in a respectful manner.</p> <p>Wearing proper attire as laid out in the <i>2024-2025 Honours Bachelor of Science in Nursing Program Manual</i>.</p> <p>Refraining from use of cell phone unless specifically instructed to use a device to access course materials on Canvas for learning exercises.</p> <p>Maintaining proper hygiene, grooming, and ensuring scrubs are freshly laundered.</p>			
<p>6. Demonstrate personal responsibility for learning through self-assessment, peer feedback, instructor feedback, and the creation of learning goals, learning plans, and a professional practice portfolio.</p>	<p>Clinical: <i>On Sept 19, Oct 3, & Oct 10, 2025:</i> I completed critical reflections on my experiences in clinical. These included an examination of what I had done and what I could have done better.</p> <p><i>On Sept 25, 2025:</i> I completed a learning plan detailing two learning needs, two goals, and timelines of how I planned to meet these goals.</p>	<p>Clinical: <i>On Nov 14, & Nov 21, 2025:</i> I completed two more critical reflections based on my experiences in clinical. These included examinations of my actions as well as how I could have performed better.</p> <p><i>On Nov 28, 2025:</i> I added to my learning plan assignment (see column to left), to include a follow up stating whether I had reached my set goals.</p>	<p>Clinical: Midterm: Ben demonstrates personal responsibility for his learning through consistent self-reflection and goal setting. His critical reflections show insight into his practice and willingness to improve, while his learning plan highlights a structured approach to achieving growth. Continued engagement with feedback</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

		<p><i>Dec 1, 2025:</i> Submitted a reflection based on a simulation I participated in about a patient in a hypoglycemic state. This reflection included what I did during the sim, as well as what I could have done better.</p>	<p>will further enhance his professional development.</p> <p>Final: Ben met this objective by demonstrating strong personal responsibility for his learning. He completed multiple critical reflections that thoughtfully examined his actions and areas for improvement, incorporated updates to his learning plan with follow-up on goal attainment. These activities show Ben's consistent engagement in self-assessment, use of feedback, and active development of his professional practice portfolio.</p>		
	<p>Lab: <i>On all days of lab:</i> Demonstrating various techniques of patient care in front of fellow students and instructors and applying their feedback to better my skills and techniques.</p>	<p>Lab: <i>On all days of lab:</i> Demonstrating various techniques of patient care in front of fellow students and instructors and applying their feedback to better my skills and techniques.</p>	<p>Lab:</p>		

<p>7. Accurately and safely perform psychomotor skills with minimal guidance, including complex wound care, specimen collection, tracheostomy care & suctioning, intravenous therapy, enteral tube management, palliative care, and post-mortem care.</p> <p>(Please be advised that the opportunity to practice each of these psychomotor skills in the clinical setting may vary depending on your assigned unit.)</p>	<p>Clinical: <i>On various days of clinical:</i> Performed the following skills in a safe manner with minimal or no guidance: Brief changes, patient transferring using Sit-to-stand, patient transferring using one-person or two-person lift, helping patients dress.</p>	<p>Clinical: <i>Dec 2, 2025:</i> Assessed, cleansed, and dressed a skin tear found on a patient's arm. Measured wound, cleansed with normal saline, dressed with an absorbent clear acrylic dressing (Tegaderm), assessed patient for pain.</p> <p><i>On various days of clinical:</i> Performed the following skills in a safe manner with minimal or no guidance: Brief changes, patient transferring using Sit-to-stand, patient transferring using one-person or two-person lift, patient transferring using a slide-board, helping patients dress, helping patients with personal grooming like combing hair, administered oral medications to patient under supervision of clinical instructor.</p>	<p>Clinical: Midterm: Ben demonstrates growing competence and confidence in performing fundamental psychomotor skills safely and with minimal guidance. His attention to proper technique during transfers and personal care reflects a solid foundation for more complex nursing procedures. Continued practice and exposure to advanced skills will further strengthen his clinical proficiency.</p> <p>Final: Ben met this objective by consistently performing psychomotor skills safely and with minimal guidance. He independently assessed, cleansed, measured, and dressed a skin tear using appropriate wound-care techniques and pain assessment. Throughout clinical, Ben also demonstrated competency in essential skills such as brief changes, safe patient</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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			transfers using various methods, assisting with dressing and grooming, and administering oral medications under supervision. His practice reflects growing proficiency, safety awareness, and adherence to clinical standards.		
	<p>Lab: <i>Oct 6, 2025:</i> practiced a dressing change and assessment of tracheostomy site on mannequins. Practiced techniques for performing suction of a tracheostomy.</p> <p><i>Sept 29, 2025:</i> practiced various skills involved in enteral feeding of patient, including setting up a mechanical pump and priming the line. Practiced dressing change and assessment of gastrostomy site on mannequins.</p>	<p>Lab: <i>Nov 10, 2025:</i> Practiced aspects of complex wound care, including packing a wound with tunnelling, choosing appropriate dressing based on amount of exudate, and use of vac dressing.</p> <p><i>Nov 10, 2025:</i> Practiced specimen collecting, and proper handling and labeling of specimens.</p> <p><i>Nov 24, 2025:</i> Practiced various aspects of postmortem care on manikins, including cleaning and placing a body into a body bag, proper use of toe tags, and aspects related to</p>	Lab:		

		Trillium Gifts of Life (organ & tissue collection), e.g., filling out the proper forms, contacting the proper people etc.			
8. Apply the principles and procedures involved in safely administering medications through parenteral and non-parenteral routes in adherence to the College of Nurses of Ontario's (CNO) medication practice standard and agency protocols, with minimal guidance.	Clinical: <i>Awaiting opportunity to complete task.</i>	<p>Clinical: <i>Nov 5, 2025:</i> I administered oral medications to my patient under the supervision of my clinical instructor.</p> <p><i>Nov 11, 2025:</i> I administered oral medications to my patient under the supervision of my clinical instructor.</p> <p><i>Dec 3, 2025:</i> I administered oral medications to my patient under the supervision of my clinical instructor.</p>	<p>Clinical: Midterm: Ben is awaiting the completion of his medication administration testing to complete this desired learning outcome.</p> <p>Final: Ben met this objective by safely administering oral medications on multiple clinical days under the supervision of his instructor, consistently adhering to CNO medication practice standards and site protocols. He demonstrated appropriate knowledge of medication principles, maintained patient safety, and required minimal guidance when preparing and administering medications, reflecting growing competence and</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

			confidence in non-parenteral medication administration.		
	<p>Lab: <i>Sept 08, 2025:</i> practiced the steps involved in oral medication administration including checking the MAR against the order, preparing various forms of oral medications (e.g., tablets, capsules, liquids), practicing the rights of medication administration, ensuring patient safety and comfort, and accurately documenting medications administered in the MAR.</p> <p><i>Sept 15, 2025:</i> practiced the steps involved in proper application of topical medications, including creams, ointments, and transdermal patches. Understanding the importance of site rotation and skin assessment before</p>	<p>Lab: <i>Oct 27, 2025:</i> Participated in medication administration OSCE, including the administration of oral medications as well as a subcutaneous injection (on a manikin).</p> <p><i>Nov 17, 2025:</i> Participated in an IV therapy lab where we practiced the techniques of hanging a primary and secondary line, as well as programming a mechanical pump.</p>	Lab:		

	<p>applying topical medications. Demonstrate the correct technique for administering eye drops and ear drops, rectal suppositories and vaginal medications.</p> <p><i>Sept 22, 2025:</i> practiced the correct preparation of medications for injection including selecting appropriate needles and syringes, labeling syringes, drawing up medication from a vile.</p> <p>Practiced administering subcutaneous and IM injections using proper technique including site location, aseptic technique, and proper needle angle. Demonstrate the correct preparation and priming of insulin pens.</p>				
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Midterm Progression Evaluation	
<input checked="" type="checkbox"/>	Progressing Well – Student is meeting expectations.
<input type="checkbox"/>	Progressing – Student is approaching expectations.

Progressing with difficulty – Student is not currently meeting expectations.

Initials of Clinical Faculty:AW

Initials of Lab Faculty:

Final Evaluation

Areas of Strength Identified by Student:

Professionalism, punctuality, seeking advice.

Areas for Future Development Identified by Student:

Interpersonal communication, knowledge of medications, confidence.

Clinical Faculty Comments/Critical Incidents: Ben demonstrates strong professionalism, punctuality, and a willingness to seek guidance, which supports safe and thoughtful clinical practice. Moving forward, he would benefit from continued development in interpersonal communication, confidence, and medication knowledge. Gradually increasing engagement with patients and team members will help strengthen his therapeutic communication and clinical presence.

Lab Faculty Comments/Critical Incidents:

Final Grade

P (PASS) = Satisfactory. The student consistently meets all course learning outcomes.



F (Fail) = Unsatisfactory. Course outcomes have not been met.

Clinical Faculty
Signature:

Alex Watson RN

Date:

December 5th, 2025

Lab Faculty Signature:	 Ashley Jackson RN, MScN	Date:	December 4 th , 2025
Student Signature:	 Benson Grant, Baccalaureate Nursing Student 2	Date:	December 07, 2025

* The student's signature indicates that the student has read the CASA and has had the opportunity to discuss it with the faculty.