



BACHELOR OF SCIENCE IN NURSING PROGRAM
 CLINICAL ASSESSMENT OF STUDENT ABILITIES
 NURS 2022 Clinical Practicum - Mental Health Care Nursing

Name of Student: Ben Grant	Unit/Agency: Providence Care Hospital, Kingston			
Student ID: 500233185	Clinical Hours:	144	Hours Absent:	0
Date of Experience: Jan 14, 2026 – April 8, 2026	Lab Hours:	0	Hours Absent:	0

NOTE: THIS CLINICAL ASSESSMENT OF STUDENT ABILITIES IS TO BE USED IN CONJUNCTION WITH THE COURSE DOCUMENTATION FOR CLINICAL PRACTICUM: Mental Health Care Nursing

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

Areas of Strength Identified by Student: Professionalism, punctuality, seeking advice from staff and/or instructor.
Areas for Future Development Identified by Student: Interpersonal communication, knowledge of medications, confidence.
Faculty Comments/Critical Incidents: You are meeting expectations for knowledge attainment at the midterm point of clinical. As you move into the second half, continue aiming for a comprehensive approach to learning, especially as we incorporate more formal resources that support all learning outcomes.

Course Learning Outcome	Midterm Student Self-Assessment	Final Student Self-Assessment	Faculty Feedback	Pass	Fail
<p>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 mental health challenges.</p>	<p>I used several diverse knowledge sources to research information related to schizophrenia for my <i>Patient Health Teaching Care Plan</i>. Specifically related to teaching people with the illness as well as how it affects their ability to performs ADLs and other tasks. These knowledge sources included previous course content and medical journals found online.</p>		<p>Midterm – You are making progress in drawing on and integrating mental health information from a variety of sources.</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.</p>	<p>On all dates of clinical, I have completed progress notes on one or more patients, stating what time I first received them for care and any other pertinent information related to our interactions.</p> <p>On all dates of clinical, I have completed mental status exams (MSEs) and violence assessment tools (VATs) on one or more patients, documenting my findings appropriately within the computer system.</p>		<p>Midterm – Your written and verbal communication has been consistently clear, concise, and comprehensive, and it meets the expected standards for the first half of the semester. As you progress, please work toward the formal integration of the nursing process—particularly interventions and health teaching—within your daily documentation.</p>		

	On Feb 4th, 11th and 18th, 2026, I documented a patient's orthostatic vitals appropriately within the computer system.				
3. Provide client and family education and learning through the application of effective communication techniques based on a therapeutic nurse-client relationship.	<p>On Feb 4th, 11th and 18th, 2026, I took my patient's orthostatic vitals. Both times, I provided some basic patient education on the need to assess their blood pressure while they are in different positions. This included an explanation of how blood pressure can drop when standing, potentially causing dizziness. I also informed the patient that standing more slowly can help prevent this dizziness if they ever feel it.</p> <p>Currently awaiting opportunity to provide education to a patient's family.</p>		Midterm – You demonstrate evidence of integrating formal teaching within your clinical assignments. In the second half of the semester, please continue to incorporate both formal and informal teaching into the care you provide each day and ensure this is clearly documented. Continued attention to strengthening your communication techniques is also advised.		
4. Develop an evolving plan of care, based on the nursing process.	On Feb 13th, I handed in my assignment <i>Patient Health Teaching Care Plan</i> , which outlined a plan of care for a specific patient. This plan is designed to evolve along with the patient's progress by		Midterm – You demonstrate the use of a range of evidence-based resources in both your nursing process and your written assignments. As you continue, it would be		

	<p>adapting to their needs. This plan was designed based on the nursing process.</p>		<p>beneficial to broaden the variety of references you draw upon to deepen your understanding of nursing interventions and the overall nursing process.</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>On all dates of clinical, I demonstrated professionalism through dressing appropriately, speaking in a respectful manner to staff and fellow students, and completing all tasks to the best of my ability, including any charting required afterwards.</p> <p>On all dates of clinical, I demonstrated accountability by showing up and returning from breaks on time, reporting directly to the nurse in charge of my assigned patient, and communicated whenever I was unable to complete an expected task (e.g., when a nurse asked me to take vitals on a patient, but the patient was about to head out to transcranial magnetic stimulation (TMS) therapy, and asked if I could take their vitals later. I agreed and</p>		<p>Midterm – You have effectively engaged peers and other members of the health care team in clinical discussions. You are progressing in the refinement of your leadership skills. In the second half of the semester, we will place greater emphasis on advancing your critical thinking abilities.</p>		

	informed the nurse that I had not yet taken the patient's vitals but that I would as soon as they returned from therapy).				
6. Use knowledge of the determinants of health and relationship to the environment (ecological, economic, global, etc.), to critically examine the differences in health outcomes for clients and families experiencing mental health issues.	Currently awaiting opportunity to complete this task.		Midterm – You accurately identify and actively engage in discussions with me regarding the determinants of health. You explored these influences in greater depth within your health-teaching care plan, offering thoughtful insight into how various factors can contribute to either positive or negative patient outcomes.		
7. 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>On Jan 16th, and Jan 30th, 2026, I completed critical reflections #1 and #2 based on my experiences in clinical. These included examinations of my actions as well as how I could have performed better.</p> <p>On Feb 11th, 2026, I submitted my <i>Patient Health Teaching Care Plan</i> assignment to a fellow student for their evaluation. I then</p>		Midterm – You demonstrate personal accountability for identifying your own knowledge gaps and put in consistent effort to address them. You remain receptive to feedback and respond to it in a constructive, positive manner.		

	<p>made changes to this learning plan based on weak points they pointed out.</p> <p>Currently awaiting opportunity to add to my professional practice portfolio.</p>				
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Final Grade: Pass Fail

Pass = Satisfactory. The student consistently meets all course outcomes.

Fail = Unsatisfactory. Course outcomes have not been met.

Faculty Signature:	Cody Vereecken	Date:	02/26/26
Student Signature:		Date:	

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