**Case Study #3 Care of the young adult with a chronic illness and substance misuse in the community**

**LEARNING OUTCOMES ASSESSMENT RUBRIC**

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| Competency | Competent Learner | Intermediate Learner | Novice Learner |
| Identify the signs and symptoms of traumatic brain injury, Type 2 Diabetes, altered mood, and substance misuse, to enhance safe nursing care. | -Performs accurate focused assessment on an adult client without prompting  -Assessment is efficient and timely  -Independently identifies focus of assessment is mood and anxiety  -Correctly determines appropriate actions for privacy and confidentiality according to BCCNM standards. | -Performs accurate focused assessment on an adult client with prompting.  -Assessment is somewhat delayed  -With some prompting, identifies focus of assessment is mood and anxiety  - Determines appropriate actions for privacy and confidentiality according to BCCNM standards with prompting. | -Performs an incomplete or inaccurate assessment on an adult client even with prompting.  -assessment is significantly delayed or does not occur  - Does not provide privacy and confidentiality according to BCCNM standards even with prompting. |
| Comments |  | | |
| Implement teaching-learning principles when caring for a young adult in a community setting to provide a client-centered and prioritized plan of care. | -Implements a teaching plan based on identified client needs to promote wellness by using safe, culturally sensitive, therapeutic nursing interventions without prompting  -Independently uses relational inquiry and creative thinking to modify teaching plan as needed  -Correctly provides individualized health education using teaching-learning principles in the care of individuals and families | -Implements a teaching plan based on identified client needs process to promote wellness by using safe, culturally sensitive, therapeutic nursing interventions with prompting  -With minimal assistance uses relational inquiry and creative thinking to modify teaching plan as needed  -Provides individualized health education using teaching-learning principles in the care of individuals and families | -Incorrectly implements a teaching plan based on incorrectly identified client to promote wellness by using safe, culturally sensitive, therapeutic nursing interventions  -With a lot of assistance uses relational inquiry and creative thinking to modify teaching plan as needed  -Does not provide individualized health education using teaching-learning principles in the care of individuals and families |
| Comments |  | | |
| Identify appropriate nursing actions and clinical judgments related to safe medication administration of narcan and anti-anxiety medications. | -Independently identifies abnormal assessment data without prompting  -identifies medication safety concerns independently  -correctly identifies links to assessment findings, diagnoses, and interventions (medications) | -Independently identifies abnormal assessment data with some prompting  -identifies medication safety concerns with prompting  -with prompting or some delay, identifies links to assessment findings, diagnoses, and interventions (medications) | -struggles to identify abnormal assessment data  -unable to identify medication safety concerns  -makes inaccurate links to assessment findings, diagnoses, and interventions (medications) |
| Communicate effectively with a client with a TBI, Type 2 Diabetes, altered mood, anxiety, and substance misuse in a community-based setting to enhance a therapeutic relationship | -with ease, adjusts communication style to accommodate needs of a client  -independently implements relational practice  -effectively includes client in the plan of care and seeks shared understanding. | -with prompting, adjusts communication style to accommodate needs of a client  - implements relational practice with prompting  - includes client in the plan of care and seeks shared understanding when prompted. | -struggles to or does not adjust communication style to accommodate needs of a client  - struggles to or does not implement relational practice  - struggles to or does not include client. Does not seek shared understanding |
| Comments |  | | |