**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 |  |