

FOR ALL BCCNM NURSES

Learning and Evaluation Plan

Introduction

There is no right way to develop your learning and evaluation plan. The educational process includes assessment, goal setting, implementation, and evaluation. This is the same process for providing nursing care, except the focus of activities and the language differ. For example, instead of identifying client needs/problems, the focus is on your learning needs or competency gaps.

Goals are often stated as objectives or learning outcomes. Like the nursing process, the education process is not neat and linear, but tends to be circular in nature requiring ongoing assessment and modification of plans.

The words “standards” and “competence” have been used several times in this guide. While these terms are related, standards are usually used to identify a level of performance that is used as a basis for describing quality – in other words, evaluation.

BCCNM defines “standard of practice” as “a desired and achievable level of performance against which actual performance can be compared.”

Competence on the other hand is the “integration and application of knowledge, skills, attitudes, and judgment to perform safely and ethically within an individual’s nursing practice setting or in a designated role (e.g., practitioner educator) or setting (e.g., community).”

The context in which a nurse practices is an important element in describing competence. That is why a clear description of your chosen practice area will be helpful in identifying the competencies required for acceptable practice. For example, a nurse planning to practice in palliative care must understand pain management and be able to implement and evaluate pain management protocols in order to meet BCCNM Professional Standards related to knowledge/competence-based practice and application of this knowledge.

A home care nurse who works in a relatively isolated rural community, for instance, must be able to problem solve independently, understand professional boundaries in nurse-client relationships, and know which community resources to call on when needed.

Throughout the process of developing your proposal, please keep in mind the aim of this exercise is to have:

- a clear practical guide for you and your preceptor to direct learning and evaluation activities during your supervised practice experience, and
- a proposal and plan that will assure the Registration Committee the necessary learning opportunities will be provided and supported to enable you to meet the BCCNM Standards of Practice.

Getting Started: Your Learning Needs

Self-assessment of learning needs or “knowing what you need to know” can be difficult. It is not a one-time event but an ongoing process. The initial self-assessment of your learning needs, however, should take into consideration these three areas:

- Orientation to the sponsoring agency/employer/organization and orientation to the specific clinical practice area.
- Changes in health care and nursing since you last practiced.
- Specific knowledge, skills, attitudes, and judgments required by a nurse to provide quality care in your chosen practice area.

Listed below are some resources to assist you in completing a self-assessment of your learning needs from the [BCCNM Website](#):

- BCCNM Professional Standards for your nursing designation
- BCCNM Practice Standards for your nursing designation
- [BCCNM Requisite skills and abilities](#)
- [BCCNM Entry-level competencies](#)

ORIENTATION

Most agencies have an orientation plan for new staff that you should discuss with the sponsoring agency representative and preceptor. If possible, arrange to attend the planned orientation session. The orientation plan should address such things as:

- physical environment
- equipment and resources
- agency policies and procedures
- communication systems
- documentation methods
- patient and staff safety issues as well as other items pertinent to the chosen practice area. An outline of the orientation is to be included with your plan.

CHANGES IN HEALTH CARE AND NURSING

The learning needs you identify in this area will likely correlate to the time you have been away from practice and other activities you were engaged in during this period. You could use the following sources to start this process:

- BCCNM resources listed above and available on the website.
- *The Canadian Nurse*. Review back issues to identify trends and discussion of issues affecting nursing and health care.
- Nursing Colleagues. Ask your preceptor and other nurses about what they consider to be major changes and shifts in nursing and client care (e.g., shift to client empowerment and self-care, alternative nursing interventions, technological changes).
- Continuing Education/Professional Development Programs. Check the continuing education courses and workshops offered by universities, colleges and BCCNM online learning modules. Some may be relevant to your learning plan.
- Review current books and publications on changes and trends in nursing and health care.

You may find that, during this process, you move beyond just identifying your learning needs to actually addressing them. Make a note of what you have learned for inclusion in your proposal. Areas you wish to learn more about, particularly if they have a direct relationship to your chosen practice area, should be included as part of your identified learning needs.

SPECIFIC COMPETENCIES IDENTIFICATION

Competence is the integration and application of knowledge, skills, attitudes, and judgment to perform safely and ethically within an individual's nursing practice setting or in a designated role. In other words, you need to identify what a nurse practicing in your chosen area must know and be able to do to provide care to the particular client group. Then compare this to what you currently know and can confidently do, and determine what gaps exist. This can be a challenge! Here are some suggested steps for getting started:

Collect data and make a list of knowledge and skills:

- Review the client population, their needs, and problems.
- Talk to staff in the area, including clinical specialists, managers, and educators (if available) about the nursing knowledge and skills that are key to providing care, including what has changed since you last practiced.
- Identify agency/employer/organization learning resources available (e.g., Learning Hub, care protocols, skills, checklists, in-service education programs, books, articles, and videos).
- Ask staff what the key issues are in the area (e.g., ethical/legal issues, roles of other health disciplines).

- Review recent journals relevant to the practice area.
- Ask your preceptor and others what textbooks they would recommend.
- Look for information on nursing specialty programs (e.g., post-basic education programs, Canadian Nurses Association Certification Programs). Remember, you must ask permission to use any of this information as well as acknowledge the source of the material if you do use it in your proposal.

From the data you collect, make rough notes of what you have identified. Don't be concerned about how you write this; the important thing is that it has meaning to you. Following is a variety of examples from different clinical settings that illustrate this:

- Pain assessment and different pain management techniques.
- Common medications used for children with asthma, including side-effects and family educational needs.
- Admission procedures for a high-risk ante-partum patient, including history taking physical assessment, and problem identification.
- Implementation of skin and wound care protocols in the home environment.
- I.V. infusion pumps.
- Explore ethical issues important when working with clients with chronic illnesses.
- Understand the role of nurses in relation to other health care team members.

Compare the list you have made with your current knowledge and skills:

- What areas do you feel confident about?
- What areas do you need to review or be "refreshed" in?
- What areas are you not comfortable with or are new to you?

Make a note beside those areas in which you have a "competency gap".

Organizing your learning needs:

Try grouping your identified learning needs (competency gaps) into categories for manageability. You can create your own groupings if that works best for you, or try using the following categories:

- Knowledge (knowing about nursing and related sciences).
- Applying knowledge to client care (application of nursing process, decision making).
- Implementation of technical/psychomotor skills.
- Organization/coordination of care (for individuals, client groups, with health care team).

- Ethical/moral issues.
- Responsibility and accountability for own practice.
- Interpersonal/communication/teaching skills.

Regardless of the approach you use to grouping your learning needs, there will likely be some overlap between the groupings. Some groupings may have more identified gaps than others.

Identify priority learning needs:

What are critical/safety issues in client care? What must you know or be able to do right away? What should you know and be able to do by the end of the SPE to meet the BCCNM Standards of Practice? What could be considered for ongoing development beyond your SPE? Be sure to work with your preceptor to help you make these decisions. Put an asterisk beside those areas that are priority, so they are addressed early in your learning plan.

Identifying your learning needs is essential to the development of your learning and evaluation plan. During your experience, you will likely identify other learning needs or competency gaps (make this one of your objectives). Keep a journal and write these down when they occur to you and raise them with your preceptor so that you can incorporate them into your learning plan as you move through your Supervised Practice Experience.

Objectives, Learning Activities and Evaluation Plans

Objectives (learning outcomes) are statements based on your identified competency gaps of what you expect to know and be able to do by the end of the SPE. Learning activities are the ways you plan to achieve the objectives. Evaluation indicators are how you know that you have achieved the objectives.

OBJECTIVES (LEARNING OUTCOMES)

These are simply statements of your intentions based on what you have identified as learning needs (your competency gaps). Objectives are stated in the future tense (e.g., "To develop an understanding of . . ."). Learning outcomes are stated in terms of what has been accomplished (e.g., "Demonstrates an understanding of . . .").

Following are examples of objectives, some of which have been taken from the learning plans of previous applicants. The related standard has been identified in brackets by each objective.

- To understand the symptoms of drug and alcohol abuse and the impact on body systems. [1.1.1]
- To identify and describe the five main groups of medications most commonly administered in pediatrics, including action of the drug and the nursing implications. [1.1.2]
- To understand the implications of Freedom of Information and Protection of Privacy Act on providing care in the emergency unit. [1.1.3]

- To be able to accurately assess the palliative patient's pain and use appropriate methods to alleviate the pain.
- To demonstrate competency in skills listed on the Core Nursing Competencies and Skills for Perinatal Nursing.
- To develop nursing care plans for clients with chronic illness (CHF, COPD) based on an understanding of challenges faced by individuals living with these conditions, which includes a client/family education plan.
- To utilize the nursing process when implementing protocols for:
 - a. skin and wound care management
 - b. care of a client with a new colostomy
 - c. care of a client with chest tubes
- To develop cooperative and collaborative working relationships with other members of the health care team on the long-term care area including:
 - a. an understanding and appreciation of the different scopes of practice.
 - b. my responsibilities when delegating tasks to other members of the team.
- To initiate and implement discharge planning which includes the promotion of self-care activities and the identification of relevant resources to assist clients and families with the transition back to the community.
- To understand the nurse's ethical responsibilities when discussing treatment options for home care clients living with end stage renal disease.
- To utilize the information provided in the BCCNM Practice Standard [Nurse-Client Relationships](#) in exploring some of the issues faced by staff in caring for the confused client.
- To continually assess the adequacy of my knowledge and skills and to act on any competency gaps that I identify throughout my SPE.
- To ensure that I am adequately oriented to the agency, including being familiar with the area specific policies, protocols, and procedures.

LEARNING ACTIVITIES

These are the ways to help you achieve your objectives. Common methods and resources include:

- review written material (textbooks, protocols, policies, and procedures, etc.)
- develop materials (care plans, teaching materials)
- observation (videos, demonstrations)
- presentations and discussions by and with experts and peers (conferences, rounds)
- mentoring, coaching and role modelling by competent practitioners

You are likely familiar with these methods and resources. These methods should correspond to what you need to learn.

The best way to learn a psychomotor skill is to observe the skill being performed and re-demonstrate it under supervision.

A literature and case study review accompanied by discussion with nursing colleagues and other members of the health care team is a good way to address some of the ethical/legal issues in your area of practice.

One of the best methods for learning nursing care is to observe care given by competent nurses, and to be coached and supervised in your practice. This is largely what the supervised practice experience is all about.

Create a list of the resources you plan to use (e.g., textbooks, articles, audio-visuals).

EVALUATION PLANS

There are two aspects to consider when identifying your evaluation plans. One is the evaluation of your progress in meeting your objectives (learning outcomes). The other is your overall evaluation. These are obviously intertwined as the purpose of the learning plan is to provide you with the competence required to enable you to meet the standards of practice in your chosen practice area.

Evaluation of your progress in terms of your learning plan should be ongoing. Work with your preceptor to set up a routine review schedule. Use your journal to record progress in meeting your objectives. The evaluation indicators should correspond directly to the stated objective.

Determine how you will know that the objective has been met. Ask "how will I demonstrate that I have met this objective?" and "who can give me feedback?" Evaluating that you are competent to perform selected psychomotor skills would require satisfactory demonstration of the skill, as assessed by your preceptor or another qualified nurse. Evaluation of objectives dealing with attitudes and judgments may be less clear.

Evidence you have met this type of objective may be noticeable in your care planning, documentation, patient assessment, decision regarding nursing interventions, communication and/or approach to clients and others. On the other hand, the changes initially may be largely internal as you reflect on what you feel, think and value.

Periodically, you and your preceptor should review your performance. It is recommended that you do this formally about midway through your practice experience and toward the end of your 400 hours. Upon completion of the SPE, BCCNM will require a copy of your completed learning plan and completion of Form 90: All Employee Practice Evaluation submitted directly to BCCNM.

To sum up, your evaluation plans must:

- Identify how you will determine each objective is met.
- Assess your overall performance.
- Include plans for ongoing review as well as more formal periods of assessment.
- Involve your preceptor.

Putting It Together and Writing Up Your Learning and Evaluation Plan

PUTTING IT TOGETHER

The development of your objectives, learning activities and evaluation plan were described together because there should be a natural relationship or flow between them. Samples of learning plans are available on the BCCNM website or from BCCNM directly.

IDENTIFYING A SEQUENCE AND TIME FRAME FOR YOUR PLAN

- Identify the start date and estimated date of completion.
- Identify any learning activities that took place prior to actual clinical time, (e.g., review of changes in nursing and health care, review of basic nursing skills, etc.)
- List the weeks, the focus of the activities and the number of hours. For example:

Week 1:

- Agency and unit orientation activities
- Review skills checklist, nursing protocols, client charts, care plans
- Assist preceptor in the provision of care of clients with . . .
- Attend scheduled in-service sessions on . . .
- Schedule meeting to review progress in meeting objectives

Total Hours: _____

Weeks 4, 5, 6:

- Continue to assume responsibility for providing care for selected clients
- Attend multidisciplinary conference
- Complete review of chapters . . . in text
- Draft care plans and teaching plans (see objective . . .)
- Schedule a review of learning plan and performance evaluation

Total Hours: _____

WRITING YOUR LEARNING AND EVALUATION PLAN

Start by explaining the process you used to identify your learning needs.

Identify your objectives, learning activities and evaluation indicators:

- State the objective or learning outcomes (what you need/expect to learn).
- Identify learning activities planned (ways you will achieve the objective).
- Identify evaluation indicators (how you will know if objective is met).

Explain your evaluation strategies including:

- What the plans are for ongoing review and feedback?
- When your overall performance will be assessed?
- What strategies and tools will be used (journal, performance appraisal tool)?

Tip: Initial, and have preceptor initial each objective when it has been met.

Identify your overall plan sequence and timeline (record the number of planned practice hours).

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SPE: Clinical Learning Plan

| LEARNING OBJECTIVE (What do I need to know, be able to do) | LEARNING ACTIVITIES (Ways I plan to learn) | EVALUATION INDICATORS (How I know objectives will be met) |
|--|---|---|
| To ensure that I am oriented to my agency/unit, and aware of my unit's policies, procedures & protocols (Professional Standard 1) | <ul style="list-style-type: none"> Attend/complete the agency/facility orientation, attend available in services or online learning as recommended by preceptor/CNE Locate site specific workplace health and safety protocols including fire safety, first aid, infection prevention protocols and safety equipment | <ul style="list-style-type: none"> Orientation checklist is checked off by preceptor and leadership designate I know where to find all nursing supplies relevant to my practice and my client's needs I practice within agency/department policies and protocols in the healthcare setting |
| <p>To have a thorough understanding of my scope of practice, as laid out by BCCNM (Standard 1)</p> <p>To self-reflect on my own individual competence and abilities within the RN/LPN Scope of Practice, Standards of Practice and Professional Standards (Standard 1)</p> | <ul style="list-style-type: none"> Read the BCCNM Scope of Practice for my <i>[insert designation here, e.g., RN, LPM]</i>, Standards of Practice, and Professional Standards Discuss documents with my preceptor, and ask for recommendations for further learning Explore facility learning resources for Decision Support Tools | <ul style="list-style-type: none"> I know where to find resources and policies pertinent to my role at <i>[insert agency here]</i> I understand and am able to answer questions regarding my scope of practice and Professional Standards |
| To review and have a thorough understanding of the steps involved in safe medication administration (Standards 1 & 2), including the administration of narcotics and other high-risk medications (Standards 1 & 4) | <ul style="list-style-type: none"> Read RN/LPN Medication Administration Practice Standard on BCCNM website Review agency medication administration policy | <ul style="list-style-type: none"> I know and can demonstrate the Rights of Medication Administration I know the indications and rationale for my patient's medications and administer them safely and according to agency policy |

| LEARNING OBJECTIVE (What do I need to know, be able to do) | LEARNING ACTIVITIES (Ways I plan to learn) | EVALUATION INDICATORS (How I know objectives will be met) |
|--|---|---|
| | <ul style="list-style-type: none"> Shadow and discuss with preceptor medication administration in unit, and receive constructive feedback | <ul style="list-style-type: none"> I follow the Medication Administration principals as set out by the RN/LPN Practice Standards |
| <p>To review the steps involved in a comprehensive pain assessment, and review and practice effective nursing interventions to treat pain (Standards 1, 2 & 3)</p> | <ul style="list-style-type: none"> Complete Learning Hub Online course "Pain Foundations" Observe preceptor performing a comprehensive pain assessment Complete a comprehensive pain assessment and perform effective interventions to treat pain, constructive feedback from preceptor Review agency decision making tools regarding pain, pain assessments and interventions Utilize learning resources as advised by my preceptor | <ul style="list-style-type: none"> I am able to complete a comprehensive pain assessment I am able to develop a plan of care that includes both pharmacological and non-pharmacological interventions I am able to effectively evaluate these interventions and modify the plan of care based on my evaluation I follow all agency and College guidelines re: the documentation of my actions |
| <p>Add any goals specific to your practice, framing them within your Scope of Practice, Standards of Practice & Professional Standards</p> | <p>List Learning Activities Here Be specific, using SMART goals</p> | <p>How will you measure achievement of these goals? Be specific.</p> |