### Definitions:

**Performance Improvement Plan:** A Performance Improvement Plan (PIP) is an approved document that is implemented for a student who is experiencing difficulties in clinical/lab courses. It is a template used to identify areas for improvement and strategies to address areas for improvement. Performance Notes may be utilized and referred to support the PIP. Attached is the approved PIP template.

**Performance Notes:** An objective record of the student’s performance that may be completed independently by the student and the clinical instructor. Completed Performance Notes will be reviewed periodically by the student and the clinical instructor and both sets will become part of the Clinical Performance Evaluation Tool. Attached is a sample of a template for Performance Notes.

### Policy:

When a student experiences difficulty in meeting the expectations of a clinical practice/lab course, the instructor(s) will make a reasonable effort to assist the student to grow and develop competence. A Performance Improvement Plan (PIP) (a written document) will be developed for each student who is required to improve and enhance his/her clinical skills and performance in order to obtain a level of competence. If a student Voluntary Withdraws or fails a course the existing PIP is no longer active.

The following procedure will be implemented:

1) The clinical instructor(s) and academic member(s) responsible for delivery of the course will meet with the student to discuss the situation.

2) The academic member(s), in collaboration with the clinical instructor(s), will initiate a Performance Improvement Plan during the academic term. This plan will include:
• evidence that the performance has been unsatisfactory,
• a course of action to assist the student to overcome the clinical difficulties,
• specific expectations for the student to meet in order to achieve a passing grade, and
• a time frame for achieving these expectations.

3) The student will be given the opportunity to review the written plan. Modifications to the plan may be made at that time.
4) The student, the clinical instructor(s) and the academic member(s) will sign and date the plan, thereby agreeing to the conditions outlined.
5) The signed PIP will be placed on the student record. The student, the academic member and the Department Chair will receive a copy of the plan.
6) In the event that the PIP is seen but not signed by the student, the student will be temporarily removed from the clinical area pending mediation between the academic member, the Department Chair and the Dean, as necessary.
7) An evaluation of student performance will take place with the clinical instructor(s) and the academic member(s) at the end of the time frame specified in the plan. The follow-up evaluation will also be placed on the student record. The student will be informed that the student record is available for course faculty to review for future clinical practice courses.
8) During implementation, the PIP may be amended as needed.

Five options are available to the academic member(s):

1) If the student performance is considered to be satisfactory, at expected level, the student receives a passing grade and the plan is completed.
2) If the student shows some improvement in clinical performance and meets minimum requirements in the clinical course, the student will receive a passing grade and the PIP will follow the student into the next clinical course. The student will be notified that the PIP will be shared by the current Academic member with the Academic member involved in the subsequent clinical course. The student will be required to contact the subsequent Academic member to address the PIP. The Academic member of the subsequent clinical course, in collaboration with the student, will review and amend the existing PIP.
3) If student performance does not improve and evidence of unsafe clinical practice is apparent, the debarment policy is initiated.
4) Notwithstanding the above and the time frame set as part of the Performance Improvement Plan, the debarment policy may be invoked immediately if further evidence of unsafe clinical practice is apparent.
5) If student performance is unsatisfactory, s/he receives a failing grade in the course.
Student:
Student Number:
Course #:
Clinical Instructor/Academic Member:
Date of Incident (if applicable):

Description of the concern/situation/student performance:

Identified unsatisfactory performance behaviours in accordance with the clinical performance evaluation tools:

Identified satisfactory performance behaviours and dates to be completed:

Student comments:

Faculty comments:
The Students Experiencing Difficulty in Clinical Practice Policy has been reviewed with the student.

Student Initial: __________  Clinical Instructor Initial: __________

Academic Member Initial: __________

The following signatures acknowledge that the preceding Performance Improvement Plan has been reviewed.

Student Signature: ___________________________ Date: __________

Clinical Instructor Signature: ___________________________ Date: __________

Academic Member Signature: ___________________________ Date: __________

Follow-Up Evaluation

Outcome of Performance Improvement Plan (refer to options as outlined in the Students Experiencing Difficulty in Clinical Practice Policy).

Student comments:

Faculty comments:

Student Signature: ___________________________ Date: __________

Clinical Instructor Signature: ___________________________ Date: __________

Academic Member Signature: ___________________________ Date: __________
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<td><strong>1. Safe Competent Care</strong>&lt;br&gt;Application of nursing process for aspects of care, preparation, Organization/time management, Health assessments and technical nursing skill performance, Uses and applies relevant theoretical, evidence-based knowledge.</td>
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<td><strong>2. Critical Inquiry</strong>&lt;br&gt;Recognizes a range of responses to illness, Explores client’s beliefs and values, Clinical judgement in assessment and nursing interventions, Critically examines patient responses to care.</td>
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<td><strong>3. Communication</strong>&lt;br&gt;Effective Verbal and non-verbal communication with Clients, Instructor, Health Care Team, Peers, Documentation – flow sheets, narrative</td>
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<td><strong>4. Development of Professional Self</strong>&lt;br&gt; Understands multiple ways of knowing, Examines personal beliefs/values, Reflects on performance and growth- journals, post conference Insight into abilities, Self-evaluation, Accepts &amp; uses feedback Part A (CPET) - Confidence, Attendance, Professional Image, Ethics, Preparation, Initiative</td>
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<td><strong>5. Family</strong>&lt;br&gt;Introduces self if present, Inquires about family in assessment.</td>
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**Notes reviewed by student**<br>(Sign each column)<br>Student Sign: ____________________________  Student Sign: ____________________________  Student Sign: ____________________________  
Instructor Sign: ____________________________  Instructor Sign: ____________________________  Instructor Sign: ____________________________  
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1. **Safe Competent Care**
   Application of nursing process for aspects of care, preparation, Organization/time management, Health assessments and technical nursing skill performance, Uses and applies relevant theoretical, evidence-based knowledge.

2. **Critical Inquiry**
   Recognizes a range of responses to illness, Explores client’s beliefs and values, Clinical judgement in assessment and nursing interventions, Critically examines patient responses to care.

3. **Communication**
   Effective Verbal and non-verbal communication with Clients, Instructor, Health Care Team, Peers, Documentation – flow sheets, narrative

4. **Development of Professional Self**
   Understands multiple ways of knowing, Examines personal beliefs/values, Reflects on performance and growth- journals, post conference Insight into abilities, Self-evaluation, Accepts & uses feedback Part A (CPET) - Confidence, Attendance, Professional Image, Ethics, Preparation, Initiative

5. **Family**
   Introduces self if present, Inquires about family in assessment.

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**Notes reviewed by student**

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