

**North Carolina Board of Nursing (NCBON)
STUDENT PRACTICE EVENT EVALUATION TOOL (SPEET)**

Event(s): _____

Event Number: _____

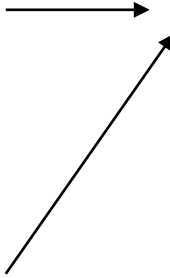
Criteria	Human Error	At Risk Behavior			Reckless Behavior		Score
	0	1	2	3	4	5	
G General Nursing Practice	No prior counseling for practice related issues	Prior counseling for single non-related practice issue	Prior counseling for single "related" issue	Prior counseling for "same" issue	Prior counseling for multiple related or non-related practice issues	Prior counseling for same or related issue with no or little evidence of improvement	
U Understanding expected based on program level, course objectives/outcomes	Has knowledge, skill and ability - Incident was accidental, inadvertent, or an oversight	Task driven/rote learning or wrong action for this circumstance	Failed to demonstrate appropriate understanding of options/resources or Aware of safety issues but in this instance cut corners	Understands rationale but failed to recognize situations in terms of overall picture or to prioritize actions or in this instance, failed to obtain sufficient info or consult before acting	Able to recognize potential problems. In this instance "negligent" or failed to act according to standards. Risk to client outweighed benefits.	Knows or should have known correct action, role and limitations. In this instance action was "gross negligence/unsafe act" and demonstrated no regard for patient safety.	
I Internal Program or Agency Policies/standards/inter-disciplinary orders	Unintentional breach or no policy/standard/order available	Policy not enforced or cultural norm or common deviation of staff or policy/order misinterpreted	Student cut corners or deviated in this instance from policy/standard/order as time saver. No evidence or suggestion of a pattern of behavior.	Aware of policy/standard/ order but ignored or disregarded to achieve perceived expectations of faculty, staff, patient or others. May indicate pattern or single event.	Disregarded policy/standard/order for own personal gain	Maliciously disregarded policy/standard/order	
D Decision/choice	Accidental/mistake/inadvertent error	Advantages to patient outweighed risk	Emergent situation - quick response required	Non-emergent situation. Chose to act/not to act without weighing options or utilizing resources. Used poor judgment.	Clearly a prudent student would not have done. Unacceptable risk to patient/agency/public. Disregard for patient safety.	Conscious choice. Put own interest above that of patient/agency/public. Egregious choice. Neglected red flags	
E Ethics/credibility/accountability	Identified own error and self-reported. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.	Admitted to error and accepts responsibility. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.	Acknowledged role in error but attributes to circumstances and/or blames others to justify action/inaction. Cooperative during investigation. Demonstrates desire to improve practice.	Denies responsibility until confronted with evidence. Reluctantly accepts responsibility. Made excuses or made light of occurrence. Marginally cooperative during investigation.	Denied responsibility despite evidence. Indifferent to situation. Uncooperative and/or dishonest during investigation.	Took active steps to conceal error or failed to disclose known error.	

Criteria Score: _____

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Mitigating Factors – check all identified		Aggravating Factors – check all identified	
	Unavailable resources (inadequate supplies/equipment)		Especially heinous, cruel, and/or violent act
	Interruptions/chaotic environment/emergencies – frequent interruptions/distractions		Knowingly created risk for more than one client
	Inadequate supervision by faculty or preceptor		Threatening/bullying behaviors
	Inappropriate assignment by faculty or preceptor		Prior formal student disciplinary record for practice issue(s)
	Non-supportive environment – interdepartmental/staff/student conflicts		Other (identify)
	Lack of response by other departments/providers		
	Other (identify)		
	Total # mitigating factors identified		Total # aggravating factors identified

Criteria Score (from page 1)	
Mitigating factors (<u>subtract</u> 1 point for 1 – 3 factors; 2 points for 4 – 6 factors; and 3 points for 7 or more factors)	
Aggravating factors (<u>add</u> 1 point for each identified factor)	
Total Overall Score	



Human Error	At-Risk Behavior	Reckless Behavior
# criteria in green= ____	# criteria in yellow= ____	# criteria in red = ____
IF 3 or more criteria in Green OR Address event by consoling student and/or improvement plan with student	IF 3 or more criteria in yellow OR Address event by coaching student, and/or developing remedial improvement plan with student	IF 3 or more criteria in red OR Consider disciplinary action and/or remedial event with student

Evaluator: _____

School Name: _____

Date of Event: _____

NCBON Consultant: _____

Action Taken: _____

NOTE: This SPEET is NOT used if event involves misconduct such as: academic cheating, confidentiality, fraud, theft, drug abuse, diversion, boundary issues, sexual misconduct, mental/physical impairment. Instead, these are managed through established mechanisms outside of this clinical framework.

- Human Error = Inadvertently doing other than what should have been done; a slip lapse, mistake.
- At-Risk Behavior = Behavioral choice that increases risk where risk is not recognized or is mistakenly believed to be justified.
- Reckless Behavior = Behavioral choice to consciously disregard a substantial and unjustifiable risk.
- Consoling = Comforting, calming; supporting student while examining event.
- Coaching = Supportive discussion with the student on the need to engage in safe behavioral choices.
- Remedial Action = Actions taken to aid student including education, training assignment to program level-appropriate tasks.
- Counseling = A first step disciplinary action; putting the student on notice that performance is unacceptable.
- Disciplinary Action = Punitive deterrent to cause student to refrain from undesired behavioral choices.