



**UNIVERSITY OF ALBERTA
COLLABORATIVE BACCALAUREATE
NURSING PROGRAM
KEYANO COLLEGE**

COURSE SYLLABUS

NURSING 209

Mental Health Nursing Practice

September 1, 2015 – December 11, 2015

Instructors:

(Group A) Tania Lysak
(Group B) Tania Lysak
(Group C) Karen Biggar
(Group D) Karen Biggar

**NURSING 209
MENTAL HEALTH NURSING PRACTICE
COURSE OUTLINE**

CALENDAR STATEMENT

NURS 209 Mental Health Nursing Practice ★6 (*fi 12*) (either term, 0-14c-0). Students have the opportunity to apply concepts of mental health nursing to the care of individuals experiencing acute and chronic alterations in mental health in hospital or community settings.

Prerequisites: NURS 114, 116 and 113.

Corequisite: NURS 208.

COURSE HOURS

Lecture: 0

Seminar: 0

Clinical/Lab: 160

COURSE DESCRIPTION

In this course students will have the opportunity to apply theory and develop skills relevant to the provision of nursing care to clients with acute and chronic alterations in mental health in the hospital or community setting. Students will develop competence in the assessment of mental health status, the use of communication as a therapeutic tool, and the planning, implementation and evaluation of therapeutic interventions.

INSTRUCTOR INFORMATION

Tania Lysak RN, BScN, MN

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Instructors are available for student consultation in their office. Please contact your instructor or the Nursing Office (780-791-4889) to arrange a specific time.

LEARNING OUTCOMES

LEVELS OF INDEPENDENCE

(Based on the anticipated competencies of a second-year nursing student)

Levels of independence:

With assistance: The student requires direction and information.

With minimal assistance: The student requires *occasional* direction and information.

With guidance: The student requires clarification, prompting and confirmation.

With minimal guidance: The student requires *occasional* clarification, prompting and confirmation.

Independently: The student works mostly on his or her own and seeks information, clarification and consultation as appropriate.

Direction: The instructor tells the student what to do, about what steps to take.

Information: The instructor tells the student specifics about a concept or topic.

Clarification: The instructor, through questioning and feedback, assists the student to state their information in a different and clearer way, often with more details. The student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base.

Prompting: The instructor provides the student with a cue that answer is incomplete or incorrect and how to resolve the lack of information. A prompt is broader than a hint. Prompting is generally used to add breadth or depth.

Confirmation: Instructor provides positive feedback for correct information and direction provided by the student.

Consultation: The student provides instructor with information and/or direction and asks specific questions about the information or direction which the instructor confirms.

Occasional: Indicates that input is provided by instructor now and then.

LEARNING OUTCOMES

Overarching statements:

Students are responsible to familiarize themselves *with Graduate Competencies and Year Outcomes (with Cross Reference to courses) 2015-2016*. Attention must be given to the competencies that are identified as being relevant to NURS 209.

Students must regularly refer to the document entitled *NEPAB's Condensed Version of CARNA's Entry-to-Practice Competencies for the Registered Nurses Profession (2013)*.

All students must practice in a manner that is consistent with:

- CARNA Entry-to-Practice Competencies for the Registered Nurses Profession (2013)
- CARNA Practice Standards for Regulated Members (2013)
- CNA Code of Ethics for Registered Nurses (2008)

It is an expectation that students bring forward competencies acquired in previous courses and that students provide safe, knowledgeable, ethical nursing care. Students who do not meet this expectation are at risk of failing N209 prior to the end of the course.

In addition to maintaining competency with previous course learning outcomes, upon completion of Nursing 209, the nursing student will be able to:

1. Describe, understand and articulate an understanding of theory related to key patient safety concepts including communication, teamwork, environmental and human factors, safety risks and adverse events disclosure.
 2. Describe, understand and articulate an understanding of theory related to patient centered care and interdisciplinary practice.
 3. Demonstrate, with guidance, the processes of self-directed learning, critical thinking, and group process in context-based learning, in a variety of community and/or acute care settings.
 4. Demonstrate, with minimal assistance, the ability to practice according to the competencies listed for second year, described in the following document: *Graduate Competencies and Year End Outcomes Collaborative BScN Condensed Version*.
 5. Demonstrate, with guidance, competence in the assessment, planning, implementation and evaluation of nursing interventions in the provision of care to clients experiencing alterations in mental health.
 6. Demonstrate, with minimal guidance, the ability to manage restoration, rehabilitation, and support activities for clients experiencing acute and chronic mental health alterations, in a variety of community and/or acute care settings.
 7. Demonstrate, with minimal assistance, the ability to use professional and therapeutic communication skills to collaborate with clients (adolescents to older adults) experiencing chronic or less acute variances in mental health.
 8. Demonstrate, with minimal guidance, competence in ability to interact with and develop collaborative partnerships with other members of the health-care team and members of the community.
 9. Demonstrate, with guidance, the ability to engage in evidence-based practice.
 10. Demonstrate the ability to integrate knowledge into clinical practice.
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NURSING PROGRAM POLICIES

Please refer to University of Alberta Collaborative Baccalaureate Nursing Program: Keyano College Student Handbook (2015-2016) for specific Nursing Program policies and to Keyano College Calendar for general College policies.

Please review the Keyano College Nursing Program Policy on Clinical Attire, which is outlined in the student handbook. The following are required items for clinical: nametag, Keyano College ID, watch with second hand, penlight, black pen, and stethoscope.

LATE POLICY FOR ASSIGNMENTS

All assignments are to be submitted as indicated in the syllabus and timetable. Extensions on assignments may be granted; however, must be negotiated with the instructor prior to the due date and with a date specified for late submissions. Assignments not submitted on the day and time specified will incur a 5% deduction per day including weekends. This will be applied each day until the assignment is received by the instructor. Students can submit assignments by e-mail on weekends, but must provide a paper copy on the first day following the weekend.

SPECIALIZED SUPPORTS & DUTY TO ACCOMMODATE

Students with Disabilities:

It is the College's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please contact Disability Services immediately at 780-791-8934 to establish reasonable accommodations.

OVERVIEW OF LEARNING EXPERIENCES

ORIENTATION

It is essential that the students attend this orientation. Students are responsible for knowing the orientation schedule. It will be held on **September 2, 2015**. Time and location are on the course schedule.

CLINICAL PRACTICE

In order to pass Nursing 209, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences.

Components of this clinical experience will include:

- Labs as outlined under the 'Lab ' section.
 - A scheduled nursing practice experience in the clinical setting. All 209 students will rotate through a Community Agency and the Acute Care Psychiatry Unit.
 - Community Agency – The focus of this experience will be communication, health teaching, and prevention of mental health issues and promotion of mental health.
 - Acute Care Psychiatry– The focus of this experience will be basic nursing care, mental status assessment, health assessment, communication, medication administration.
 - Clinical rotations will commence on week three. Clinical rotations may include eight (8) and twelve (12) hour day shifts each week and client research will take place on the day prior to the scheduled shift (for acute care psychiatry only). Please see timetable for dates and times.
 1. Research will prepare the student to provide safe, knowledgeable, ethical care and is essential to successful completion of this course.
 2. Complete research on assigned client(s) to include a detailed plan of care consisting of nursing diagnosis, goals, interventions and rationale for intervention. If caring for a client for more than one day, update client information/assessment and nursing care plan on each successive day with the client. Plan of Care for clients are to be submitted to the instructor for review following pre-conferences.
 3. Perform initial and ongoing assessments on all assigned clients.
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4. Document client care in a draft form for review by the instructor prior to documenting in the client's chart.

If a student is absent from the clinical setting due to illness the following must occur:

- The student will contact their assigned unit;
- The student will contact The Nursing Office at 791-4889 and leave a message;
- The individual instructor will advise students on instructor contact preference;
- The instructor may advise the student to contact the Keyano College Nurse at 791-4808.

Students not following these requirements will be considered absent without leave and abandoning their patients. This may result in clinical failure.

If the student is absent from the clinical setting for other reasons:

- The student will contact their assigned unit;
- The student will contact the Nursing Office at 791-4889 and leave a message;
- The individual instructor will advise students on instructor contact preference.

LABS

It is the expectation that the knowledge and skills obtained from the Nursing 208 Fixed Resources and Labs will be incorporated into your Nursing 209 clinical rotation. It is an expectation that you read all the required material in preparation for the labs; this ensures more time to practice the skill portion of the lab. Please see timetable for dates and times.

The following labs will be covered as part of 209:

- Medication Administration and Calculation Theory Review and Practice lab

OVERVIEW OF COURSE EVALUATION

In order to pass Nursing 209, students must demonstrate safe, knowledgeable, ethical nursing practice, professional behavior, and complete the specified learning experiences and assignments.

Students must receive a grade of 60% to pass N209. As well, students must receive an Expected/Satisfactory rating in each of the ten (10) categories on the ENP. (see Appendix D for more detail)

METHOD OF EVALUATION	DATES	PERCENTAGE OF FINAL GRADE
Medication Administration Safety Screen Exam (MASS) – Pass/Fail September 8, 2015 0900 – 0945		
Communication Analysis	Due dates may vary depending on Group (see Timetable for due date)	15%
Final Exam	November 2, 2015 0900-1130	25%
Evaluation of Nursing Practice	November 4, 2015 Instructors office	60%
TOTAL		100%

MEDICATION ADMINISTRATION SAFETY SCREEN (MASS)

Students are expected to read Chapters 5, 6, & 12 from the following text:

Predham, B & Buchholz, S. (2010). *Henke's med-math: First Canadian edition*. Philadelphia, PA: Lippincott.

Completed questions are to be handed in on **Friday, September 4, 2015**. In addition, please review chapters 1 through 4, and 13 in preparation for MASS exam.

The MASS Exam is scheduled to be written on **September 8, 2015, at 0900 – 0945 hours**. Students may use a basic calculator in the exam. The pass mark is 90%. Refer to course timetable for location. Any required changes in time/room number will be communicated on Moodle.

This examination will provide an opportunity for students to demonstrate proficiency in calculating accurate medication dosage. The exam content will include medication preparation, administration protocols, and dosage calculations appropriate to the course, including calculations required to administer oral, subcutaneous and intra-muscular medications, and calculation of IV flow rates.

Students who are unsuccessful will be given the opportunity to write one (1) supplemental exam, which must be completed within one week. If necessary, the student and the instructor will

schedule the MASS re-write at a mutually agreed time within a minimum of one (1) day and a maximum of one (1) week.

Medication administration in clinical practice will not commence until successful completion of the supplemental MASS exam.

Students who are unsuccessful in the supplemental exam will be required to withdraw from Nursing 209.

COMMUNICATION ANALYSIS

The purpose of this assignment is to study the application of therapeutic communication principles, both verbal and non-verbal and client response. Using appropriate self-awareness, the student will assess the effectiveness of the communication that has transpired. This assignment occurs while the student is in the acute care psychiatry setting. See timetable for due dates for your respective group.

- ❖ Choose a significant real-life interaction involving your client. This interaction should consist of a meaningful, **consecutive**, interactive dialogue involving approximately **6 mutual exchanges** of conversation. These exchanges should be as close to “word for word” as possible and include any relevant body language as well as any other significant non-verbal forms of communication.
- ❖ Using the format supplied in **Appendix A**, describe your analysis of the content of the interaction as well as the verbal and nonverbal communication. Be sure to include any relevant underlying dynamics and the importance of what is taking place.
- ❖ The evaluation section should correctly identify the communication technique used for each response and document whether or not it was facilitative or blocking. In addition, if the technique was blocking (non-facilitative) the student should reflect on any alternative techniques/measures that might have made the communication process more therapeutically focused and document what they could have said to the client and identify that technique.

The format for the assignment may be completed in columns as outlined in **Appendix B** and should be maximum **8 pages in length**.

FINAL EXAM

The final exam is posted on Moodle and can be written anywhere with internet access at the assigned time only. The exam consists of 50 multiple choice questions and encompasses material learned in N209.

EVALUATION OF NURSING PRACTICE

Students' practice performance will be evaluated according to the criteria outlined in the Evaluation of Nursing Practice (ENP) (**Appendix D**).

- This will be accomplished through observation, assessment, and evaluation of the student during nursing practice. Evaluations will be completed by the instructor and may be supplemented with input from peers, staff, clients, and other nursing faculty.
- Additionally, preparation and safe clinical knowledge will be assessed through nursing plan of care, as well as through the application of the nursing process (i.e. nursing diagnosis, goals, interventions, and evaluation of client care).
- Students are expected to be prepared for each clinical day by researching procedures, medical conditions, medications etc. prior to providing client care. Required psychomotor skills may also need to be reviewed prior to the clinical experience.
- Students should be prepared to discuss their client plan of care (including the client priority needs, nursing diagnoses, goals, interventions, medications, client teaching plan) with the instructor during pre-conference and during clinical time.

If a student is not adequately prepared for clinical to deliver safe, knowledgeable and ethical care to assigned client(s), the instructor may request that the student leave the unit. Being adequately prepared also includes having a plan of care that encompasses the delivery of safe care to assigned client(s).

Students are expected to pass all ten components of the ENP in order to pass the course. If you do not pass all criteria on the ENP, it constitutes a clinical failure, as the student has then shown unsafe, unprofessional or unethical nursing practice.

Students who demonstrate unsatisfactory clinical performance, indicative of clinical failure, will be informed immediately by the instructor. To facilitate progress for the student with unsatisfactory performance, a remedial plan will be developed by the instructor with input by the student within 24 hours after being advised of unsatisfactory performance. Students who do not meet the required learning outcomes will receive a failing course grade.

The evaluation of students in clinical courses will be achieved through the use of the following three elements:

- Evaluation of Nursing Practice (ENP)
- Grade Descriptors
- Levels of Independence

Written reflection will be required as part of the weekly reflection and final ENP. Additional written reflection may be required by individual instructors based on student progress.

Weekly Reflection/Journaling:

Weekly clinical reflection will occur at the end of each week of clinical experience. The student may email their instructor the reflection no later than 1600 hours on Friday of each clinical week.

Critical Self Reflection

Identifying critical incidents as a student in nursing education facilitates the integration of theory and practice and can assist the student to foster reflective practice, along with personal and professional development. Instructors will evaluate how students have shown reflective practice by asking questions during pre-conferences, throughout the clinical shifts, during post-conferences, student weekly reflection and final evaluations.

Students are highly encouraged to critically reflect on their nursing practice throughout the course. Confidentiality **MUST** be maintained when describing a clinical incident.

Please see the Reflective Resources section posted to Moodle for additional assistance.

Recommended guidelines for Critical Self-Reflection (also known as Reflective Journaling):

- Describe in detail a significant experience that you had during your week. Include thoughts, feelings, and perceptions.
- Reflect on the experience. Describe why this experience was important to you, and what factors (assessment, previously learned experiences, values, beliefs, stereotypes or biases) influenced yours/someone's else's decisions/actions/feelings.
- Evaluate your strengths and areas needing improvement in this situation. What were the strengths and areas for improvement for the other health care professionals involved? Explain why you think these were areas of strength or areas needing development. How the client/family is ultimately affected?
- Describe your significant learning. How does this impact your nursing practice? Describe what you would do differently/investigate/maintain if a similar incident should occur in the future. Describe what you would teach someone else (i.e. peer) about this incident in order to improve nursing practice.
- Critical self-reflection should include evidence from the literature.
 - a. Their strengths and opportunities for improvement documented and be prepared to discuss them. The focus of the reflective journaling will be reflection on practice and not assessment of grades.

Being unprepared for weekly reflection will be noted in the ENP.

Final Written Evaluations:

Final evaluations will be scheduled and occur after the last scheduled shift (see Timetable) in the instructor's office. Appointment times will be allotted by the instructor. A final written summative evaluation will be completed by the student and the instructor based on the Evaluation of Nursing Practice (ENP) (**Appendix D**).

Students must complete a Self-Evaluation using the ENP form. Completion of ENP form includes:

- a. Completion of each of the ten (10) sections of the ENP with examples of how the student met the criteria in each section, as well as the course learning outcomes. Critical self-reflection, using the Guidelines for Critical Self-Reflection outlined on the previous page, should be used to support your examples.
- b. Identification of the grade the student feels they should receive for the course. Students must provide rationale related to the grade that is expected.

Students must come prepared with all of the above or will be required to rebook an appointment with the Instructor.

Please submit to your Instructor, via e-mail or hard copy, the completed ENP on the date specified on the Timetable.

PLEASE NOTE: Students are to complete an on-line course evaluation for Nursing 291, which can be accessed through Moodle or the following link:

00000000<http://www.surveymonkey.com/s/1g93a>

Student feedback is important to ensure continued provision of high quality education in the baccalaureate program.

CODE OF ETHICS

Canadian Nurses Association (CNA), Code of Ethics for Registered Nurses (2008) guides nursing practice and must be reflected in all components of Nursing 291 and evidenced in the Evaluation of Nursing Practice (ENP). Refer to Keyano College Student Handbook Nursing Program Policies 2015-2016) or access in the following link:

<http://www.cna-aiic.ca/~media/cna/page-content/pdf-fr/code-of-ethics-for-registered-nurses.pdf?la=en>

College and Association of Registered Nurses of Alberta (CARNA), Entry to Practice Competencies for the Registered Nurses Profession (2013). Refer to Keyano College Student Handbook Nursing Program Policies (2015-2016) or access in the following link:

http://www.nurses.ab.ca/content/dam/carna/pdfs/DocumentList/Standards/RN_EntryPracticeCompetencies_May2013.pdf

STUDENT CODE OF CONDUCT

Please refer to the Student Handbook and review the Student Code of Conduct Policy (Policy 110.0), Student Rights Policy (Policy 111.0) and Student Code of Conduct Procedure (110.1). It is expected that you will review and be aware of expectations relative to student rights, responsibilities and behavior.

REQUIRED TEXTS

All previously required Collaborative BScN Program textbooks will be used during this course, including all books purchased for Year 2.

APPENDIX A
COMMUNICATION ANALYSIS WORKSHEET

Client's Initials: _____ Student's Name: _____ Date: _____

Background Information:

Goal or Purpose:

Client's Verbal Statement and Non-verbal behavior	Client Message (Thoughts)	Client Feeling (Feelings)	Nurse's Thoughts	Nurse's Feelings	Nursing Response	Evaluation
<p>This column should include:</p> <p><u>Verbal Behavior:</u></p> <p>What the client said including tone of voice.</p> <p><u>Nonverbal Behavior</u> i.e., the client's actions, facial expressions, mannerisms, and posture changes</p>	<p>Your interpretation of what the client said</p>	<p>Identify underlying feelings as well as those expressed</p>	<p>Demonstrate how you attempt to understand client experience</p>	<p>Identify own feelings in response to client behavior</p>	<p>Accurately documents own statements and describes own nonverbals objectively, critically, and thoroughly</p>	<p>What technique did you use?</p> <p>Was it effective in promoting client:</p> <ul style="list-style-type: none"> • Self exploration • Understanding • Action <p>What alternative response might you have used?</p>



Appendix B

Communication Analysis Assignment Marking Guide

Key Content	Points:	5	3	1	0
Client background information					
Organized data according to five variables:					
• Presenting factors		Excellent	Satisfactory	Minimal	None
• Precipitating factors		Excellent	Satisfactory	Minimal	None
• Perpetuating factors		Excellent	Satisfactory	Minimal	None
• Predisposing factors		Excellent	Satisfactory	Minimal	None
• Protective factors		Excellent	Satisfactory	Minimal	None
					/25

Comments:

Setting, Contextual Variables, Purpose

Clearly describes setting in which interaction took place	Excellent	Satisfactory	Minimal	None	
Describes any variables in the environment and demonstrates understanding in communication	Excellent	Satisfactory	Minimal	None	
States the goal or purpose of the client focused interaction	Excellent	Satisfactory	Minimal	None	
					/15

Comments:



Key Content

Points: **5** **3** **1** **0**

Documented interaction of 6 exchanges

Clients verbal statements and non-verbal behavior	Excellent	Satisfactory	Minimal	None
Clients message, student's interpretation of what client said	Excellent	Satisfactory	Minimal	None
Identify underlying client feelings	Excellent	Satisfactory	Minimal	None
Nurse's thoughts about the client statement	Excellent	Satisfactory	Minimal	None
Identifies own feelings in response to clients words	Excellent	Satisfactory	Minimal	None
Nurse's verbal statement and non-verbal behavior	Excellent	Satisfactory	Minimal	None

/25

Comments:**Nursing Evaluation**

Wrote evaluation for each nurse's response, with technique identified, if effective or not and gives an alternative response if ineffective	Excellent	Satisfactory	Minimal	None
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/10

Comments:

Total*/75*

Legend:

5 – Excellent work, comprehensive information or analysis included, great attention to detail throughout	1 – Minimal required information included, incomplete work
3 – Satisfactory work, most required information included at an adequate level	0 – Required information not identifiable

Nursing 209 Evaluation of Nursing Practice – 2015-2016

Student: _____ ID: _____	Clinical Faculty: _____ Section #: _____
Placement: _____ Health Centre _____	Posting Dates: _____ From: _____ To: _____
Days Absent/Sick: _____	Provided student with copy of evaluation: Yes <input type="checkbox"/> No <input type="checkbox"/>
Final mark: <input type="checkbox"/> Pass / Fail <input type="checkbox"/>	

****Student's overall performance will be assessed in each of the categories from Graduate Competencies and Year-End Outcomes Condensed Version 2015-2016***

PASS	Excellent (4):	Student meets the objectives at a “Level of Independence” greater than identified on the ENP, all of the time.
	Very Good (3.5):	Student meets the objectives at a “Level of Independence” greater than identified on the ENP, majority of the time.
	Good (3.0):	Student meets the objectives at a “Level of Independence” greater than identified on the ENP some of the time.
	Satisfactory (2.5):	Student meets the objectives at a “Level of Independence” required on the ENP.
FAIL	Unsatisfactory (<2.5)	Student fails to meet the objectives at a “Level of Independence” required on the ENP.

Note:

- Refer to the *Graduate Competencies and Year-End Outcomes Condensed Version 2015-2016*. All courses contribute to the acquisition of each competence. All students are responsible for integrating all knowledge and skills covered in previous and concurrent coursework.
- If a section is grayed out, it indicates that a competency partially applies in this particular clinical course.

LEVEL OF INDEPENDENCE (There is an expected progression within a course and between levels).

The following levels of independence will be utilized (unless otherwise indicated):

Levels	Levels of independence (beginning of term <input type="checkbox"/> end of term)	Description (beginning of term <input type="checkbox"/> end of term)
Level 2, junior 2	With minimal assistance <input type="checkbox"/> with guidance	The student requires <i>occasional</i> direction and information <input type="checkbox"/> The student requires clarification, prompting and confirmation.

Definition of terms:

Direction: faculty tells student what to do, about steps to take

Information: faculty tells student specifics about a concept, topic

Clarification: faculty, through questioning and feedback assists the student to state their information in a different and clear way, often with more details. Student asks questions to increase their understanding; questions asked demonstrate a sound knowledge base

Prompting: faculty provides student with a cue the answer is incomplete and how to resolve the lack of information. Prompting is generally used to add breadth or depth.

Confirmation: faculty provides positive feedback for correct information and direction provided by the student

Consultation: student provides faculty with information and/or direction and asks specific questions about the information.

Occasional: indicates that input is provided by faculty now and then.

UNIVERSITY OF ALBERTA - FACULTY OF NURSING
NURS 209 Evaluation of Nursing Practice

Student is to complete ENP and send to faculty electronically through University of Alberta email. Examples required. Faculty documentation with specific examples are required if faculty disagrees.

RELATED COURSE OBJECTIVE:

Demonstrate the ability to practice in accordance with NURS 209 competencies as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2015-2016*.

1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY						Final Mark
Demonstrates professional conduct and that the primary duty is to the client to ensure safe, competent, compassionate, ethical care.						
RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples
		MT	F	MT	F	
Levels of independence (beginning of term <input type="checkbox"/> end of term): With minimal assistance <input type="checkbox"/> with guidance						
1.2.1	➤ Independently represents self by first and last name and professional designation (protected title) to clients and the health care team.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
1.2	➤ (Professional Qualities and Attributes) Demonstrates attributes of: accountability and responsibility, beginning confidence and self-awareness, a professional presence, initiative, collaboration with the care team and significance of professional activities.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
2.2	➤ (Critical thinking and problem solving) Demonstrates skills and judgments in critical thinking re: new knowledge, the organization of workload and time management.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
3.2	➤ (Professional accountability and responsibility for safe practice) Understands, promotes, and enacts all aspects of safe practice for self, clients and others, including awareness of individual competence within the legislated scope of practice and professional responsibility to take	<input type="checkbox"/> Yes <input type="checkbox"/> No				

Pass
 Fail

	action on recognized unsafe health care practices and workplace safety risks.					
4.2	➤ (Promoting excellent and healthy workplaces) Promotes a healthy culturally safe practice environment, including the use of basic conflict resolution strategies and the critical assessment, application, evaluation and improvement of protocols, policies and procedures.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
	Faculty's comments	MT:				
		F:				
2. KNOWLEDGE-BASED PRACTICE						Final Mark
A. Specialized Body of Knowledge Has knowledge from nursing and other sciences, humanities, research, ethics, spirituality, relational practice, and critical inquiry.						
RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples
	Levels of independence (beginning of term <input type="checkbox"/> end of term): With minimal assistance <input type="checkbox"/> with guidance	MT	F	MT	F	<input type="checkbox"/> Pass <input type="checkbox"/> Fail
5.2	➤ Demonstrates knowledge in current and emerging health care issues and challenges, including relevant related knowledge of: workplace health and safety, community development and population health, global and community health and safety, primary care, determinants of health, health disparities and inequities and population health.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
6.2	➤ Demonstrates knowledge in current population and health care research, nursing and health informatics and information communication technology.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
7.2	➤ Develops an increasing knowledge about human growth and development of persons, groups, communities and populations.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
8.2	➤ Demonstrates knowledge in health sciences: physiology, pathology, pharmacology, epidemiology, genetics, immunology.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
9.2	➤ Demonstrates knowledge in nursing science, social sciences and humanities, including theoretical and practical knowledge of relational practices foundational to nursing care and the	<input type="checkbox"/> Yes <input type="checkbox"/> No				

	contribution of registered nurse practice to the achievement of positive health outcomes.					
10.2	➤ Accesses, critiques and uses research in care with colleagues; collaborates and participates in knowledge development to support current, competent, safe care and practice.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
	Faculty's comments	MT:				
		F:				
3. KNOWLEDGE – BASED PRACTICE						Final Mark
B. Competent Application of Knowledge Demonstrates competence in the provision of nursing care. The competency statements in this section are grouped into four areas about the provision of nursing care (Ongoing comprehensive assessment; health care planning; providing nursing care, and; evaluation). The provision of nursing care is an iterative process of critical inquiry and is not linear in nature. 1: Ongoing Comprehensive Assessment - Incorporates critical inquiry and relational practice to conduct a comprehensive client-focused assessment that emphasizes client input and the determinants of health.						
RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples
	Levels of independence (beginning of term <input type="checkbox"/> end of term): With minimal assistance <input type="checkbox"/> with guidance	MT	F	MT	F	<input type="checkbox"/> Pass <input type="checkbox"/> Fail
11.2	➤ (Client engagement) Reduces effect of positional power and personal bias while actively engaging the client in holistic, capacity-based assessment and goal setting.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
12.2	➤ (Critical Thinking) Uses anticipatory planning, analyzes and interprets data and collaborates with the health team during ongoing assessment of the client's actual and potential health status and identification of their needs, capacities and goals.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
13.2	➤ (Tools and techniques) Uses appropriate, comprehensive assessment tools and information and communication technologies to assess clients and support information synthesis, complying with evidence-informed practice, agency policies and protocols and completing assessments in a timely manner.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
	Faculty's comments	MT:				
		F:				
4. KNOWLEDGE-BASED PRACTICE						Final Mark

B. Competent Application of Knowledge						
Area 2: Health care planning: within the context of critical inquiry and relational practice, plans nursing care appropriate for clients which integrates knowledge from nursing, health sciences and other related disciplines, as well as knowledge from practice experiences, clients' knowledge and preferences, and factors within the health care setting.						
RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples
Levels of independence (beginning of term <input type="checkbox"/> end of term): With minimal assistance <input type="checkbox"/> with guidance		MT	F	MT	F	
14.2	> (Client Engagement) Minimizes positional power and promotes client ownership by involving clients in identifying and outcomes of care, exploring care alternatives and accessing appropriate resources.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
15.2	> (Anticipatory planning skills) Uses critical inquiry and principles of primary health care to initiate appropriate planning for clients' anticipated health problems, client and staff safety concerns and the need for consultation with the client and team to promote continuity of care and manage complex problems.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Faculty's comments		MT:				
		F:				
5. KNOWLEDGE-BASED PRACTICE						
Area 3: Providing Registered Nursing Care: provides client-centred care in situations related to:						Final Mark
<ul style="list-style-type: none"> • health promotion, prevention and population health; • maternal/child health; • altered health status including acute and chronic physical and mental health conditions and rehabilitative care; • palliative care and end-of-life care. 						
RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples
Levels of independence (beginning of term <input type="checkbox"/> end of term): With minimal assistance <input type="checkbox"/> with guidance		MT	F	MT	F	
16.2	> (Safety) Performs effectively in rapidly changing client condition; applies bio-hazard and safety principles to all aspects of preventive, supportive, diagnostic, therapeutic procedures and care.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
17.2	> (Prevention) Incorporates principles of population health and engages prevention strategies when providing client care and promoting the health and safety of clients,	<input type="checkbox"/> Yes <input type="checkbox"/> No				

 Pass
 Fail

Final Mark
 Pass
 Fail

	groups, self and others.					
18.2	➤ (Evidence-Informed Care) Incorporates knowledge of current theory, best practice clinical guidelines, and research in carrying out decisions and implementing care.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
19.2	➤ (Supportive client-centered care) Provides culturally safe, competent, client-centered care (during acute, chronic or palliative health challenges) that is supportive of and attends to client: development and role transition, decisions re health outcomes, informed choices re care, and the use of learning plans and strategies for promoting optimal health by accessing and building upon capacities and available resources.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
20.2	➤ (Organization, skill and clinical judgment) Recognizes, seeks help and assist in rapidly changing, unstable client situations.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
21.2	➤ (Organization, skill and clinical judgment) Prioritizes and provide timely care and consult as necessary in complex and rapidly changing client situation.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
22.2	➤ (Organization, skill and clinical judgment) Provides knowledgeable, competent assistance to clients throughout all phases of diagnostic procedures and treatment processes.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Faculty's comments		MT:				
		F:				

6. KNOWLEDGE-BASED PRACTICE

B: Competent Application of Knowledge

Area 4: Evaluation of client care: Monitors the effectiveness of client care to inform future care planning.

Final Mark

RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples	<input type="checkbox"/> Pass <input type="checkbox"/> Fail
		MT	F	MT	F		
Levels of independence (beginning of term <input type="checkbox"/> end of term): With minimal assistance <input type="checkbox"/> with guidance							
23.2	➤ (Evaluation) In consultation with the client and health team, engages in timely, critical monitoring of the client's care outcomes, verifying client knowledge and skills, modifying and individualizing care as required.	<input type="checkbox"/> Yes <input type="checkbox"/> No					
24.2	➤ (Documentation) Provides concise, accurate, timely reports and documentation of care.	<input type="checkbox"/> Yes <input type="checkbox"/> No					

	Faculty's comments	MT:				
		F:				
7. ETHICAL PRACTICE Demonstrates competence in professional judgment and practice decisions guided by the values and ethical responsibilities in the CNA Code of Ethics for Registered Nurses (2008, and the CARNA document Ethical Decision-making-for Registered Nurses in Alberta: Guidelines and Recommendations (2010). Engages in a critical inquiry to inform clinical decision-making and establishes therapeutic, caring, and culturally safe relationships with clients and health-care team.						Final Mark
RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples
Levels of independence (beginning of term <input type="checkbox"/> end of term): With minimal assistance <input type="checkbox"/> with guidance		MT	F	MT	F	<input type="checkbox"/> Pass <input type="checkbox"/> Fail
25.2	➤ (Ethical competence) Promotes a safe, ethical, caring environment for clients and colleagues characterized by: self-awareness, understanding of appropriate boundaries, competent relational practices and ability to use principled ethical reasoning.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
26.2	➤ (Knowledgeable ethical practice) Practices according to the CNA Code of Ethics including care for all persons, inclusive of culture and religious beliefs and based on knowledge and understanding of: ethical responsibilities and legal obligations, informed consent, client autonomy, advocacy privacy, confidentiality and security.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
	Faculty's comments	MT:				
		F:				
8. SERVICE TO PUBLIC Demonstrate an understanding of the concept of public protection and the duty to provide nursing care in the best interests of the public.						Final Mark
RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples
Levels of independence (beginning of term <input type="checkbox"/> end of term): With minimal assistance <input type="checkbox"/> with guidance		MT	F	MT	F	<input type="checkbox"/> Pass <input type="checkbox"/> Fail
27.2	➤ (Team Work) Demonstrates leadership in coordination of health care, promotion of interprofessional collaboration, team communication and development, including knowledge of the scope of practice of members and the appropriate assignment, delegation and supervision of work within the team to facilitate continuity of care.	<input type="checkbox"/> Yes <input type="checkbox"/> No				

28.2	➤ (Knowledge of systems and change) Uses knowledge of all levels of the health care system to: assess and improve organizational culture, enhance the quality of professional and safe practice environment, use established policies and protocols within and across health care sectors, advocate for access to resources, and assess and promote effective change.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
29.2	➤ (Knowledge of systems and change) Supports planning and professional efforts for a healthier, safer society, including awareness of public health policy and emergency preparedness.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
30.2	➤ (Workplace health and safety) Applies principles of workplace health and safety to protect the public, the environment, clients, self and colleagues from all forms of injury or abuse; safely and effectively manages resources.	<input type="checkbox"/> Yes <input type="checkbox"/> No				

Faculty's comments	MT:
	F:

9. SELF-REGULATION Demonstrates an understanding of professional self-regulation by developing and enhancing own competence, ensuring consistently safe practice, and ensuring and maintaining own fitness to practice.	Final Mark
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RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples	<input type="checkbox"/> Pass <input type="checkbox"/> Fail
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Levels of independence (beginning of term <input type="checkbox"/> end of term): With minimal assistance <input type="checkbox"/> with guidance	MT	F	MT	F		
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31.2	➤ (Self-Regulation) Understands the unique role and mandate of CARNA and the nursing profession as legislated and self-regulating.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
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32.2	➤ (Self-regulation) Assumes individual responsibilities for all aspects of professional-legal privilege and public trust by assessing and maintaining competence and fitness to practice.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
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Faculty's comments	MT:
	F:

10. INQUIRY LEARNING Demonstrate competency with the application of the elements of inquiry learning in theory, laboratory and clinical experiences.	Final Mark
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RC	Objective	Student Objectives Met (Yes/No)		Faculty Assessment (Yes/No)		Student's examples	<input type="checkbox"/> Pass <input type="checkbox"/> Fail
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Levels of independence (beginning of term <input type="checkbox"/> end of term): With minimal assistance <input type="checkbox"/> with guidance	MT	F	MT	F		
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33.2	> Demonstrates competency with the application of the elements of inquiry learning in class, laboratory and clinical experiences.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
34.2	> Demonstrates the ability to deal with ambiguity and diversity.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
35.2	> Understand role model in professional practice	<input type="checkbox"/> Yes <input type="checkbox"/> No				
36.2	> Demonstrates understanding of content through scholarly writing.	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Faculty's comments		MT:				
		F:				

Midterm further comments/recommendations for growth:

Student's comments and recommendations:

Faculty's comments and recommendations:

Student (PRINT NAME):

Student (SIGNATURE): _____

Date:

Clinical Faculty (PRINT NAME):

Clinical Faculty (SIGNATURE): _____

Date:



Appendix D
Keyano College Percentage – Alpha Grading System

Descriptor	Percentage Scale	Alpha Scale
Excellent	96-100	A+
	90-95	A
	85-89	A-
Good	80-84	B+
	76-79	B
	72-75	B-
Satisfactory	68-71	C+
	64-67	C
Minimum Pass	60-63	C-
Poor	55-59	D+
	50-54	D
Failure	0-49	F



Nursing 209
Mental Health Nursing Practice

This course outline has been reviewed and approved by the Program Chair.

Instructor name, Instructor

Instructor name, Instructor

Bev Maron, Chair

Date Authorized

Vincella Thompson, Dean

Date Authorized

Signed copies to be delivered to:

Instructor

Registrar's Office