UNIVERSITY OF ALBERTA
FACULTY OF NURSING

GPRC

UNIVERSITY OF ALBERTA
COLLABORATIVE BScN PROGRAM
Grande Prairie Regional College
Keyano College
Red Deer College
University of Alberta
BScN Bilingual Program
BScN After-Degree Program,
and RPN to BScN Program

DEPARTMENT OF NURSING EDUCATION AND HEALTH STUDIES
NS3100 Mental Health Nursing Practice
COURSE OUTLINE
WINTER, 2020
SECTIONS: BC1, BC2, S1, S2
MARCH 2 – APRIL 17, 2020
~~6(0-3-24) 189 Hours in 7 Weeks~~ **To Be Determined**

Clinical Instructors:	Louise Rawluk RN, MN	Wendy McMillan RN, MN
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Office Hours:	Individual course Instructor office hours vary. Please contact your instructor directly or email for appointment.	

OFFICE HOURS:

Office hours vary according to the instructor. Please consult the individual instructor for details.

CALENDAR DESCRIPTION:

Students will have 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.

PREREQUISITE/COREQUISITE:

Prerequisites: NS2015, NS2025, NS2150
Co-requisite: NS3090

REQUIRED TEXT:

Austin, W., & Boyd, M.A. (2019). *Psychiatric and mental health nursing for Canadian practice.* (4th ed). Philadelphia, PA: Lippincott Williams & Wilkins.

Balzer-Riley, J. (2012). *Communications in nursing* (7th ed.). St. Louis, MI: Mosby Elsevier.

DELIVERY MODES:

Clinical practice settings and seminar, online delivery and classroom sessions via Zoom.

COURSE OBJECTIVES:

Students are responsible to familiarize themselves with 2017-18 *Graduate Competencies and Year-End Outcomes (with Cross Reference to Courses).* Attention must be given to the competencies that are identified as being relevant to NS3100.

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 in accordance with Level 3, Senior 1 competencies, as described in the document entitled: 2017-18 *Graduate Competencies and Year-End Outcomes 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.

LEARNING OUTCOMES:

1. Demonstrate safe nursing practice.
2. Apply models and theories relevant to nursing practice.
3. Integrate cultural, legal, social and ethical implications into nursing care.
4. Apply principles of primary health care, health promotion and injury prevention, and the social determinants of health to nursing care.
5. Apply professional and therapeutic communication skills.
6. Practice interprofessional competencies.
7. Apply the nursing process in collaboration with the client.
8. Access and assess information to guide nursing practice.
9. Address social justice considerations.
10. Recognize trends and issues in mental health in various settings.

TRANFERABILITY:

UA NURS 310

*Note: Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities**. Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page http://www.transferalberta.ca or if you do not want to navigate through few links at http://alis.alberta.ca/ps/tsp/ta/tbi/onlinesearch.html?SearchMode=S&step=2

EVALUATION:

Student evaluation will consist of two ~~one~~ case study assignments, classroom and Zoom semiar attendance and participation and an NCLEX quiz

~~evaluation of the student's nursing practice.~~ ~~In addition to the student's clinical performance, the evaluation of nursing practice (ENP) will also incorporate aspects of students' weekly field notes and contributions during seminars.~~

~~**Evaluation of Nursing Practice (ENP):**~~
~~The student's clinical nursing practice will be evaluated using the evaluation of nursing practice (ENP) tool, attached to this course outline and posted on Moodle.~~
~~The following will be included in the evaluation using the ENP:~~
~~**Field Notes and Learning Goals:**~~

Seminars and Zoom Classroom Sessions:

Seminars are intended to be a "safe place" for students to discuss experiences from clinical practice. Please be prepared to discuss the meaning of clinical experiences and how these relate to your professional practice. Students are expected to strictly adhere to the principles of patient confidentiality.

Zoom is ~~will be~~ available for all ~~those~~ students in Grande Prairie and out-of-town placements to attend weekly seminars. Students are responsible to let the clinical instructor know, at least the day prior, if they will be attending seminar via Zoom. When using Zoom, students will be expected to have access to a desktop computer or a laptop. Students will also need to ensure the space is private in order to maintain confidentiality.

~~**Clinical Practice:**~~
Safe Medicate Exams:

Year 3 students enrolled in NS3100 will be tested on the following:

- Essentials Skills 2018 (including mental health, tablets, capsules, liquid medications, injections and IV infusions)
- Advanced Skills – Pediatrics (bodyweight-based calculations module)
- Advanced Skills – Continuous Infusions module
- Advanced Skills – Intermittent Infusions module

If a student does not achieve 90% in any of the tested modules, they will be required to re-write the test for that module. Students will have three opportunities to achieve 90% on all Safe Medicate exams. If a student is not able to achieve 90% after the third attempt, they will not be able to attend the clinical course and may be asked to withdraw from the program. If a student returns to the nursing program after a program interruption, and a different medication

calculation program has been instituted, the student will be responsible for purchasing the new program and writing the medication math calculation exam that is being currently used.

Case Study Exercises:

There will be two is is an in-class written assignments which will occur during allotted a Zoom seminar classes where students will be provided a case study and expected to answer questions based on the information presented in the case study. Once completed, the student will be expected to submit their case study assignment via the appropriate assignment drop box on the NS3100 Moodle page within the allotted time period.

NCLEX Quiz:

Students will be expected to complete an online NCLEX quiz which will test their knowledge of mental health issues.

Classroom and Seminar Participation:

To receive a full credit of 10%, students will be expected to attend, and ACTIVELY participate in ALL Zoom seminars and classes. Any absence from any classroom or Zoom seminar results in an automatic 2% grade deduction.

Winter Term 2, 2020		
Evaluation Components:	**Dates:**	**Weighting:**

Safe Medicate Exams Safe Medicate Re-writes	Writing Date: March 2 Writing Date: March 3 and March 6	Pass/Fail
Case Study Exercise #1 Note: This assignment is to be completed on an individual basis within a specified time frame. Cheating and plagiarism will not be tolerated.	Writing Date: March 20	**40%**
Case Study Exercise #2 Note: This assignment is to be completed on an individual basis within a specified time frame. Cheating and plagiarism will not be tolerated.	Writing Date: March 27	**40%**
NCLEX Quiz (open book)	Writing Date: April 15	**10%**
Online Participation and Discussion	Ongoing	**10%**
	Total	**100%**

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit if your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions.
Students are responsible for contacting the receiving institutions to ensure transferability.

COURSE SCHEDULE/TENTATIVE TIMELINE:

NS3100 is comprised of clinical days, Zoom classes and weekly seminars. Attendance is required for all components of the course. Students will be expected to attend the scheduled in sessionsclass via Zoom and complete the case study exercises, which will take place during in a Zoom seminars (see 'Course Calendar' for further details'). Any absences need to be reported to the field guide/clinical agency and the course clinical instructors. In order to pass NS3100, students must demonstrate safe, competent, and ethical nursing practice and professional behavior.

Important Dates:

Students are to refer to the 2019-2020 *Grande Prairie Regional College Academic Calendar* at http://www.gprc.ab.ca/programs/calendar/ regarding important dates.

Nursing Program Policies:

Students are to refer to the 2019-2020 *Grande Prairie Regional College Academic Calendar* and the *University of Alberta Collaborative Baccalaureate Nursing Program with Grande Prairie Regional College Student Handbook* for specific nursing program policies that may pertain to NS3100.

Assignment Policy:

Students are expected to submit field notes on or before the due date and time. Field notes are to be posted on Moodle. Extensions may be granted and must be negotiated with the instructor prior to the due date and with a date specified for late submissions.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at http://www.gprc.ab.ca/programs/calendar/ or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page

CLINICAL PRACTICE

Clinical Practice will take place in agencies dealing with mental health and/or addictions issues in the community, acute care psychiatric setting, and an addictions detoxification setting. Clinical practice is considered to be **compulsory.** Absences will be dealt with according to guidelines for clinical absences, published in the Student Handbook**.**

In the event of an **unavoidable absence**, students are **required to notify the clinical instructor and clinical site as soon as possible.** In the instance the student will need to "make up" missed clinical practice time, the student may be responsible for reimbursing the costs of a clinical tutor.

Prior to beginning your clinical rotation at your mental health placement, you are expected to call or contact the agency field guide you have been assigned and make specific arrangements regarding agency orientation and scheduling. Important aspects of the program and expectations for you as a student within that setting will be reviewed with your field guide. The agencies will have a copy of your course outline and the methods by which you will be evaluated. The clinical instructor is responsible for assigning the student's final evaluation grade based in part on feedback from the field guide.

~~**Clinical Learning Units (CLUs):**~~

~~**Correctional Centers:**~~

Field Notes

	Insert Month/Day Insert Number of Hours[1]	Insert Month/Day Insert Number of Hours	Insert Month/Day Insert Number of Hours	Insert Month/Day Insert Number of Hours
Brief description of patient/clients you provided nursing care to i.e. Diagnosis/diagnoses, if known, along with health care issues/concern(s)				
Titles of journal articles, books, videos, and/or any other literature utilized; names of groups or conferences attended; and/or, educational opportunities attended (i.e. In services, workshops).				
SMART Goal(s) Identify 1-3 learning goals every week that reflect your gaps in knowledge &/or help to apply theory to practice] **Please complete the attached worksheet for EACH goal.**	My goal(s) is/are: 1. 2. 3.			

[1] Number of hours: Is the total number hours in a day that you were at the clinical placement, including time spent for breaks and lunch.

Note: Learning goals should be geared towards meeting the objectives on the NS3100 ENP. Along with your field notes, the SMART Goal Setting Worksheet(s) will also need to be submitted on a weekly basis with you field notes.

SMART GOAL SETTING WORKSHEET

Goal Start Date:	Target Completion Date:	Goal Completion Date:

GOAL:

Specific: *What exactly will you accomplish?*

Measureable: *How will you know when you have reached this goal?*

Achievable: *Have you the resources to achieve this goal? If not, how will you get them? List the resources that you will use to achieve this goal.*

Relevant: *Why is this goal relevant to my clinical practice?*

Timely: *When will this goal be achieved?*

Nursing 3100 Evaluation of Nursing Practice

Student:	Clinical Faculty:
ID:	Section #:
Placement:	Provided student with copy of evaluation: Yes ☐ No ☐
Days Absent:	Final grade:

LEVELS 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 → end of term)	Description (beginning of term → end of term)
Level 1, junior 1	With assistance → with minimal assistance	The student requires direction and information → The student requires *occasional* direction and information.
Level 2, junior 2	With minimal assistance → with guidance	The student requires *occasional* direction and information → The student requires clarification, prompting and confirmation
Level 3, senior 1	With guidance → with minimal guidance	The student requires clarification, prompting and confirmation → The student requires *occasional* clarification, prompting and confirmation
Level 4, senior 2	With minimal guidance → independently	The student requires *occasional* clarification, prompting and confirmation → The student works mostly on his or her own and seeks information, clarification and consultation as appropriate

Definition of terms:
Direction: faculty tells student what to do, about steps to take
Information: faculty tells student specifies 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: faculty provides input now and then.

GRADING (The student's overall performance will be assessed in each of the categories from Graduate Competencies and Year-End Outcomes Condensed Version 2017-2018)

The following letter grades will be utilized:

Grade	Description
A	Student meets the objectives at a "Level of Independence" *greater* than identified on the ENP, *all of the time*.
B	Student meets the objectives at a "Level of Independence" *greater* than identified on the ENP, *the majority of the time*.
C	Student meets the objectives at a "Level of Independence" *greater* than identified on the ENP, *some of the time*.
D	Student meets the objectives at a "Level of Independence" required on the ENP *inconsistently*.
F	Student *fails* to meet the objectives at a "Level of Independence" required on the ENP.

*Refer to the *Graduate Competencies and Year-End Outcomes Condensed Version 2017-2018. 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.

RELATED COURSE OBJECTIVE:

Demonstrate the ability to practice in accordance with Nursing 3100 competencies as described in the document entitled: *Graduate Competencies and Year-End Outcomes Condensed Version 2017-2018.*

1. PROFESSIONAL RESPONSIBILITY AND ACCOUNTABILITY	Midterm Evaluation:
Demonstrates professional conduct and that the primary duty is to the client to ensure safe, competent, compassionate, ethical care. • The nurse provides care in accordance with professional and regulatory standards when promoting mental health and preventing or managing mental health conditions and/or addictions.	At Risk: ☐
RC	**Objective**

	Level of independence (beginning of term → end of term): With guidance → with minimal guidance
1.3.1	Represents self by first and last name and professional designation (protected title) to clients and the health care team.
1.2	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.
	• Therapeutically engages with persons experiencing a mental health condition and/or addiction, with dignity and respect.
	• Recognizes stigmatizing and discriminating attitudes regarding mental health conditions and addictions in health care professionals and/or self, as well as the detrimental impact of such attitudes on health care outcomes and responds therapeutically.
2.2	Demonstrates skills and judgments in critical thinking re: new knowledge, the organization of workload, and time management.
	• Understands and applies mental health related legislation, and upholds the rights and autonomy of persons with a mental health condition and/or addiction.
3.2	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 action on recognized unsafe health care practices and workplace safety risks.
	• Demonstrates knowledge related to the process of voluntary and involuntary care.
	• Protects clients, self, and others from harm in situations where a person with a mental health condition and/or addiction poses a safety risk, while maintaining the client's dignity and human rights.
4.2	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.
	• Applies policies related to the principles of health promotion and prevention of injury (e.g., least restraint) in caring for persons with a mental health condition and/or addiction.
	Faculty's comments:

2. KNOWLEDGE-BASED PRACTICE A. Specialized Body of Knowledge Has knowledge from nursing and other sciences, humanities, research, ethics, spirituality, relational practice, and critical inquiry. • The nurse uses relational practice to conduct a person-focused mental health assessment, and develops a plan of care in collaboration with the person, family, and health team to promote recovery. o Knowledge	Midterm Evaluation: At Risk: ☐

RC	Objective
	Level of independence (beginning of term → end of term): With guidance → with minimal guidance
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.

	• Demonstrates an understanding of the concepts of mental health, developmental, and situational transitions, and the spectrum of mental health conditions and addictions as they are manifested in individuals across the lifespan.
6.2	Demonstrates knowledge in current population and health care research, nursing and health informatics and information communication technology.
7.2	Develops an increasing knowledge about human growth and development of persons, groups, communities, and populations. • Demonstrates an understanding of how mental health comorbidities increase severity, levels of disability, and use of mental health services.
8.2	Demonstrates knowledge in health sciences: physiology, pathology, pharmacology, epidemiology, genetics, and immunology. • Understands the complex interrelationship of physiology, pathophysiology, and mental health (e.g., neuroleptic malignant syndrome, delirium, hypertension, etc.). • Demonstrates basic knowledge of psychobiology in relation to pharmacology, and therapeutic dose range, side effects, interactions, and adverse effects of psychotropic medications across the lifespan. • Demonstrates knowledge of the possible side effects of complementary therapies on mental health conditions and addiction. • Demonstrates knowledge of medications used to treat addiction and withdrawal, including opiate replacement medications.
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 contribution of registered nurse practice to the achievement of positive health outcomes. • Describes key elements of relevant theories, including but not limited to stress, coping, adaptation, development, harm reduction, crisis intervention, recovery, loss, and grief, and articulates their implications for clinical practice.
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.
	Faculty's comments:

3. KNOWLEDGE – BASED PRACTICE **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. Area 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. • The nurse uses relational practice to conduct a person-focused mental health assessment, and develops a plan of care in collaboration with the person, family, and health team to promote recovery. ○ Assessment		Midterm Evaluation: At Risk: ☐
RC	Objective	
Level of independence (beginning of term → end of term): With guidance → with minimal guidance		

11.2	Reduces effect of positional power and personal bias while actively engaging the client in holistic, capacity-based assessment and goal setting.
	• Uses a range of relational and therapeutic skills including listening, respect, empathy, reaffirmation, mutuality, and sensitivity of assessments and care planning for persons experiencing a mental health condition and/or addiction.
12.2	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.
	• Demonstrates the ability to identify clients' emotional, cognitive and behavioral states, as well as level of anxiety, crisis states, indices of aggression, self-harm, suicide, risk to others, competency to care for self, and signs of substance abuse, addiction, and withdrawal.
13.2	Uses appropriate, comprehensive assessment tools and information and communication technologies to assess clients and support information synthesis, while complying with evidence-informed practice, agency policies and protocols, and completing assessments in a timely manner.
	• Conducts a mental status exam.
	Faculty's comments:

4. KNOWLEDGE-BASED PRACTICE 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. The nurse uses relational practice to conduct a person-focused mental health assessment, and develops a plan of care in collaboration with the person, family, and health team to promote recovery. o Planning Care	Midterm Evaluation: At Risk: ☐

RC	Objective
	Level of independence (beginning of term → end of term): With guidance → with minimal guidance
14.2	Minimizes positional power and promotes client ownership by involving clients in identifying and outcomes of care, exploring care alternatives and accessing appropriate literature.
	• Plans care in partnerships with clients to promote mental health, prevent a mental health condition and addiction, minimize negative effects on physical health, manage or reduce symptoms of mental health conditions, and foster recovery and resiliency.
15.2	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.
	• Recognizes the role of social determinants of health on mental health outcomes and incorporates this when planning care of persons experiencing a mental health condition and/or addictions.
	• Uses a trauma-informed approach to plan care and recognizes the negative effects of violence, abuse, racism, discrimination, colonialization, poverty, homelessness, and early childhood maltreatment (such as neglect) on mental health.

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Faculty's comments:	
5. **KNOWLEDGE-BASED PRACTICE** **B. Competent Application of Knowledge** Area 3: Providing Registered Nursing Care: Provides client-centred care in situations related to: • 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. • Provides and evaluates person-centered nursing care in partnership with persons experiencing a mental health condition and/or addictions, along the continuum of care and across the lifespan.	Midterm Evaluation: At Risk: ☐

RC	Objective
	Level of independence (beginning of term → end of term): **With minimal assistance → with guidance**
16.2	Performs effectively in rapidly changing client condition; applies biohazard and safety principles to all aspects of preventive, supportive, diagnostic, therapeutic procedures and care.
17.2	Incorporates principles of population health and engages prevention strategies when providing client care and promoting the health and safety of clients, groups, self and others.
18.2	Incorporates knowledge of current theory, best practice clinical guidelines, and research in carrying out decisions and implementing care across the lifespan.
19.2	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 literature. • Communicates therapeutically with persons and families who are experiencing a range of mental health conditions and/or addictions, abuse, bereavement, or crisis. • Uses self therapeutically in providing health-promoting, preventative and supportive care for persons experiencing a mental health condition and/or addiction. • Engages clients in strengths-based care that promotes resilience. • Advocates for persons experiencing a mental health condition and/or addiction. • Engages individuals and families in learning about a mental health condition and/or addiction and its management.
20.2	Recognizes, seeks help and assist in rapidly changing, unstable client situations.
21.2	Prioritizes and provides timely care and consult as necessary in complex and rapidly changing client situation.

22.2	Provides knowledgeable, competent assistance to clients throughout all phases of diagnostic procedures and treatment processes.
	• Provides care to persons experiencing a mental health condition and/or addiction that is recovery oriented, trauma-informed, uses principles of harm reduction, and addresses social determinants.
	• Administers medication used to treat a mental health condition and/or addiction safely.
	Faculty's comments:

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.		Midterm Evaluation:
• Provides and evaluates person-centered nursing care in partnership with persons experiencing a mental health condition and/or addiction, along the continuum of care and across the lifespan.		At Risk: ☐
RC	Objective	
	Level of independence (beginning of term → end of term): With guidance → with minimal guidance	
23.2	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.	
	• Monitors clients for therapeutic effects, side effects, and adverse reactions to medications, and intervenes effectively when side effects and adverse effects of medications occur.	
24.2	Provides concise, accurate, timely reports and documentation of care.	
	Faculty's comments:	

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.		Midterm Evaluation:
• Acts in accordance with the CNA Code of Ethics when working with persons experiencing a mental health condition and/or addiction.		At Risk: ☐
RC	Objective	
	Level of independence (beginning of term → end of term): With guidance → with minimal guidance	
25.2	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.	
	• Provides a safe and respectful environment to voluntary and involuntary clients seeking or receiving treatment for a mental health condition and/or addiction.	

26.2	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. • Demonstrates cultural competency and cultural safety when caring for diverse persons with a mental health condition and/or addiction. • Assists persons with a mental health condition and/or addiction in making informed decisions about their health care and symptom management.	
	Faculty's comments:	
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. • The nurse works collaboratively with partners to promote mental health and advocate for improvements in health services for persons experiencing a mental health condition and/or addiction.		Midterm Evaluation: At Risk: ☐
RC	Objective	
	Level of independence (beginning of term → end of term): With guidance → with minimal guidance	
27.2	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. • Facilitates and engages in collaborative, inter- and intra-professional, and intersectoral practice when providing care for persons with a mental health condition and/or addiction.	
28.2	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 literature, and assess and promote effective change. • Demonstrates knowledge of the health care system in order to contribute to the improvement of mental health and addiction services. • Recognizes the impact of the organizational culture on the provision of mental health care to persons experiencing mental health conditions and addiction, and acts to ensure appropriate services are delivered safely.	
29.2	Supports planning and professional efforts for a healthier, safer society, including awareness of public health policy and emergency preparedness.	
30.2	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 literature.	
	Faculty's comments:	
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. • Develops and maintains competencies through self-reflection and new opportunities working with persons experiencing a mental health condition and/or addiction.		Midterm Evaluation: At Risk: ☐
RC	Objective	
	Level of independence (beginning of term → end of term): With guidance → with minimal guidance	

31.2	Understands the unique role and mandate of CARNA and the nursing profession as legislated and self-regulating.	
32.2	Assumes individual responsibilities for all aspects of professional legal privilege and public trust by assessing and maintaining competence and fitness to practice.	
	Faculty's comments:	

10. INQUIRY LEARNING	Midterm Evaluation:
Demonstrate competency with the application of the elements of inquiry learning in theory, laboratory and clinical experiences.	At Risk: ☐

RC	Objective
	Level of independence (beginning of term → end of term): With guidance → with minimal guidance
33.2	Demonstrates competency with the application of the elements of inquiry learning in class, laboratory and clinical experiences.
34.2	Demonstrates the ability to deal with ambiguity and diversity.
35.2	Demonstrates collegiality in professional practice.
36.2	Demonstrates understanding of content through professional / scholarly writing.
	Faculty's comments:

MIDTERM EVALUATION: *(For student identified at risk for failing)*	
Section(s)/related course objective(s) that needs further development/improvement:	
Recommendations for further development/improvement for the remaining term:	
Plan of action:	
Actions to be taken have been discussed with student:	Yes ☐ No ☐ Student's initials _____