

**DEPARTMENT OF NURSING EDUCATION AND HEALTH STUDIES  
COURSE OUTLINE – Winter 2023**

**NS 3270(AC1/AC2/A3/L1): Mental Health & Wellness in Nursing – 6 (3-0-3) UT 180 Hours 6 Weeks**

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

<b>INSTRUCTOR:</b>	Kelly McNaught RN, MN	Laurie Olsen RN
<b>LOCATION:</b>	HEC 336	HEC 338
<b>PHONE:</b>	780-539-2028	780-539-2222
<b>E-MAIL:</b>	<a href="mailto:kmcnaught@nwpolytech.ca">kmcnaught@nwpolytech.ca</a>	<a href="mailto:laolson@nwpolytech.ca">laolson@nwpolytech.ca</a>
<b>OFFICE HOURS:</b>	Office hours vary; consult your individual course instructor to arrange for an appointment.	

**CALENDAR DESCRIPTION:**

This course in mental health provides opportunities to acquire knowledge, skills, and attitudes to promote wellness, through safe, ethical nursing practice, in a variety of contexts. The focus will be mental well-being throughout the lifespan. Learning experiences will provide students an understanding of the mental health nursing process. Clinical hours listed are the total number of hours and will be offered over 8 weeks.

**PREREQUISITE(S)/COREQUISITE:**

NS2160, NS2240, NS2250

**REQUIRED TEXT/RESOURCE MATERIALS:**

American Psychological Association (2019). *Publication manual of the American psychological association*. (7<sup>th</sup> ed.). Author.

Blazer-Riley, J. (2021) *Communication in nursing* (9<sup>th</sup> ed.). Elsevier.

Giddens, J. F. (2017). *Concepts for nursing practice* (2<sup>nd</sup> ed.). Elsevier.

Pollard, C. L., Jakubec, S. L., & Jordan Halter, M. (2019). *Vancouver's Canadian psychiatric mental health nursing: A clinical approach*. (2<sup>nd</sup> ed.). Elsevier Canada.

**DELIVERY MODE(S): In person (classroom)** - This type of course will be delivered on campus in a specific classroom which will be indicated on your timetable. Students are expected to fully attend labs, lectures, and clinical in person.

### **COURSE OBJECTIVES:**

Upon completion of this course, the student will be able to:

1. Acquire the knowledge, skills, and attitudes to promote wellness through safe, ethical nursing care in a variety of mental health contexts.
2. Apply relevant concepts to mental health well-being throughout the lifespan.
3. Utilize all aspects of the nursing process in a variety of mental health contexts.
4. Transform prior learning of therapeutic communication and relational practice.
5. Appreciate ethical obligations of nurses working with vulnerable and diverse populations.

### **TRANSFERABILITY:**

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. **Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

### **EVALUATIONS:**

The final grade is based on the following assessments and there are no additional assignments or marks provided in the course. All course components and assignments must be completed to pass the course.

<b>Assignments/Course Components</b>	<b>Due Dates/Times</b>	<b>Weighting</b>
Safe Medicate Exams	TBA Rewrite: TBA	Pass/Fail
Orientation Quizzes/Professional Boundaries Worksheet	TBA	25%
Lecture/Lab Quizzes	Fridays by 0830h	25%
Case Study	TBA	50%
Clinical Assessment Tool (CAT)	Midterm: TBA Final: TBA	Pass/Fail

If you have any exam related accommodations, you must register them in ClockWork by the deadline.

### **Safe Medicate Exams:**

Year 3 students enrolled in NS 3270 will be tested on the following:

- Essential Skills
- Body Surface
- IV Therapy

Students who do not achieve 90% in any of the tested modules will be required to re-write the exam 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.

### **Orientation Quizzes and Professional Boundaries Worksheet:**

Students will be required to complete quizzes (on myClass) for each chapter read during orientation as well as a professional boundaries worksheet. Students are to refer to the NS 3270 Orientation Guide for instructions on chapter readings and corresponding online quizzes and for the professional boundaries' worksheet.

### **Lecture/Lab Quizzes:**

Students will be required to complete quizzes (on myClass) on each topic in the course every week. Students are to refer to the Lecture/Lab Guide for instructions on chapter readings and corresponding online quizzes.

### **Case Study:**

Students will be given a case study assignment to be completed during scheduled class time and will be expected to answer questions based on the information presented in the case study. Any additional material used to complete the case study assignment is at the instructor's discretion.

Marking guide: Total /56

Demonstrates knowledge of a diagnosable mental health disorder and application of the nursing process.  
Demonstrates clinical judgment and critical thinking skills.

### **Clinical Assessment Tool (CAT):**

Evaluations of students' clinical performance will be completed using the clinical assessment tool (CAT) (posted on myClass). Students will be required to complete and submit a self-assessment using the CAT, on specified dates, along with examples of how they met the requirements for each of the domains from clinical practice. A formative and written CAT will be completed by the clinical instructor and provided to the student at the end of the course.

A pass on the Clinical assessment tool (CAT) requires the student to demonstrate competence and an achievement of a PASS in each of the six domains. The clinical instructor, in consultation with staff/the field guide at the clinical agency, will determine if the student has met the requirements for each of the domains. A FAIL on any part of the Clinical assessment tool (CAT) results in a course failure.

## GRADING CRITERIA:

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

## COURSE SCHEDULE/TENTATIVE TIMELINE:

Students are to refer to the NS 3270 *Course Calendar* (posted on myClass).

## STUDENT RESPONSIBILITIES:

Students should refer to the College Policy on Student Rights and Responsibilities at:

<https://www.gprc.ab.ca/about/administration/policies/>

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

Professional responsibility for nursing students includes clinical practice preparation related to evidence-informed practice and patient safety. Preparation includes appropriate understanding, synthesis, and integration of relevant knowledge. To be adequately prepared for clinical experiences, students will participate in activities outside of their scheduled clinical course hours. Activities can include the following: specific clinical patient preparation, clinical site orientation, and review of the textbook and relevant evidence-informed articles. Clinical practice preparation is required in addition to direct course hours. Students who are not adequately prepared to provide safe and competent patient care will not participate in clinical activities. Being unprepared for clinical practice demonstrates unprofessional behavior and will be reflected in the student's clinical assessment.

Professional responsibility for nursing students also includes attending labs, lecture, and clinical. Unexplained absences demonstrate unprofessional behavior and will be reflected in the student's clinical assessment.

### Clinical Practice:

Clinical practice will take place in agencies dealing with mental health and/or addictions issues in community and acute care psychiatric settings. In the event of an **unavoidable absence**, students are **required to notify the clinical instructor and clinical site as soon as possible**.

### Acute Care Psychiatry:

- The student will work with a clinical instructor, as well as nursing and other disciplines in consultation with the instructor, to learn and practice the art of caring for individuals with acute variances in mental health.
- The student is responsible for reviewing the mental status examination (MSE) and mental health disorders along with relevant nursing management and psychotherapeutics.

- Alberta Health Services (AHS) and NWP identification must always be worn. Dress code is modest casual wear. Blue jeans, tight pants, shorts, exposed midriffs, and open-toed shoes are not permitted.

### **Community Mental Health:**

***Prior to beginning your clinical rotation*** at your mental health placement, you are expected to call the agency field guide you have been assigned to make specific arrangements regarding agency orientation and scheduling. [Note: Evening and weekend shifts may be required as part of the clinical schedule set by the field guide.] 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 student final evaluation grade. However, the clinical instructor, in consultation with the field guide(s) at the clinical agency will determine if the student has met the requirements for each of the domains.

- The student will work with a field guide(s), as well as other staff at the clinical agency in consultation with the field guide, to learn and practice the art of caring for individuals with mental health concerns. The instructor is available for consultation, as required.
- The student is responsible for reviewing the mental status examination (MSE) and mental health disorders along with relevant nursing management as well as any other mental health concerns relevant to the clinical setting.
- The student is not to lead process groups independently but may lead part of a group or session as directed by the field guide and when appropriate.
- Alberta Health Services (AHS) and NWP identification must always be worn. Dress code is modest casual wear. Blue jeans, tight pants, shorts, exposed midriffs, and open-toed shoes are not permitted.

### **Correctional Centers: Peace River and Grande Cache**

- Criminal record checks must be completed prior to clinical practice in provincial and federal correctional centres.
  - Federal security forms must also be completed prior to clinical practice, and students must meet federal security requirements to go to Grande Cache Institution. The Clinical Placement Coordinator will facilitate the process.
- The student will work with a field guide as you learn and practice the art of providing nursing care to individuals who are incarcerated. The instructor is available for consultation, as required.
- The student is responsible for viewing immunization information, drug withdrawal symptoms/treatment, physical and mental health concerns relevant to the clinical setting, and psychotherapeutics.
- Identification will be provided by the correctional centre and must always be worn. Nursing staff and guards are to be identified by first name only. Dress code is modest casual wear (Grande Cache Psychology) or scrubs (Peace River and Grande Cache Health Division). Blue jeans, tight pants, shorts, exposed midriffs, and open-toed

shoes as well as NWP scrub tops are not permitted. Students are not to wear scrubs in public places before, during, or after clinical.

### **Important Dates:**

Students are to refer to the 2022-2023 *Northwestern Polytechnic Academic Calendar* at <https://www.nwpolytech.ca/doc.php?d=calendar2022> regarding important dates.

### **Nursing Program Policies:**

Students are to refer to the 2022-2023 *Northwestern Polytechnic Academic Calendar* at <https://www.nwpolytech.ca/doc.php?d=calendar2022> and the *University of Alberta Collaborative Baccalaureate Nursing Program with Northwestern Polytechnic Student Handbook* for specific nursing program policies that may pertain to the course.

### **Assignment Policy:**

To obtain credit in the course ALL assignments, examinations, and quizzes must be completed. Students are expected to make every effort to complete assignments on time. Assignment submissions are expected on the date determined by faculty. If extensions are necessary, they may be requested up to 48 hours prior to the assignment due date and should be submitted in writing to the faculty member involved. Not all extensions will be granted. In exceptional situations, extension requests within the 48-hour period may be considered. Late assignments will have 5% of total marks (or one letter grade) for the assignment deducted for each day/partial day (including weekend days) beyond the due time. For example, a paper marked at B+ would receive an adjusted grade of B if handed in one day late. After 5 days, a grade of 0 will be awarded to the assignment. If the late penalty places the grade below the necessary pass grade, students will be unsuccessful in the course. When submitting assignments electronically, it is the student's responsibility to ensure the assignment has been received. Papers/assignments may not be rewritten for a higher grade. Concerns regarding grading are to be discussed with the faculty member involved.

### **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 *Northwestern Polytechnic Academic Calendar* at <https://www.nwpolytech.ca/doc.php?d=calendar2022> or the policy on 'Student Misconduct: Plagiarism and Cheating' at <https://www.nwpolytech.ca/about/administration/policies/>

### **KEY COURSE DOCUMENTS:**

Please see the attached '*NS 3270 Clinical Assessment Tool (CAT)*'.

## NS 3270 Clinical Assessment Tool (CAT)

Student Name: Student ID#:	
Clinical Agency:	
Days Absent:	

Clinical Instructor Name: Section:	
Clinical Course Dates	
Clinical Grade:	Choose an item.

**Descriptors:**

**Not yet Assessed or Not Applicable:** Student has not yet had the opportunity to complete the indicator or nursing skill or that the student has not achieved the task or nursing skill by the date of this evaluation or that the particular indicator does not apply, is not relevant, and or appropriate.

**Above Average:** Exceeds most expectations/competencies consistently. Student requires little clarification, prompting, and confirmation throughout the term.

**Average:** Meets most expectations/competencies majority of the time. Student requires minimal direction and information pre-midterm. By the end of the term, they only require clarification, prompting, and confirmation.

**Below Average:** Meets expectations/competencies by the end of the course. Student meets some expectations early and others later; average student that requires frequent direction and information pre-midterm. By the end of the term, they only require clarification, prompting, and confirmation.

**At Risk for Failure:** Student is meeting expectations/competencies at a less than minimal level on the Clinical Assessment Tool. Student requires frequent direction and information.

**Pass:** Meets expectations/competencies by the end of the course. Student meets some expectations early and others later; the average student requires frequent direction and information pre-midterm. By the end of the term, the student only requires clarification, prompting, and confirmation

**Fail:** Does not meet all expectations/competencies as required on the Clinical Assessment Tool.

A pass on the Clinical Assessment Tool (CAT) requires the student to demonstrate competence and an achievement of a PASS for each indicator listed in each of the six domains. The clinical instructor, in consultation with staff/the field guide at the clinical agency, will determine if the student has met the requirements for each of the domains. A FAIL on any part of the Clinical Assessment Tool (CAT) results in a course failure.

<b>Progress: Levels of independence</b>	<b>Description</b>
Beginning of the course: With guidance ↓ End of the course: With minimal guidance	Beginning of the course: The student requires clarification, prompting and confirmation. ↓ End of the course: The student requires occasional clarification, prompting and confirmation.

Review levels of independence on the student success document (BScN handbook). Consistent growth throughout the term is expected in each of the six domains.

### **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.

### **Behaviour Indicators (related to levels of independence)**

The following behavior indicators describe levels of student performance ability. The list is ranked from least independent to most independent behavior indicators for students.

**Direction:** Follows step by step instruction. Example: Take appropriate steps to administer an intramuscular injection.

**Information:** The faculty member provides the student with specific learning content.

**Clarification:** Thinks about and acts upon instructor-led critical questioning and discussion demonstrating clear understanding of the required knowledge. Student asks questions to increase their understanding: questions demonstrate a sound knowledge base. Example: Instructor checks to ensure student can discern between dementia and delirium.

**Prompting:** Thinks about and acts upon instructor cues/prompts demonstrating breadth and depth of knowledge. Example: Instructor question style cue: “Can you elaborate?” or a behavioral cue: “Show me where to find the relevant policy”

**Confirmation:** Verifies the accuracy of knowledge. Example: Student has completed the preparation of a long-acting medication and is now correctly reviewing the mechanism of action, adverse effects, and nursing implications with instructor before proceeding with medication administration.

**Consultation:** Engages in discussion(s) with instructor or field guide to share information, seek direction and/or ask questions. Example: Student has completed a suicide risk assessment according to facility policy, appropriately interacted with care team and is considering the next steps of client care.

**Occasional:** Appropriately thinks about and acts upon intermittent direction, prompting, and clarification moving towards an expected level of autonomy. Example: Student completes a psychosocial assessment of a client but needs assistance finding the social worker for additional support on finding resources related to housing.

### **CRNA Entry-Level Competencies**

*The six headings on the Clinical Assessment Tool are based on the CRNA entry-level competencies for the practice of registered nurses (CRNA, 2019). The indicators and competencies have been levelled across all four years of the BScN Northwestern Polytechnic. <https://nurses.ab.ca/media/5ndpyfar/entry-level-competencies-for-the-practice-of-registered-nurses-mar-2019.pdf>*

The following six domains are adopted from *CASN Entry-To-Practice Mental Health and Addiction Competencies for Undergraduate Nursing Education in Canada* (CASN, 2015).

<b>1. Professional Responsibility and Accountability:</b> <i>The nurse provide care in accordance with professional and regulatory standards when promoting mental health and preventing or managing health conditions and/or addiction.</i>	<b>Midterm (Formative) Evaluation</b>	<b>Final (Summative) Evaluation</b>
<b>Indicators:</b>		
1.1 Understands and applies mental health regulated legislation and upholds the rights and autonomy of persons with a mental health condition and/or addiction.	Choose an item.	Choose an item.
1.2 Therapeutically engages with persons experiencing a mental health condition and/or addiction, with dignity and respect.	Choose an item.	Choose an item.
1.3 Recognizes stigmatizing and discriminating attitudes regarding mental health conditions and addiction in health care professionals and/or self, as well as the detrimental impact of such attitudes on health care outcomes and responds therapeutically.	Choose an item.	Choose an item.
1.4 Applies policies related to principles of health promotion and prevention of injury (e.g., least restraint) in caring for persons with a mental health condition and/or addiction.	Choose an item.	Choose an item.
1.5 Demonstrates knowledge related to the process of voluntary and in voluntary care.	Choose an item.	Choose an item.
1.6 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.	Choose an item.	Choose an item.
1.7 Demonstrates fitness to practice; includes all the qualities and capabilities relevant to their own capacity to practice as a student nurse and their ability to provide safe patient care. Understands the significance of fitness to practice as it relates to self-care and lifelong learning.	Choose an item.	Choose an item.
1.8 Demonstrates responsibility, accountability, self-management, civility, integrity, and honesty. <ul style="list-style-type: none"> <li>i) Responsibility and Accountability: being on time, consistently prepared for practice. Demonstrates professional behaviors, professional attitude, professional dress, confidence, and professional presence. Integrates professional traits/values into daily practice. Demonstrates accountability for own actions.</li> </ul>	Choose an item.	Choose an item.

<ul style="list-style-type: none"> <li>ii) <b>Self-Management:</b> goal attainment, assesses own competence and limitations accurately to identify learning needs, set personal and professional goals, monitor progress, and demonstrate the ability to manage own behaviors and emotions.</li> <li>iii) <b>Civility:</b> practices conflict management, professional communication and works well with others.</li> <li>iv) <b>Integrity and Honesty:</b> demonstrates honesty and strong moral principles.</li> </ul>		
1.9 Demonstrates the ability to maintain client confidentiality, security, and privacy (including in the context of social media) by complying with legislation, regulatory practice standards, ethics, and organizational policies.	Choose an item.	Choose an item.
1.10 Demonstrates the ability to maintain professional boundaries with clients.	Choose an item.	Choose an item.
1.11 Demonstrates a growth mindset approach to learning including accepting and embracing challenges; seeking and listening to feedback; persevering with difficult tasks; and asking questions to drive learning forward.	Choose an item.	Choose an item.
1.12 Recognizes, acts on, and reports unprofessional conduct to the appropriate person, agency, or professional body.	Choose an item.	Choose an item.
<b>Student Comments:</b> <b>Midterm:</b>  <b>Final:</b>		
<b>Instructor Comments:</b>		
<b>2. Knowledge-Based Practice:</b> <i>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.</i>	<b>Midterm (Formative) Evaluation</b>	<b>Final (Summative) Evaluation</b>
<b>Indicators:</b>		
<b>Knowledge:</b>		
2.1 Demonstrates an understanding of the concepts of mental health, developmental, and situational	Choose an item.	Choose an item.

transitions, and the spectrum of mental health conditions and addictions as they are manifested in individuals across the lifespan.		
2.2 Demonstrates an understanding of how mental health comorbidities increase severity, levels of disability, and use of mental health services.	Choose an item.	Choose an item.
2.3 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.	Choose an item.	Choose an item.
2.4 Demonstrates knowledge of the possible side effects of complementary therapies on mental health conditions and addiction.	Choose an item.	Choose an item.
2.5 Understands the complex interrelationship of physiology, pathophysiology, and mental health (e.g., neuroleptic malignant syndrome, delirium, hypertension, etc.).	Choose an item.	Choose an item.
2.6 Demonstrates knowledge of medications used to treat addiction and withdrawal, including opiate replacement medications.	Choose an item.	Choose an item.
<b>Assessment:</b>		
2.7 Conducts a mental status examination.	Choose an item.	Choose an item.
2.8 Uses a range of relational and therapeutic skills including listening, respect, empathy, reaffirmation, mutuality, and sensitivity in assessments and care planning for persons experiencing a mental health condition and/or addiction.	Choose an item.	Choose an item.
2.9 Demonstrates the ability to identify clients' emotional, cognitive, and behavioural 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.	Choose an item.	Choose an item.
<b>Planning Care:</b>		
2.10 Plans care in partnership with clients to promote mental health, prevent a mental health condition and addiction, minimize side effects on physical health, manage or reduce symptoms of mental health conditions, and foster recovery and resilience.	Choose an item.	Choose an item.
2.11 Recognizes, acts on, and reports harmful incidences, near misses, and no harm incidences, actual and potential workplace, and occupational safety risks.	Choose an item.	Choose an item.

2.12 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.	Choose an item.	Choose an item.
<b>Student Comments:</b> <b>Midterm:</b>  <b>Final:</b>		
<b>Instructor Comments:</b>		
<b>3. Knowledge-Based Practice:</b> <i>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.</i>	<b>Midterm (Formative) Evaluation</b>	<b>Final (Summative) Evaluation</b>
<b>Indicators:</b>		
3.1 Communicates therapeutically with persons and families who are experiencing a range of mental health conditions and/or addiction, abuse, bereavement, or crisis.	Choose an item.	Choose an item.
3.2 Uses self therapeutically in providing health-promoting, preventative and supportive care for persons experiencing a mental health condition and/or addiction.	Choose an item.	Choose an item.
3.3 Engages clients in strengths-based care that promotes resilience.	Choose an item.	Choose an item.
3.4 Advocates for persons experiencing a mental health condition and/or addiction.	Choose an item.	Choose an item.
3.5 Demonstrates basic knowledge of psychobiology in relation to psychopharmacology, and the therapeutic dose range, side effects, interactions, and adverse effects of psychotropic medications across the lifespan.	Choose an item.	Choose an item.
3.6 Engages individuals and families in learning about a mental health condition and/or addiction and its management.	Choose an item.	Choose an item.
3.7 Provides care to persons experiencing a mental health condition and/or addiction that is recovery	Choose an item.	Choose an item.

oriented, trauma-informed and uses principles of harm reduction and addresses social determinants of health.		
3.8 Administers medication used to treat a mental health condition and/or addiction safely, monitors clients for therapeutic effects, side effects, and adverse reactions to medications, and intervenes effectively when side effects and adverse effects of medications occur.	Choose an item.	Choose an item.
3.9 Demonstrates the use of clinical reasoning, nursing knowledge, and other evidence to inform decision-making in diverse practice situations.	Choose an item.	Choose an item.
3.10 Demonstrates critical thinking skills to use relevant information, knowledge, communication, and information technologies to support quality client care.	Choose an item.	Choose an item.
3.11 Demonstrates the ability to educate mental health and/or addictions clients, and families to promote mental health and/or addictions, symptom, and disease management.	Choose an item.	Choose an item.
3.12 Demonstrates the ability to seek, locate and interpret a broad range of information, knowledge, evidence, methodologies, and practice observations within the profession and across disciplines.	Choose an item.	Choose an item.
3.13 Recognizes and responds immediately when client's condition is deteriorating, when client safety is affected and when client is at risk for death by suicide.	Choose an item.	Choose an item.
<b>Student Comments:</b> <b>Midterm:</b>  <b>Final:</b>		
<b>Instructor Comments:</b>		
<b>4. Ethical Practice:</b> <i>Acts in accordance with the CNA Code of Ethics when working with persons experiencing a mental health condition and/or addiction.</i>	<b>Midterm (Formative) Evaluation</b>	<b>Final (Summative) Evaluation</b>
<b>Indicators:</b>		

4.1 Provides a safe and respectful environment to voluntary and involuntary clients seeking or receiving treatment for a mental health condition and/or addiction.	Choose an item.	Choose an item.
4.2 Assists persons with a mental health condition and/or addiction in making informed decisions about their health care and symptom management.	Choose an item.	Choose an item.
4.3 Demonstrates cultural competency and cultural safety when caring for diverse persons with a mental health condition and/or addiction.	Choose an item.	Choose an item.
4.4 Consistently upholds CNA's Code of Ethics and demonstrates ethical courses of action within all aspects of nursing care.	Choose an item.	Choose an item.
4.5 Understands the need for change to address issues of social justice, health equity, and other barriers and disparities affecting the mental health of clients.	Choose an item.	Choose an item.
4.6 Demonstrates inclusion and social justice by providing competent, safe, and compassionate nursing care to all persons with mental health and/or addictions regardless of income, social status, gender, race, culture, religion, ability, ethnicity, and sexual orientation.	Choose an item.	Choose an item.
4.7 Identifies the influence of personal values, beliefs, and positional power on clients and the health-care team and acts to reduce bias and influences.	Choose an item.	Choose an item.
<b>Student Comments:</b> <b>Midterm:</b>  <b>Final:</b>		
<b>Instructor Comments:</b>		
<b>5. Communication, Collaboration and Service to the Public:</b> <i>The nurse communicates and collaborates with partners to promote mental health and advocate for improvements in health services for persons experiencing a mental health condition and/or addiction.</i>	<b>Midterm (Formative) Evaluation</b>	<b>Final (Summative) Evaluation</b>
<b>Indicators:</b>		

5.1 Demonstrates knowledge of the health care system to contribute to the improvement of mental health and addiction services.	Choose an item.	Choose an item.
5.2 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.	Choose an item.	Choose an item.
5.3 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.	Choose an item.	Choose an item.
5.4 Introduces self to clients and health-care team members by first name, and professional designation (student title/protected title).	Choose an item.	Choose an item.
5.5 Uses evidence-informed communication skills to build trusting and therapeutic relationships with clients.	Choose an item.	Choose an item.
5.6 Demonstrates collaborative professional relationships by engaging in active listening to understand and respond to the client's experience, preferences, and health-related goals.	Choose an item.	Choose an item.
5.7 Communicates respectfully with instructor(s), clients, families, nursing staff, and field guide(s) at the clinical agency, peers, and other members of the healthcare team.	Choose an item.	Choose an item.
5.8 Demonstrates the ability to contribute to positive health care team functioning through consultation, application of group communication theory, principles, and group process skills.	Choose an item.	Choose an item.
5.9 Demonstrates the ability to articulate a nursing perspective and the scope of practice of the registered nurse in the context of the health care team.	Choose an item.	Choose an item.
5.10 Documents appropriate and timely verbal communication and timely written documentation of client findings and nursing care provided (as appropriate for each clinical site/placement.	Choose an item.	Choose an item.
5.11 Uses conflict resolution strategies to promote healthy relationships and optimal client outcomes.	Choose an item.	Choose an item.
5.12 Demonstrates understanding of professional communication for safety, including client advocacy, risk identification and regulatory compliance.	Choose an item.	Choose an item.
<b>Student Comments:</b> <b>Midterm:</b>		

<b>Final:</b>		
<b>Instructor Comments:</b>		
<b>6. Self-Regulation:</b> <i>Develops and maintains competencies through self-reflection and new opportunities working with persons experiencing a mental health condition and/or addiction.</i>	<b>Midterm (Formative) Evaluation</b>	<b>Final (Summative) Evaluation</b>
<b>Indicators:</b>		
6.1 Evaluates one's individual practice and knowledge when providing care to persons with a mental health condition and/or addiction, and seeks help as required.	Choose an item.	Choose an item.
6.2 Identifies one's own morals, values, attitudes, beliefs, and experiences related to mental health conditions and/or addiction and the effect these may have on care.	Choose an item.	Choose an item.
6.3 Recognizes own limitations by identifying learning needs related to mental health conditions and addiction.	Choose an item.	Choose an item.
6.4 Evaluates self-learning related to mental health conditions and addiction.	Choose an item.	Choose an item.
6.5 Demonstrates self-awareness through reflective practice (both on-action and in-action), accepts feedback, and seeks feedback to improve nursing practice.	Choose an item.	Choose an item.
6.6 Practices within own scope of practice, professional standards of practice, ethical, regulatory, and legal codes. Adheres to institutional policies and procedures.	Choose an item.	Choose an item.
<b>Student Comments:</b>		
<b>Midterm:</b>		
<b>Final:</b>		
<b>Instructor Comments:</b>		



<b>MIDTERM (FORMATIVE) EVALUATION: (For student identified at risk for failing)</b>	
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 or No

<b>FINAL (SUMMATIVE) EVALUATION:</b>
<b>Student Comments:</b>
<b>Field Guide/Mentor/Preceptor Comments:</b>
<b>Instructor Comments:</b>

Student provided with a PDF email copy of Clinical Evaluation            **Yes**            **No**

**Student's Name (PRINT)**

\_\_\_\_\_            **Signature** \_\_\_\_\_            **Date** \_\_\_\_\_

**Clinical Instructor's Name (PRINT)**

\_\_\_\_\_            **Signature** \_\_\_\_\_            **Date** \_\_\_\_\_

**Please Note:** Student signature on this document denotes that the student has read the evaluation. It does not mean that the student necessarily agrees with all of its content.

**Please Note:** This information is collected for the purpose of appraising student performances; assigning a course mark; and monitoring student progress according to guidelines established in the *Alberta Freedom of Information and Protection of Privacy Act*. For further information, please contact the Assistant Dean of Administration at the University of Alberta Faculty of Nursing or the Dean, Health and Education – School of Health and Education.

