

Blueprint



The Assessment comprises of three components. The first is a Computer Based Assessment, the second is a Simulation Lab Assessment and the third is a Clinical Decision Making Oral Assessment. The assessment is designed to assess the competencies required for safe, entry-level practice as defined by the regulatory bodies and registry.

The Blueprint has two major components: 1) the critical competencies to be measured and, 2) the guidelines on how these competencies will be measured. The guidelines are expressed as structural and contextual variables. The blueprint was developed by representatives from the regulatory bodies, registry, academic institutions and practice environments.

This blueprint outlines the following essential elements that are covered in the assessment: Workplace setting, life span categories, client health status and critical entry to practice competencies. The purpose of the Nursing Community Assessment Service (NCAS) is to support the Regulatory Colleges and Registry to make decisions about registering Internationally Educated Practitioners (IEPs) by:

- Determining if IEPs have competencies that are substantially equivalent to those of entry-level Health Care Assistants (HCAs), Licensed Practical Nurses (LPNs), Registered Nurses (RNs), and Registered Psychiatric Nurses (RPNs) educated in BC.
- Identifying competence gaps to assist regulators to determine appropriate supplementary education.
- Identifying an alternate profession/role for which the applicant has demonstrated the competencies.

Competency Framework

A framework was developed to organize the competencies that the NCAS should assess. Four key categories were identified to frame the competencies in the four nursing roles, HCA, LPN, RN and RPN:

1. Knowledge Based Practice

- Assessment
- Planning
- Providing Care
- Evaluation

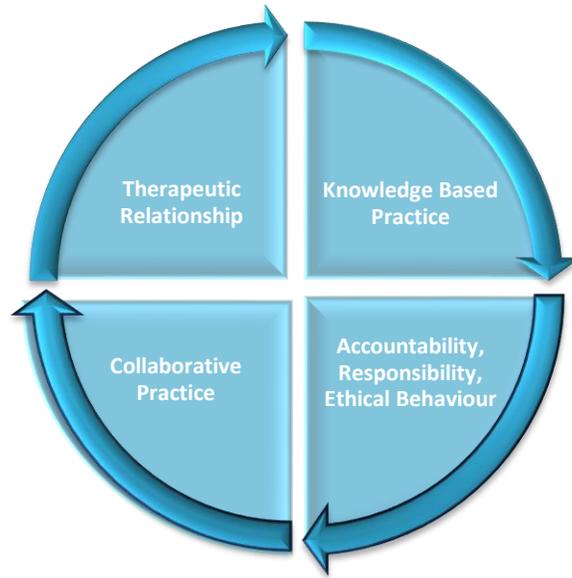
2. Accountability, Responsibility and Ethical Behaviour,

3. Collaborative Practice

4. Therapeutic Relationship.

The competencies measured in NCAS will focus on the applicant's ability to integrate knowledge, skills and behavior, focusing ability to apply and critically think levels of cognitive ability.

Framework for Competency Assessment in the Nursing Community



Structural Variables

Computer Based Assessment

This simulation-style assessment uses authentic, contextualized scenarios that typically face entry-to-practice nurses.

Format

The assessment is focused on unfolding cases. The cases offer candidates simulated patient situations that mimic 'real life'. This type of approach allows the candidate to use the knowledge they have to build a diagnosis or picture of a situation and use theory to make a decision about a complex problem that has a number of variables. This requires the candidate to go through a process of clinical thinking and decision making.

Each case will mimic an interaction with a patient and will include information gathering/assessment, judgment/planning and decision making.

The assessment will include 15-20 case simulations. Each case simulation will include a set of four to eight questions, the assessment will consist of 100 questions. This number does not include the experimental questions that will appear. The assessment can typically be completed by the candidate between two and three hours.

Simulation Using Interactive Mannequins and Standardized Patients

There are two formats in the simulation lab component of the assessment – simulation using interactive mannequins and simulation using standardized patients.

Format

Simulation Using Interactive Mannequins

The simulation will include the use of high and medium fidelity interactive mannequins. These patient simulators will be programmed to have different medical conditions with corresponding vital sign changes, varying heart and lung sounds, pulses and can respond to simulated medications. Simulation will be used to determine a candidate's capacity to conduct patient assessments, perform nursing interventions, communicate effectively with patients, families and other healthcare team members, and make clinical decisions while in an environment where a mistake will not harm a patient. Additional equipment such as IV pumps, EKG monitors, medication carts, crash carts, and isolation carts will be used to add to create a realistic hospital simulated environment.

Simulation Using Standardized Patients

Standardized patients are actors who are trained to consistently and repeatedly portray patients and are used often used in an Objective Structured Clinical Examination (OSCE) setting.

Stations

HCA Scenarios

- 3 scenarios with standardized patients
- 1 scenario using a medium fidelity mannequin.

LPN Scenarios

- 2 scenarios with standardized patients
- 2 scenarios using a high fidelity mannequin

RN Scenarios

- 2 scenarios with standardized patients
- 2 scenarios using a high fidelity mannequin.

RPN Scenarios

- 3 scenarios with standardized patients
- 1 scenario using a high fidelity mannequin

Assessment Length

The assessment lengths vary for each Nursing Role:

HCA stations

- 5 minutes to read care plan
- 20 minutes to run through simulations.
- 10 minutes for clinical decision making oral assessment

LPN stations

- 5 minutes to read chart
- 20 minutes to run through simulations
- 10 minutes for clinical decision making oral assessment

RN stations

- 5 minutes to read chart
- 30 minutes to run through simulations
- 10 minutes for clinical decision making oral assessment

RPN stations

- 5 minutes to read chart
- 30 minutes to run through High Fidelity simulation and 45 min to run through standardized patient simulations
- 10 minutes for clinical decision making oral assessment

Clinical Decision Making Oral Assessment

The debriefing component of the NCAS assessment model will take place at the end of each station of the simulation lab assessment. The debrief will use a structured format that will be designed to measure critical thinking and clinical judgment competencies, the candidate's capacity for self-reflection and the candidate's thought processes that influenced his/her actions.

Contextual Variables

This blueprint outlines the following essential elements that are covered in the Assessment:

1. Workplace Setting
2. Life Span Categories
3. Client Health Status
4. Critical Entry to Practice Competencies

Workplace Setting

1. **Inpatient Care:** Individuals requiring in hospital care, including forensics treatment centres.
2. **Community Care:** Includes all community health services, including mental health, public health, home care, group homes, detox centres, clinics, assisted living, etc.
3. **Complex Care:** for individuals who require 24-hour support, personal nursing care and/or treatment by skilled nursing staff. Includes long-term care or residential care.

Life Span Categories

The following are key lifespan categories identified for the assessment

- Children: 0-14
- Youth: 15-24
- Adults: 25-64
- Seniors: 65-84
- Older Seniors: 85+

Client Health Status

The assessment may address any health status, body system, disease, disorder or condition that is within the scope of practice of the entry level nurse as defined by the regulator. Not all body systems, diseases, disorders or conditions will be covered in every assessment. Some complex scenarios may cover more than one of these areas. The following are some areas that may be covered in the assessment. This is not an exhaustive list.

Healthcare Assistant

- | | |
|---------------------------------------|------------------------|
| Arthritis | Depression |
| Cancer | Diabetes |
| Cerebrovascular Accident | Downs Syndrome |
| Cerebral Palsy | Fetal Alcohol Syndrome |
| Chronic Obstructive Pulmonary Disease | Multiple Sclerosis |
| Congestive Heart Failure | Osteoporosis |

Licensed Practical Nurse

Anxiety
Arthritis
Benign prostatic hyperplasia
Cardiovascular Disease
Cancer
Cerebrovascular Accident
Chronic Obstructive Pulmonary Disease
Chronic Renal Failure
Diabetes
Delirium
Dementia
Depression
Gastrointestinal Bleed
Hypothyroidism
Liver Ascites
Osteoporosis
Palliative
Parkinson Disease
Post-Partum
Respiratory Disease
Schizophrenia
Sensory Diseases
Sepsis
Substance Abuse

Post-op Care:

- Angiogram
- Appendicitis
- Bowel Obstruction
- Cataract
- Fractures
- Gallstones
- Hernia Repairs
- Hip replacement
- Hysterectomy
- Kidney Stones
- Knee replacement
- Scopes (bronchial, colon, endoscopy)
- Transurethral resection of the prostate

Rehabilitation Pediatrics:

- Cerebral Palsy
- Neurological Disorders
- Cystic Fibrosis

Registered Nurse

Medical:
Cancer
Cardiovascular Disease
Cerebrovascular Accident
Gastrointestinal Disease: Bleed, Crohn's Disease/Ulcerative Colitis
Endocrine/Metabolic/Nutritional: Diabetes
Musculoskeletal: Arthritis, Osteoporosis
Neurological: Dementia, Stroke
Pain Management
Palliative
Peripheral Vascular Disease
Renal Failure
Respiratory Disease: COPD/Emphysema
Trauma
Mental Health Disorders: Anxiety Disorders, Mood Disorders
Obstetrics: Premature birth, Ante-partum, Post-partum bleed

Surgical:
Orthopedic
Gynecological
Urology
Bowel Resection
Coronary Angioplasty

Day Surgery:
• Removal of Appendix
• Removal of Gallbladder
• Cataract

Maternal
Public Health: Immunization, health promotion and prevention, safety

Pediatrics: Respiratory, Gastrointestinal

Registered Psychiatric Nurse

Anxiety Disorders
Bipolar and related disorders
Depressive disorders
Eating Disorders
Mood Disorders
Neurocognitive Disorders
Neurodevelopmental Disorders
Obsessive compulsive and related disorders
Personality Disorders
Schizophrenia Spectrum and other Psychotic Disorders
Substance Related and Addictive Disorders
Trauma and Stress Related Disorders

Competencies for Assessment

The competencies measured in the assessment focus on the applicant's ability to integrate knowledge, skills and behavior. A group of representatives from the regulatory bodies, registry, academic institutions and practice environments identified critical competencies from entry level competencies established by each organization (BC Care Aide and Community Health Worker Registry, CLPNBC, CRNBC, CRPNBC). The lists below are not exhaustive and the assessment may not include all competencies.

Health Care Assistant

Computer Based Assessment

Category 1. Knowledge Based Practice

Competency
Subcategory: Planning
Recognizes and responds to the client’s specific needs.
Provides individualized age appropriate client-centered care, with a focus on physical, psychological, social, emotional cognitive, cultural and spiritual support in a variety of practice settings.
Demonstrates an ability to plan and implement care based on the client’s health status; physical, emotional, social and spiritual well-being; and to take action in collaboration with the health care team.
Demonstrates an ability to provide basic palliative care.
Implements special procedures and protocols as directed, to meet unique requirements related to specific client conditions.
Subcategory: Providing Care
Uses knowledge of the aging process and related health and chronic conditions to provide safe competent care.
Reports any observed improvements and difficulties with response to care to healthcare professionals.
In accordance with the plan of care assists with specific tasks related to medication administration as delegated by a nurse.
Demonstrates an ability to care for individuals with cognitive and or mental health challenges including dementia and delirium.
Demonstrates knowledge of the effect of the environment on individuals with cognitive and mental health challenges.
Demonstrates the ability to provide individualized client-centered care for the clients experiencing cognitive and/or mental health challenges, and/or responsive behaviours.
Promotes and recognizes safety risks and implements appropriate safety measures.
Responds appropriately to client behaviors to prevent injury to client, self and others.
Recognizes and responds quickly and appropriately to emergency situations.
Recognizes, prevents and responds to potential or suspected abuse, neglect and self- neglect.
Recognizes and responds to potential risks such as falls, suicide, and choking.
Implements preventative measures to mitigate harm to self and others (falls, safe feeding, safe mobilization, etc.)

Category 2: Collaborative Practice

Competency
Assists the client and their family to be involved in care activities and self-care activities as appropriate.
Understands and demonstrates the principles of client-centered care and promoting independence.
Works collaboratively with other health care team members to ensure appropriate care to clients.
Participates in the discussions regarding the client, contributing relevant observations and information.

Category 3: Accountability, Responsibility and Ethical Behaviour

Competency
Demonstrates proficiency in verbal, nonverbal, and written skills and the use of the English language through a variety of communication methods. <ul style="list-style-type: none">• Written documentation – Electronic/paper client chart and emails.
Demonstrates the ability to record and document to ensure an accurate and clear record of care provided.
Appropriately communicates information about the client’s needs while respecting confidentiality and legally regulated requirements (e.g. pursuant to Privacy and Person Planning Legislation, Freedom of Information and Protection of Privacy Act and Restraining Orders).
Demonstrates the ability to communicate changes in the client’s health status promptly and as required at team meetings and conferences.
Recognizes when to ask for help and seek clarification when a situation changes or directions are not clear.
Takes responsibility for their own performance and actions.
Demonstrates the ability to evaluate the effectiveness of own actions.

Category 4: Therapeutic Relationship

Competency
Demonstrates compassionate culturally safe, relationship centred care with the client and their family.
Recognizes and respects the uniqueness, diversity, rights, and concerns of the client and their family.
Demonstrates appropriate use of health care terminology and abbreviations.
Demonstrates knowledge and understanding on how to communicate effectively with the client with cognitive and mental health challenges.
Demonstrates an awareness of and maintains appropriate boundaries in provider- client and provider-family relationships.

Health Care Assistant

Simulation Lab and Clinical Decision Making Oral Assessment

Category 1. Knowledge Based Practice

Competency
Subcategory: Assessment
Recognizes and responds to the client’s specific needs.
Demonstrates the ability to observe and report within the parameters of their work.
Demonstrates the ability to communicate changes in the client’s health status promptly and as required at team meetings and conferences.
Subcategory: Planning
Provides individualized client-centered care to support the client’s requirements for activities of daily living to be met (e.g. hygiene, oral care, nutrition, rest, and mobilization).
Demonstrates an ability to provide basic palliative care.
Demonstrates the ability to communicate changes in the client’s health status promptly and as required at team meetings and conferences.
Subcategory: Providing Care
Reports any observed improvements and difficulties with response to care to healthcare professionals.
In accordance with the plan of care assists with specific tasks related to medication administration as delegated by a nurse.
Demonstrates an ability to care for individuals with cognitive and or mental health challenges including dementia and delirium.
Demonstrates knowledge of the effect of the environment on individuals with cognitive and mental health challenges.
Demonstrates the ability to provide individualized client-centered care for the clients experiencing cognitive and/or mental health challenges, and/or responsive behaviours.
Implements special procedures and protocols as directed, to meet unique requirements related to specific client conditions.
Recognizes when to ask for help and seek clarification when a situation changes or directions are not clear.
Promotes and recognizes safety risks and implements appropriate safety measures.
Adheres to health and safety standards.
Demonstrates correct use of body mechanics at all times.
Demonstrates the ability to operate equipment safely.
Responds appropriately to client behaviors to prevent injury to client, self and others.
Recognizes and responds quickly and appropriately to emergency situations.
Recognizes and responds to potential risks such as falls, suicide, and choking.
Demonstrates effective infection control practices.
Implements preventative measures to mitigate harm to self and others (falls, safe feeding, safe mobilization, etc.)

Category 2: Collaborative Practice

Competency
Organizes and uses time efficiently.
Understands and demonstrates the principles of client-centered care and promoting independence.
Works collaboratively with other health care team members to ensure appropriate care to clients.
Incorporates new knowledge into client care and shares knowledge with others.

Category 3: Accountability, Responsibility and Ethical Behaviour

Competency
Demonstrates the ability to observe and report within the parameters of their work.
Demonstrates an understanding of how the HCAs practice affects the overall quality of care provided to clients in the assigned work setting.
Demonstrates proficiency in verbal, nonverbal, and written skills and the use of the English language through a variety of communication methods. <ul style="list-style-type: none">• Verbal communication – Telephone and in-person communication, etc.
Demonstrates the ability to communicate changes in the client's health status promptly and as required at team meetings and conferences.
Recognizes when to ask for help and seek clarification when a situation changes or directions are not clear.

Category 4: Therapeutic Relationship

Competency
Demonstrates compassionate culturally safe, relationship centred care with the client and their family.
Assists the client and their family to be involved in care activities and self-care activities as appropriate.
Communicates effectively and in a culturally safe manner with the client, family, and the health care team.
Demonstrates knowledge and understanding on how to communicate effectively with the client with cognitive and mental health challenges.
Utilizes active listening to communicate respectfully and compassionately with the client, family, and health care team member(s).

Licensed Practical Nurse

Computer Based Assessment

Category 1. Knowledge Based Practice

Competency
Subcategory: Assessment
Perform physical, cognitive, spiritual, cultural, emotional, psychological, and social assessments.
Research and respond to relevant clinical data.
Comprehend, respond to and appropriately report assessment findings.
Gather and/or provide essential client information.
Subcategory: Planning
Use critical thinking, inquiry and clinical judgment for decision-making.
Formulate clinical decisions that are consistent with client needs and priorities.
Determine nursing diagnoses.
Implement evidence-informed nursing interventions based on assessments findings, client preferences and desired outcomes.
Set priorities and develop time-management skills for meeting responsibilities: organize competing priorities into appropriate actions.
Collaborate with clients to identify actual and potential health goals and outcomes.
Collaborate with clients in the discharge planning process.
Engage clients in identifying their health needs, strengths, capacities and goals.
Collaborate with other members of the health-care team to plan, implement and evaluate care.
Integrate evidence-informed practice in collaboration with members of the health-care team.
Subcategory: Providing Care
Participate in evidence-informed practice.
Recognize and respond to the clients' right to health-care information.
Formulate clinical decisions that are consistent with client needs and priorities.
Facilitate health education.
Evaluate teaching effectiveness in promoting self-care capacity and safety.
Apply evidence-informed principles of client safety.
Implement quality improvement and risk management strategies to maintain and promote a safe work environment.
Subcategory: Evaluation
Assess implications of various outcomes of decision making.
Evaluate the effectiveness of nursing interventions by comparing actual outcomes to expected outcomes.
Review and revise the plan of care, and communicate accordingly.

Category 2: Collaborative Practice

Competency
Assess, plan, implement and evaluate the teaching and learning process.
Provide information and access to resources.
Initiate, maintain and terminate collaborative relationships with clients.
Engage clients in identifying their health needs, strengths, capacities and goals.
Communicate collaboratively with the client and other members of the health-care team.
Collaborate with other members of the health-care team to plan, implement and evaluate care.
Integrate evidence-informed practice in collaboration with members of the health-care team.
Provide leadership, direction, assignment and supervision to unregulated health workers and others.
Demonstrate initiative to constructively discuss concerns with other members of the health-care team to support effective teamwork and positive client outcomes.

Category 3: Accountability, Responsibility and Ethical Behaviour

Competency
Are responsible and accountable for their own decisions and actions.
Display initiative, beginning confidence and self-awareness, and recognize when to seek assistance and guidance.
Advocate for clients, self, others and for the health-care system.
Demonstrate professional conduct.
Recognize, respond and appropriately report own and others' near misses, errors and adverse events.
Identify and resolve situations involving moral and ethical conflict, dilemma or distress.
Promote clients' rights and responsibilities.
Ensure that consent is obtained in multiple contexts (e.g., consent for care, refusal of treatment, release of health information and consent for participation in research).
Protect clients' rights by maintaining confidentiality, privacy and dignity within and across health care agencies and with other service sectors.
Exercise professional judgment when practising within own level of competence established professional standards, employer policies and procedures.
Recognize, respond and appropriately report questionable orders, actions or decisions made by other health-care workers.
Maintain client confidentiality in written, oral and electronic communication.
Disclose relevant information to appropriate individuals.
Recognize and respond to the clients' right to health-care information.
Adhere to legal requirements regarding documentation.
Document according to established professional standards, employment policies and procedures.
Maintain clear, concise, accurate, objective and timely documentation.
Initiate contact and receive, transcribe and verify orders.

Category 4: Therapeutic Relationship

Competency
Respect clients' directives, right to self-determination and right to informed decision-making .
Apply the ethical framework of the therapeutic nurse-client relationship.
Establish and maintain respect, empathy, trust and integrity in interactions with clients.
Establish and maintain appropriate professional boundaries with clients and other health-care team members.
Establish and maintain a safe and caring environment that supports clients to achieve optimal health outcomes.
Facilitate and support clients' capacity and right to self-determination.
Communicate collaboratively with the client and other members of the health-care team.
Utilize communication techniques to promote effective interpersonal interaction.
Demonstrate and apply conflict management and resolution skills.

Licensed Practical Nurse

Simulation Lab and Clinical Decision Making Oral Assessment Variables

Category 1. Knowledge Based Practice

Competency
Subcategory: Assessment
Complete comprehensive health assessments of clients throughout the lifespan.
Perform physical, cognitive, spiritual, cultural, emotional, psychological, and social assessments.
Select and utilize appropriate technology.
Research and respond to relevant clinical data.
Comprehend, respond to and appropriately report assessment findings.
Subcategory: Planning
Use critical thinking, inquiry and clinical judgment for decision-making.
Participate in evidence-informed practice.
Formulate clinical decisions that are consistent with client needs and priorities.
Determine nursing diagnoses.
Implement evidence-informed nursing interventions based on assessments findings, client preferences and desired outcomes.
Set priorities and develop time-management skills for meeting responsibilities: organize competing priorities into appropriate actions.
Collaborate with clients to identify actual and potential health goals and outcomes.
Collaborate with clients in the discharge planning process.
Engage clients in identifying their health needs, strengths, capacities and goals.
Integrate evidence-informed practice in collaboration with members of the health-care team.
Subcategory: Providing Care
Participate in evidence-informed practice.
Recognize and respond to the clients' right to health-care information.
Formulate clinical decisions that are consistent with client needs and priorities.
Reflect upon practice experiences and apply critical thinking and inquiry to guide decision-making.
Facilitate health education.
Evaluate teaching effectiveness in promoting self-care capacity and safety.
Apply evidence-informed principles of client safety.
Subcategory: Evaluation
Are responsible and accountable for their own decisions and actions.
Evaluate the effectiveness of nursing interventions by comparing actual outcomes to expected outcomes.
Review and revise the plan of care, and communicate accordingly.

Category 2: Collaborative Practice

Competency
Assess, plan, implement and evaluate the teaching and learning process.
Provide information and access to resources.
Initiate, maintain and terminate collaborative relationships with clients.
Engage clients in identifying their health needs, strengths, capacities and goals.
Communicate collaboratively with the client and other members of the health-care team.

Category 3: Accountability, Responsibility and Ethical Behaviour

Competency
Are responsible and accountable for their own decisions and actions.
Display initiative, beginning confidence and self-awareness, and recognize when to seek assistance and guidance.
Demonstrate professional conduct.
Apply the ethical framework of the therapeutic nurse-client relationship.
Identify and resolve situations involving moral and ethical conflict, dilemma or distress.
Ensure that consent is obtained in multiple contexts (e.g., consent for care, refusal of treatment, release of health information and consent for participation in research).
Protect clients' rights by maintaining confidentiality, privacy and dignity within and across health care agencies and with other service sectors.
Recognize, respond and appropriately report questionable orders, actions or decisions made by other health-care workers.
Maintain client confidentiality in written, oral and electronic communication.
Disclose relevant information to appropriate individuals.
Recognize and respond to the clients' right to health-care information.
Adhere to legal requirements regarding documentation.
Maintain clear, concise, accurate, objective and timely documentation.

Category 4: Therapeutic Relationships

Competency
Develop the therapeutic nurse-client relationship.
Respect clients' directives, right to self-determination and right to informed decision-making .
Apply the ethical framework of the therapeutic nurse-client relationship.
Establish and maintain respect, empathy, trust and integrity in interactions with clients.
Establish and maintain appropriate professional boundaries with clients and other health-care team members.
Establish and maintain a safe and caring environment that supports clients to achieve optimal health outcomes.
Facilitate and support clients' capacity and right to self-determination.

Competency
Initiate, maintain and terminate collaborative relationships with clients.
Initiate and maintain a therapeutic environment.
Communicate collaboratively with the client and other members of the health-care team.
Utilize communication techniques to promote effective interpersonal interaction.
Demonstrate and apply conflict management and resolution skills.

Registered Nurse

Computer Based Assessment

Category 1. Knowledge Based Practice

Competency
Subcategory: Assessment
Uses appropriate assessment tools and techniques in consultation with clients and the health care team, including individuals, families, groups, communities and populations.
Uses anticipatory planning to guide an ongoing assessment of client health status and health care needs (e.g., prenatal/postnatal, children, adolescents, older adults, and reaction to changes in health status and or/diagnosis).
Analyzes and interprets data obtained in client assessments to draw conclusions about client health status.
Incorporates knowledge of the origins of the health disparities and inequities of Aboriginal Peoples and the contributions of nursing practice to achieve positive health outcomes for Aboriginal Peoples.
Incorporates knowledge of the health disparities and inequities of vulnerable populations (e.g., persons with disabilities, persons requiring gender complex care, ethnic minorities, poor, homeless, racial minorities, language minorities) and the contributions of nursing practice to achieve positive health outcomes.
Subcategory: Planning
Knows how to find evidence to support the provision of safe, competent, compassionate, and ethical nursing care, and to ensure the personal safety and safety of other health care workers.
Uses principles of primary health care in developing health care plans.
Initiates appropriate planning for clients' anticipated health problems or issues and their consequences (e.g., childbearing, childrearing, adolescent health, and senior well-being).
Explores and develops a range of possible alternatives and approaches for care with clients.
Facilitates client ownership of direction and outcomes of care developed in their health care plans.
Collaborates with the health care team to develop health care plans that promote continuity for clients as they receive conventional, complementary and alternative health care.
Determines, with the health care team or health-related sectors, when consultation is required to assist clients in accessing available resources.
Collaborates with clients to modify and individualize care based on the emerging priorities of the health situation.
Facilitating continuity of client care.
Subcategory: Providing Care
Takes action on recognized unsafe health care practices and workplace safety risks to clients and staff.
Provides nursing care across the lifespan that is informed by a variety of theories relevant to health and healing (e.g., nursing; family; communication and learning; crisis intervention; loss, grief, and bereavement; systems; culture; community development; and population health theories).
Prioritizes and provides timely nursing care and consult as necessary for any client with co-morbidities, and a complex and rapidly changing health status.
Provides nursing care to clients with chronic and persistent health challenges (e.g., mental illness, problematic substance use, dementia, cardiovascular conditions, strokes, asthma, arthritis, complex pain, and diabetes).

Competency
Supports clients through developmental stages and role transitions across the lifespan (e.g., pregnancy, infant nutrition, well-baby care, child development stages, family planning and relations).
Recognizes, seeks immediate assistance, and helps others in a rapidly changing client condition affecting health or patient safety (e.g., myocardial infarction, surgical complications, acute neurological event, acute respiratory event, cardiopulmonary arrest, perinatal crisis, pain crisis, diabetes crisis, mental health crisis, premature birth, shock, and trauma).
Applies principles of population health to implement strategies to promote health as well as prevent illness and injury and reduce harm (e.g., promoting hand washing, immunization, helmet safety, and safe sex).
Develops and implements learning plans to meet identified client learning needs.
Applies knowledge when providing nursing care to prevent development of complications (e.g., optimal ventilation and respiration, circulation, fluid and electrolyte balance, medication interactions, nutrition, urinary elimination, bowel elimination, body alignment, mobility, tissue integrity, comfort, and sensory stimulation).
Applies bio-hazard and safety principles, evidence-informed practices, infection prevention and control practices, and appropriate protective devices when providing nursing care to prevent injury to clients, self, other health care workers, and the public.
Implements strategies related to the safe and appropriate administration and use of medication.
Recognizes and takes initiative to support environmentally-responsible practice (e.g., observing safe waste disposal methods, using energy as efficiently as possible, and recycling plastic containers and other recyclable materials).
Performs therapeutic interventions safely (e.g., positioning, skin and wound care, management of intravenous therapy and drainage tubes, and psychosocial interaction).
Prepares the client for diagnostic procedures and treatments; provides post-diagnostic care; performs procedures; interprets findings, and provides follow-up care as appropriate.
Provides nursing care to meet palliative care or end-of-life care needs (e.g., pain and symptom management, psychosocial and spiritual support, and support for significant others).
Promotes a safe environment for clients, self, health care workers, and the public that addresses the unique needs of clients within the context of care.
Subcategory: Evaluation
Uses critical inquiry to monitor and evaluate client care in a timely manner.
Verifies that clients have an understanding of essential information and skills to be active participants in their own care.

Category 2: Collaborative Practice

Competency
Facilitates the appropriate involvement of clients in identifying their preferred health outcomes.
Assists clients to understand how lifestyle factors impact health (e.g., physical activity and exercise, sleep, nutrition, stress management, personal and community hygiene practices, family planning, and high risk behaviours).
Assists clients to identify and access health and other resources in their communities (e.g., other health disciplines, community health services, rehabilitation services, support groups, home care, relaxation therapy, meditation, and information resources).

Category 3: Accountability, Responsibility and Ethical Behaviour

Competency
Exercises professional judgment when using agency policies and procedures, or when practising in the absence of agency policies and procedures.
Organizes and prioritizes own work and develops time-management skills for meeting responsibilities.
Questions unclear orders, decisions, or actions that are inconsistent with positive client outcomes, best practices, and health safety standards, and client wishes.
Protects clients through recognizing and reporting near misses and errors (the RN's own and others) and takes action to stop and minimize harm arising from adverse events.
Distinguishes between the legislated scope of practice and the registered nurse's individual competence.
Adheres to the duty to report unsafe practice in regulatory legislation for public protection.
Reports and documents client care in a clear, concise, accurate, and timely manner.
Demonstrates an understanding of informed consent as it applies in multiple contexts (e.g., consent for care, refusal of treatment, advance care plans, release of health information, and consent for participation in research).
Demonstrates ethical responsibilities and legal obligations related to maintaining client privacy, confidentiality and security in all forms of communication, including social media.

Category 4: Therapeutic Relationship

Competency
Demonstrates leadership in client care by promoting healthy and culturally safe practice environments.
Uses conflict resolution strategies to achieve healthier interpersonal interactions.
Clearly and accurately represents self with respect to name, title and role.
Establishes and maintains appropriate professional boundaries with clients and the health care team, including the distinction between social interaction and therapeutic relationships.
Engages in relational practice through a variety of approaches that demonstrate caring behaviours appropriate for clients.
Demonstrates consideration of the values, beliefs and practices of clients, e.g., spiritual, religious, cultural, and health.
Demonstrates support for clients in making informed decisions about their health care, and respects those decisions.

Registered Nurse

Simulation Lab and Clinical Decision Making Oral Assessment

Category 1. Knowledge Based Practice

Competency
Subcategory: Assessment
Uses appropriate assessment tools and techniques in consultation with clients and the health care team, including individuals, families, groups, communities and populations.
Engages clients in an assessment of their physical, emotional, spiritual, cultural, cognitive, developmental, environmental, and social needs.
Collects information on individual client status using assessment skills of observation, interview, history taking, interpretation of laboratory data, mental status assessment, and physical assessment.
Uses information and communication technologies to support information collection and synthesis.
Uses anticipatory planning to guide an ongoing assessment of client health status and health care needs (e.g., prenatal/postnatal, children, adolescents, older adults, and reaction to changes in health status and or/diagnosis).
Analyzes and interprets data obtained in client assessments to draw conclusions about client health status.
Incorporates knowledge of the health disparities and inequities of vulnerable populations (e.g., persons with disabilities, persons requiring gender complex care, ethnic minorities, poor, homeless, racial minorities, language minorities) and the contributions of nursing practice to achieve positive health outcomes.
Completes assessments in a timely manner, and in accordance with evidence-informed practice, agency policies, and protocols.
Reports and documents client care in a clear, concise, accurate, and timely manner.
Subcategory: Planning
Knows how to find evidence to support the provision of safe, competent, compassionate, and ethical nursing care, and to ensure the personal safety and safety of other health care workers.
Completes assessments in a timely manner, and in accordance with evidence-informed practice, agency policies, and protocols.
Uses critical inquiry to support professional judgment and reasoned decision-making to develop health care plans.
Uses principles of primary health care in developing health care plans.
Facilitates the appropriate involvement of clients in identifying their preferred health outcomes.
Negotiates priorities of care and desired outcomes with clients, demonstrating cultural safety, and considering the influence of positional power relationships.
Provides nursing care across the lifespan that is informed by a variety of theories relevant to health and healing (e.g., nursing; family; communication and learning; crisis intervention; loss, grief, and bereavement; systems; culture; community development; and population health theories).
Collaborates with clients to modify and individualize care based on the emerging priorities of the health situation.
Facilitating continuity of client care.

Competency
Subcategory: Providing Care
Takes action on recognized unsafe health care practices and workplace safety risks to clients and staff.
Prioritizes and provides timely nursing care and consult as necessary for any client with co-morbidities, and a complex and rapidly changing health status.
Provides nursing care to clients with chronic and persistent health challenges (e.g., mental illness, problematic substance use, dementia, cardiovascular conditions, strokes, asthma, arthritis, complex pain, and diabetes).
Recognizes, seeks immediate assistance, and helps others in a rapidly changing client condition affecting health or patient safety (e.g., myocardial infarction, surgical complications, acute neurological event, acute respiratory event, cardiopulmonary arrest, perinatal crisis, pain crisis, diabetes crisis, mental health crisis, premature birth, shock, and trauma).
Assists clients to understand how lifestyle factors impact health (e.g., physical activity and exercise, sleep, nutrition, stress management, personal and community hygiene practices, family planning, and high risk behaviours).
Applies knowledge when providing nursing care to prevent development of complications (e.g., optimal ventilation and respiration, circulation, fluid and electrolyte balance, medication interactions, nutrition, urinary elimination, bowel elimination, body alignment, mobility, tissue integrity, comfort, and sensory stimulation).
Applies bio-hazard and safety principles, evidence-informed practices, infection prevention and control practices, and appropriate protective devices when providing nursing care to prevent injury to clients, self, other health care workers, and the public.
Implements strategies related to the safe and appropriate administration and use of medication.
Performs therapeutic interventions safely (e.g., positioning, skin and wound care, management of intravenous therapy and drainage tubes, and psychosocial interaction).
Implements evidence-informed practices of pain prevention and pain management with clients using pharmacological and non-pharmacological measures.
Prepares the client for diagnostic procedures and treatments; provides post-diagnostic care; performs procedures; interprets findings, and provides follow-up care as appropriate.
Uses critical inquiry to monitor and evaluate client care in a timely manner.
Verifies that clients have an understanding of essential information and skills to be active participants in their own care.
Subcategory: Evaluation
Uses critical inquiry to monitor and evaluate client care in a timely manner.
Collaborates with clients to modify and individualize care based on the emerging priorities of the health situation.
Verifies that clients have an understanding of essential information and skills to be active participants in their own care.

Category 2: Collaborative Practice

Competency
Facilitates the appropriate involvement of clients in identifying their preferred health outcomes.
Assists clients to identify and access health and other resources in their communities (e.g., other health disciplines, community health services, rehabilitation services, support groups, home care, relaxation therapy, meditation, and information resources).

Category 3: Accountability, Responsibility and Ethical Behaviour

Competency
Demonstrates a professional presence and models professional behaviour.
Organizes and prioritizes own work and develops time-management skills for meeting responsibilities.
Demonstrates responsibility in completing assigned work and communicates about work completed and not completed.
Questions unclear orders, decisions, or actions that are inconsistent with positive client outcomes, best practices, and health safety standards, and client wishes.
Reports and documents client care in a clear, concise, accurate, and timely manner.
Demonstrates honesty, integrity, and respect in all professional interactions.
Respects and preserves clients' rights based on the ethical standards of the nursing profession.
Demonstrates an understanding of informed consent as it applies in multiple contexts (e.g., consent for care, refusal of treatment, advance care plans, release of health information, and consent for participation in research).
Uses an ethical reasoning and decision-making process to address ethical dilemmas and situations of ethical or moral distress.
Advocates for safe, appropriate and ethical care for clients and their representatives, especially when they are unable to advocate for themselves.

Category 4: Therapeutic Relationship

Competency
Formulate clinical decisions that are consistent with client needs and priorities.
Verifies that clients have an understanding of essential information and skills to be active participants in their own care.
Clearly and accurately represents self with respect to name, title and role.
Establishes and maintains appropriate professional boundaries with clients and the health care team, including the distinction between social interaction and therapeutic relationships.
Demonstrates consideration of the values, beliefs and practices of clients, e.g., spiritual, religious, cultural, and health.
Demonstrates support for clients in making informed decisions about their health care, and respects those decisions.

Registered Psychiatric Nurse

Computer Based Assessment Variable

Category 1. Knowledge Based Practice

Competency
Subcategory: Assessment
Conduct a comprehensive client assessment.
Perform an in-depth psychiatric evaluation (e.g., suicide, history of violence, trauma, stress, mental status, self-perception, adaptation and coping, substance use and abuse).
Formulate a clinical judgement based on the assessment data (e.g., nursing diagnosis, psychiatric nursing diagnosis).
Identify psychiatric signs and symptoms that are commonly associated with psychiatric disorders, using current nomenclature (e.g., <i>The Diagnostic and Statistical Manual of Mental Disorders</i>).
Identify clinical indicators that may negatively impact the client's well-being (e.g., pain, hyperglycemia, hypertension).
Incorporate data from other sources (e.g., laboratory tests, collateral information).
Recognize potential risks and hazards, including risk for suicide and violence.
Integrate knowledge of determinants of health in the assessment process (e.g., social inclusion, discrimination, economic resources, violence).
Gather information about biological, psychological, spiritual, social and environmental risk and protective factors specific to mental health during the assessment process (e.g., metabolic status, exposure to violence, support systems).
Subcategory: Planning:
Select an evidence-informed framework applicable to the type of assessments required (e.g., bio-psycho-social, cultural model, community assessment model, multi-generational family assessment).
Formulate a clinical judgment based on the assessment data (e.g., nursing diagnosis, psychiatric nursing diagnosis).
Use a critical inquiry process to continuously monitor the effectiveness of client care in relation to anticipated outcomes.
Integrate evidence into practice decisions to maximize health outcomes.
Incorporate strategies into health care planning that strengthen protective factors and enhance resilience (e.g., principles of recovery, psychosocial rehabilitation, holistic care, cultural continuity).
Subcategory: Providing Care:
Implement a variety of psychiatric nursing interventions with the client, according to the plan of care.
Provide complex psychiatric nursing interventions (e.g., facilitating group process, conflict resolution, crisis interventions, individual, group and family counselling, assertiveness training, somatic therapies, pre- and post-ECT (electroconvulsive therapy) care, milieu therapy and relaxation).
Provide ongoing health education and teaching to promote health and quality of life, minimize the development of complications, and maintain and restore health (e.g., social skills training, anger management, relapse prevention, assertiveness training and communication techniques).
Intervene to prevent self-harm or minimize injury related to self-harm.
Apply crisis intervention skills with clients experiencing acute emotional, physical, behavioural, and mental distress (e.g., loss, grief, victimization, trauma).

Competency
Recognize and intervene to stabilize clients experiencing medical emergencies (e.g., shock, hypoglycemia, management of neuroleptic malignant syndrome, cardiac events).
Engage in health promotion and the prevention of disease, illness and injury.
Engage clients to seek out or develop resources that promote health (e.g., support groups, exercise programs, spiritual organizations).
Incorporate strategies into health care planning that reduce risk (e.g., smoking cessation, responsible substance use, strengthening community networks, violence prevention, healthy childhood development, stress management, increasing social capital, responsible gambling).
Engage in suicide prevention when collaborating with clients.
Subcategory: Evaluation:
Determine the need for follow-up and establish referral(s) accordingly.

Category 2: Collaborative Practice:

Competency
Modify and individualize the plan of care in collaboration with the client and according to evaluation findings.
Promote collaborative and informed shared decision-making.
Partner effectively with team members in the delivery of client-centred care.
Engage in mental health promotion when collaborating with clients.

Category 3: Accountability, Responsibility and Ethical Behaviour:

Competency
Inform clients of their rights and options (e.g., appeals, complaints).
Protect client confidentiality and adhere to relevant legislation that governs the privacy, access, use, retention and disclosure of personal information.
Adhere to legal requirements regarding client consent.
Practice within own level of competence and use professional judgment when accepting responsibilities, including seeking out additional information or guidance when required.
Question orders, decisions or actions that are unclear or inconsistent with positive client outcomes, best practices, health and safety standards or client wishes.
Recognize ethical dilemmas and implement steps toward a resolution.

Category 4: Therapeutic Relationship:

Competency
Establish a therapeutic relationship with the client.
Establish and negotiate boundaries (e.g., role and service offered, length and frequency of meetings, responsibilities) to clarify the nature, content and limits of the therapeutic relationship.

Competency
Apply therapeutic communication strategies and techniques to reduce emotional distress, facilitate cognitive and behavioural change and foster personal growth (e.g., active listening, clarifying, restating, reflecting, focusing, exploring, therapeutic use of silence).
Apply strategies, techniques and resources to meet client goals (e.g., conflict resolution, crisis intervention, counselling, clinically appropriate use of self-disclosure).
Adapt therapeutic strategies when encountering resistance and ambivalence
Establish the boundaries of the post-therapeutic relationship.
Employ effective conflict-resolution and reconciliation approaches and techniques.
Support client autonomy and right to choice (e.g., right to live at risk).
Integrate cultural awareness, safety and sensitivity into practice.
Incorporate the client's cultural preferences and personal perspectives into the plan of care when applicable.
Adapt communication to the audience while considering social and cultural diversity based on the client's needs.
Assist clients to gain insight into the relationship between mental illness and addictions.
Avoid situations that could give rise to a conflict of interest and ensure that the vulnerabilities of others are not exploited for one's own interest.

Registered Psychiatric Nurse

Simulation Lab and Clinical Decision Making Oral Assessment Variables

Category 1. Knowledge Based Practice

Competency
Subcategory: Assessment
Conduct a comprehensive client assessment.
Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).
Formulate a clinical judgement based on the assessment data (e.g., nursing diagnosis, psychiatric nursing diagnosis).
Identify psychiatric signs and symptoms that are commonly associated with psychiatric disorders, using current nomenclature (e.g., <i>The Diagnostic and Statistical Manual of Mental Disorders</i>).
Identify clinical indicators that may negatively impact the client's well-being (e.g., pain, hyperglycemia, hypertension).
Incorporate data from other sources (e.g., laboratory tests, collateral information).
Use critical thinking to analyze and synthesize data collected to arrive at a clinical judgment.
Conduct an ongoing suicide risk assessment and select an intervention from a range of evidenced-informed suicide prevention strategies (e.g., safety planning, crisis intervention, referral to alternative level of care).
Collect, analyze and synthesize data to evaluate the outcomes from the plan of care.
Recognize potential risks and hazards, including risk for suicide and violence.
Explore the client's cultural needs, beliefs, practices and preferences.
Integrate knowledge of determinants of health, health disparities and health inequities when assessing health promotion needs.
Integrate knowledge of determinants of health in the assessment process (e.g., social inclusion, discrimination, economic resources, violence).
Recognize the impact that the interrelationship of comorbid physical and mental health issues have on overall health (e.g., diabetes, cardiovascular disease, cancer, obesity).
Gather information about biological, psychological, spiritual, social and environmental risk and protective factors specific to mental health during the assessment process (e.g., metabolic status, exposure to violence, support systems).
Subcategory: Planning
Collaborate with the client to help achieve client identified goals
Select an evidence-informed framework applicable to the type of assessments required (e.g., bio-psychosocial, cultural model, community assessment model, multi-generational family assessment)
Formulate a clinical judgment based on the assessment data (e.g., nursing diagnosis, psychiatric nursing diagnosis).
Collaborate with the client to develop a treatment plan to address identified problems, minimize the development of complications, and promote functions and quality of life.
Discuss interventions with the client to achieve client-directed goals and outcomes (e.g., promote health, prevent disorder and injury, foster rehabilitation and provide palliation).

Competency
Plan care using treatment modalities such as psychotherapy and psychopharmacology.
Propose a plan for self-care that promotes client responsibility and independence to the maximum degree possible (e.g., relaxation techniques, stress management, coping skills, community resources, complementary and alternative therapies).
Use critical thinking and clinical judgment to determine the level of risk and coordinate effective intervention for psychiatric and non-psychiatric emergencies.
Integrate evidence into practice decisions to maximize health outcomes.
Incorporate strategies into health care planning that strengthen protective factors and enhance resilience (e.g., principles of recovery, psychosocial rehabilitation, holistic care, cultural continuity).
Subcategory: Providing Care
Provide teaching and coaching around client goals and evaluate learning.
Implement a variety of psychiatric nursing interventions with the client, according to the plan of care.
Perform required nursing interventions to address physical conditions, including, but not limited to, intravenous therapy and drainage tubes, skin and wound care, metabolic screening and management of withdrawal symptoms.
Perform safe medication administration by a variety of methods (e.g., oral, parental).
Provide complex psychiatric nursing interventions (e.g., facilitating group process, conflict resolution, crisis interventions, individual, group and family counselling, assertiveness training, somatic therapies, pre- and post-ECT (electroconvulsive therapy) care, milieu therapy and relaxation).
Use critical thinking and clinical judgment to determine the level of risk and coordinate effective intervention for psychiatric and non-psychiatric emergencies.
Intervene to minimize agitation, de-escalate agitated behaviour and manage aggressive behaviour in the least restrictive manner.
Intervene to prevent self-harm or minimize injury related to self-harm.
Apply crisis intervention skills with clients experiencing acute emotional, physical, behavioural, and mental distress (e.g., loss, grief, victimization, trauma).
Recognize and intervene to stabilize clients experiencing medical emergencies (e.g., shock, hypoglycemia, management of neuroleptic malignant syndrome, cardiac events).
Engage in practices to promote physical, environmental and psychological safety.
Implement interventions to address potential risks and hazards (e.g., protocols, clinical practice guidelines, decision-making tools).
Engage clients to seek out or develop resources that promote health (e.g., support groups, exercise programs, spiritual organizations).
Incorporate strategies into health care planning that reduce risk (e.g., smoking cessation, responsible substance use, strengthening community networks, violence prevention, healthy childhood development, stress management, increasing social capital, responsible gambling).
Engage in suicide prevention when collaborating with clients.
Subcategory: Evaluation
Determine the need for follow-up and establish referral(s) accordingly.
Collaborate with the client to evaluate the effectiveness and appropriateness of the plan of care.
Evaluate the effectiveness of the interventions in practice.

Category 2: Collaborative Practice

Competency
Collaborate with the client to help achieve client-identified goals.
Collaborate with the client to identify health strengths and goals.
Modify and individualize the plan of care in collaboration with the client and according to evaluation findings.
Establish and maintain professional relationships that foster continuity and client-centred care.
Share relevant information with team members, clients and stakeholders in a timely manner.
Promote collaborative and informed shared decision-making.
Collaborate with clients to take action on issues that may impact their health and well-being.
Engage in mental health promotion when collaborating with clients.
Engage in the prevention of mental illness, and substance-related and behavioural addictions, when collaborating with clients.
Engage and empower clients to seek out and/or develop resources that support relapse prevention (e.g., self-help groups, Alcoholics Anonymous®, Narcotics Anonymous®, Gamblers Anonymous®).

Category 3: Accountability, Responsibility and Ethical Behaviour

Competency
Inform clients of their rights and options (e.g., appeals, complaints).
Report and document safety risks and hazards.
Adhere to legal requirements regarding client consent.
Adhere to standards and policies regarding proper documentation, including being timely, accurate, clear, concise and legible.
Accept responsibility for own actions, decisions and professional conduct.
Demonstrates a professional presence and models professional behaviour.
Organize and prioritize own work and develop time-management skills for meeting responsibilities.

Category 4: Therapeutic Relationships

Competency
Monitor the communication process and adapt communication strategies accordingly by using a variety of verbal and non-verbal communication skills.
Establish a therapeutic relationship with the client.
Establish and negotiate boundaries (e.g., role and service offered, length and frequency of meetings, responsibilities) to clarify the nature, content and limits of the therapeutic relationship.
Apply therapeutic communication strategies and techniques to reduce emotional distress, facilitate cognitive and behavioural change and foster personal growth (e.g., active listening, clarifying, restating, reflecting, focusing, exploring, therapeutic use of silence).
Apply strategies, techniques and resources to meet client goals (e.g., conflict resolution, crisis intervention, counselling, clinically appropriate use of self-disclosure).
Adapt therapeutic strategies when encountering resistance and ambivalence

Competency
Establish the boundaries of the post-therapeutic relationship.
Solicit the client's perception of the nursing care and other therapeutic interventions that were provided.
Support client autonomy and right to choice (e.g., right to live at risk).
Integrate cultural awareness, safety and sensitivity into practice.
Incorporate the client's cultural preferences and personal perspectives into the plan of care when applicable.
Adapt communication to the audience while considering social and cultural diversity based on the client's needs.
Assist clients to gain insight into the relationship between mental illness and addictions.
Avoid situations that could give rise to a conflict of interest and ensure that the vulnerabilities of others are not exploited for one's own interest.

Category 4: Therapeutic Use of Self

Competency
Apply therapeutic use of self to inform all areas of psychiatric nursing practice.
Recognize, identify and validate the feelings of others.
Recognize and address the impact of transference and countertransference in the therapeutic relationship.
Monitor the communication process and adapt communication strategies accordingly by using a variety of verbal and non-verbal communication skills.
Establish a therapeutic relationship with the client.
Establish and negotiate boundaries (e.g., role and service offered, length and frequency of meetings, responsibilities) to clarify the nature, content and limits of the therapeutic relationship.
Engage with the client to explore goals, learning and growth needs (e.g., problem identification, thought exploration, feelings and behaviors).
Apply strategies, techniques and resources to meet client goals (e.g., conflict resolution, crisis intervention, counselling, clinically appropriate use of self-disclosure).
Collaborate with the client to help achieve client identified goals.
Adapt therapeutic strategies when encountering resistance and ambivalence.