



# RN Entry-Level Competency Interpretations

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Baccalaureate nursing education programs must demonstrate that Entry-Level Competencies (ELC)s are embedded and taught in their curriculum. These competencies are supported by the College of Registered Nurses of Saskatchewan (CRNS) practice documents. Refer to the interpretations developed by CRNS when reviewing the program curriculum and completing the curriculum mapping tool template. Note that the examples provided are not limited to those mentioned.

# Competencies

## 1. Clinician

	Competency	Interpretation
1.1	Provides safe, ethical, competent, compassionate, client-centred and evidence-informed nursing care across the lifespan in response to client needs.	The program provides opportunities for students to learn how to engage clients in identifying their health needs, strengths, capacities and goals within the context of client-centred and evidence-based care across the lifespan. Students will have opportunities to provide safe, ethical, competent and compassionate care.
1.2	Conducts a holistic nursing assessment to collect comprehensive information on client health status.	The program will provide opportunities for students to develop and gain experience in their health history and physical assessment skills. Students will use appropriate assessment tools such as history taking to determine emotional, spiritual, cognitive, developmental, environmental, social and learning needs, including the client's beliefs about health and wellness.
1.3	Uses principles of trauma-informed care, which places a priority on trauma survivors safety, choice, and control.	The program will provide opportunities for the students to learn about trauma-informed care to respond to those at risk of or who experienced trauma. Students will ensure that the client and family members feel safe, both physically and psychologically. Students will build trust and transparency with clients who survived trauma and will recognize cultural, historical and gender issues, and set aside cultural stereotypes and biases.
1.4	Analyzes and interprets data obtained in client assessment to inform ongoing decision-making about client health status.	The program will provide opportunities for students to learn about the nursing process, how to analyze information collected from assessments, and how the data influence planning. Students analyze and interpret data obtained in client assessments to draw conclusions, modify and individualize client care.
1.5	Develops plans of care using critical inquiry to support professional judgment and reasoned decision-making.	The program will provide opportunities for students to engage in reflective practice, considering all sources of evidence contributing to clients successfully achieving their health goals. Students will use critical inquiry to support professional judgment and evidence-informed decision-making to develop plans of care.
1.6	Evaluates the effectiveness of the plan of care and modifies accordingly.	The program will provide opportunities for students to use a critical inquiry process to continuously monitor the effectiveness of client care. Students will monitor client care on an ongoing basis and modify their plans of care according to one's knowledge, skills and judgement.

## Clinician continued

	Competency	Interpretation
1.7	Anticipates actual and potential health risks and possible unintended outcomes.	The program will provide opportunities for students to identify and recognize actual and potential health risks, including implications of possible unintended outcomes, and initiate appropriate client care.
1.8	Recognizes and responds immediately when client safety is affected.	The program will provide opportunities for students to formulate clinical judgements that are consistent with the client's needs and priorities by proactively responding to changing situations that affect the client's health and safety to prevent injury and the development of client complications.
1.9	Recognizes and responds immediately when the client's condition is deteriorating.	The program will provide opportunities for students to recognize and seek immediate assistance or help others in rapidly changing client conditions affecting client health or safety.
1.10	Prepares clients for and performs procedures, treatments, and follow-up care.	In collaboration with the client and health care team, the student prepares the client for surgical/diagnostic procedures, treatments and provides follow-up care.
1.11	Applies knowledge of pharmacology and principles of safe medication practice.	The program will provide opportunities for students to learn and implement safe and evidence-informed medication practices.
1.12	Implements evidence-informed practices of pain prevention, manages client's pain and provides comfort through pharmacological and non-pharmacological interventions.	The program will provide opportunities for students to learn about pain management techniques, including techniques used by other health professions. Students are taught to understand clients preferences for pain management.

## Clinician continued

Competency		Interpretation
1.13	Implements therapeutic nursing interventions that contribute to the care and needs of the client.	The program will provide opportunities for students to learn and perform therapeutic interventions safely (e.g. positioning, skin and wound care, management of intravenous therapy and drainage tubes, and psychosocial interaction).
1.14	Provides nursing care to meet palliative and end-of-life care needs.	The program will provide opportunities for students to learn and provide pain and symptom management, psychosocial and spiritual support, and support for significant others to meet clients' palliative care or end-of-life care needs.
1.15	Incorporates knowledge about ethical, legal and regulatory implications of medical assistance in dying (MAiD) when providing nursing care.	The program teaches students about MAiD and their accountabilities, including conscientious objection. Students understand that they are accountable for complying with legislation, CRNS standards, ELCs and guidelines as applicable. Students have opportunities to self reflect to examine how their beliefs and values may differ from those of the client and the health care team. In practice, they incorporate their knowledge and seek assistance when appropriate.
1.16	Incorporates principles of harm reduction with respect to substance use and misuse into plans of care.	The program teaches students that the principles of harm reduction are aimed to protect human rights and improve public health. Students will understand that many people are unable or unwilling to stop using illicit substances.  Students will demonstrate compassion and dignity such as respect, privacy, freedom from cruel, inhuman, and degrading treatment when caring for clients who misuse substances (e.g. students learn motivational interviewing techniques).
1.17	Incorporates knowledge of epidemiological principles into plans of care.	The program teaches that epidemiology is a discipline within public health. Students are provided opportunities to learn about the distribution (frequency, pattern) and determinants (causes, risk factors) of health-related states and events (not just diseases) in specified populations (community and individuals viewed collectively). Students apply epidemiological principles to address health concerns and implement health promotion strategies.
1.18	Provides recovery-oriented nursing care in partnership with clients who experience a mental health condition and/or addiction.	The program teaches students about the principles of the recovery model, which focuses on a person's lived experience, choices and self-management. Students will acknowledge that the client's expectations about themselves have a strong influence on behaviour and outcomes. Students learn and demonstrate collaborative decision-making by understanding that the client's lived experience makes the client the expert in their care.

## Clinician continued

Competency		Interpretation
1.19	Incorporates mental health promotion when providing nursing care.	<p>The program provides opportunities for students to learn and apply strategies that promote mental health for all and creates supportive environments reducing the stigma of mental illness. Students will learn about using evidence-based risk assessment tools, which includes actively listening to the client and directly asking about thoughts of suicide.</p> <p>Students learn about the legal responsibility to report findings to the most responsible practitioner and documenting assessment and findings, including who was consulted.</p> <p>Students will gain knowledge of community resources and will promote the use of these resources with the client.</p>
1.20	Incorporates suicide prevention approaches when providing nursing care.	<p>The program provides opportunities for students to learn and incorporate various evidence-based suicide prevention approaches. For example, implementation of the Zero Suicide Initiative, which includes directly asking the client about suicidal thoughts, supporting hospitals to improve the safety of the physical environment, being knowledgeable about psychosocial treatment interventions including Cognitive Behaviour Therapy and Dialectical Behaviour Therapy.</p> <p>Students will learn how to build a safety plan intervention with the client, which may include family and other social supports.</p>
1.21	Incorporates knowledge from the health sciences, including anatomy, physiology, pathophysiology, psychopathology, pharmacology, microbiology, epidemiology, genetics, immunology, and nutrition.	<p>The program will provide opportunities for students to learn foundational knowledge from various health sciences that can influence a nurse's understanding of clients and their health care needs. Students will have opportunities to apply their nursing knowledge, skills and judgment.</p>
1.22	Incorporates knowledge from nursing science, social sciences, humanities, and health-related research into plans of care.	<p>The program will provide opportunities for students to acquire knowledge in areas such as nursing theories, leadership and change theories, communication and learning, crisis intervention, loss, grief and bereavement, systems theory, diversity, power relations. Students will incorporate this knowledge into plans of care.</p>
1.23	Uses knowledge of the impact of evidence-informed registered nursing practice on client health outcomes	<p>The program will provide opportunities for students to support client health outcomes by engaging in reflective practice and decision-making that is evidenced-informed and in line with best practices.</p>

## Clinician continued

Competency		Interpretation
1.24	Uses effective strategies to prevent, de-escalate, and manage disruptive, aggressive, or violent behaviour.	The program will provide opportunities for students to acquire a body of knowledge regarding the management or prevention of disruptive or aggressive behaviour and horizontal violence with clients, families and others (e.g. team members). Students will have opportunities to prevent, de-escalate, and manage disruptive, aggressive, or violent behaviour.
1.25	Uses strategies to promote wellness, to prevent illness, and to minimize disease and injury in clients, self, and others.	The program will provide opportunities for students to learn and apply strategies that promote health and disease prevention (e.g. promoting hand washing, immunization, helmet safety, safe sex) in the community or in the broader health care system.
1.26	Adapts practice in response to the spiritual beliefs and cultural practices of clients.	The program will provide opportunities for students to provide care for clients while demonstrating respect for their health/ illness status, their diagnoses, life experiences, spiritual/ religious/ cultural beliefs and practices, and health care choices.
1.27	Implements evidence-informed practices for infection prevention and control.	The program will provide opportunities for students to learn and apply evidenced-informed workplace health and safety principles, including bio-hazard prevention and infection control practices, and appropriate protective devices when providing nursing care to prevent harm to clients, self, other health care workers and the public.



## 2. Professional

Competency		Interpretation
2.1	Demonstrates accountability, accepts responsibility and seeks assistance as necessary for decisions and actions within the legislated scope of practice.	The program will provide opportunities for students to learn what it means to be accountable to the public and the profession by understanding self-regulation, the scope of practice, practice standards and associated competencies for safe nursing practice in Saskatchewan. Students have the opportunities to practice within the scope of registered nursing practice as defined in <i>The Registered Nurses Act, 1988</i> . Students articulate the role and responsibilities of a Registered Nurse (RN), and they recognize individual competence within the legislated scope of practice and seek support and assistance as necessary.
2.2	Demonstrates a professional presence, and confidence, honesty, integrity, and respect in all interactions.	The program will provide opportunities for students to demonstrate honesty, integrity and respect in all professional interactions. Students will identify, develop and model a professional presence. Examples of professional presence include professional manner, respectful communication, attire, punctuality, advocacy for the profession and following CRNS's Standards, ELCs and CNA Code of Ethics.
2.3	Exercises professional judgment when using agency policies and procedures, or when practicing in their absence.	The program will provide opportunities for students to learn about the nursing scope of practice, how specific organizational policies may affect the scope of practice, and how students can deal with responsibilities and accountabilities in the absence of organizational policies.
2.4	Maintains client privacy, confidentiality, and security by complying with legislation, practice standards, ethics, and organizational policies.	The program will provide opportunities for students to learn the difference between ethical and legal considerations and relevance when providing nursing care. Students demonstrate ethical responsibilities and legal obligations related to maintaining client privacy, confidentiality and security in all forms of communication, including social media.
2.5	Identifies the influence of personal values, beliefs, and positional power on clients and the health care team and acts to reduce bias and influences.	The program provides opportunities for students to engage in client-centred care with a focus on recognizing power imbalance in therapeutic nurse-client relationships. Students identify the effect of their values, beliefs and experiences in relationships with clients and recognize potential conflicts while ensuring safe client care. These opportunities also help students self-reflect, recognize and respect diversity in clients and team members while demonstrating an awareness of the influence of existing positional power relationships.
2.6	Establishes and maintains professional boundaries with clients and the health care team.	The program provides opportunities for students to establish and maintain appropriate professional boundaries with clients and other health care team members, including the distinction between social and therapeutic relationships.

## Professional continued

Competency		Interpretation
2.7	Identifies and addresses ethical (moral) issues using ethical reasoning, seeking support when necessary.	The program provides opportunities for students to identify ethical dilemmas and moral distress. Students use an ethical framework, evidence-informed decision-making process and self-reflection to address situations of ethical dilemmas and moral distress. Students identify what resources to seek when necessary.
2.8	Demonstrates professional judgment to ensure social media and information and communication technologies (ICTs) are used in a way that maintains public trust in the profession.	The program provides students opportunities to learn about client health records, workload measurement systems, use of social media and other clinical applications used in health care. Students demonstrate responsibility with their technology use and ensure their use meets legal requirements for privacy and confidentiality.
2.9a	Adheres to the self-regulatory requirements of jurisdictional legislation to protect the public by assessing their own practice and individual competence to identify learning needs.	The program provides students opportunities to learn about CRNS's Continuing Competency Program (CCP) and fulfill the program's self-assessment requirements. Students demonstrate continuing competence and preparedness to meet regulatory requirements by reflecting on their practice and individual competence to identify learning needs.
2.9b	Adheres to the self-regulatory requirements of jurisdictional legislation to protect the public by developing a learning plan using a variety of sources.	The program provides opportunities for students to establish and maintain appropriate professional boundaries with clients and other health care team members, including the distinction between social and therapeutic relationships.
2.9c	Adheres to the self-regulatory requirements of jurisdictional legislation to protect the public by seeking and using new knowledge that may enhance support or influence competence in practice.	The program provides students opportunities to learn about the CRNS's CCP and fulfill the self-assessment requirements of the program. Students demonstrate continuing competence and preparedness to meet regulatory requirements by seeking and using new knowledge that may enhance, support or influence competence in practice.

## Professional continued

Competency		Interpretation
2.9d	Adheres to the self-regulatory requirements of jurisdictional legislation to protect the public by implementing and evaluating the effectiveness of the learning plan and developing future learning plans to maintain and enhance competence as an RN.	The program provides students opportunities to learn about the CRNS's CCP and fulfill the self-assessment requirements of the program. Students demonstrate continuing competence and preparedness to meet regulatory requirements by implementing and evaluating the effectiveness of one's Learning Plan, and developing future Learning Plans to maintain and enhance one's competence as an RN.
2.10	Demonstrates fitness to practice.	The program provides opportunities for students to understand the concept of fitness to practice. Students articulate the concept and significance of fitness to practice in the context of nursing practice, self-regulation and public protection. Students will self-assess and reflect on their ability to provide safe and ethical nursing care.
2.11	Adheres to the duty to report.	The program provides opportunities for students to learn about unsafe practice and mandatory reporting requirements from a legislative perspective. Students recognize when and to whom to report unsafe practice or professional misconduct of a health care provider and respond accordingly.
2.12	Distinguishes between the mandates of regulatory bodies, professional associations, and unions.	The program provides opportunities for students to differentiate and articulate differences between the mandates of relevant regulatory bodies. Students will learn about the mandates and authorities of relevant professional associations and unions.
2.13	Recognizes, acts on, and reports, harmful incidences, near misses, and no harm incidences.	The program provides opportunities for students to recognize, reflect and report potentially unsafe situations within the practice environment (e.g. needle stick injuries, falls and medication errors). Students recognize when they or their colleagues almost make a mistake or have a "near miss." Students learn the importance of documentation as part of the reporting process.
2.14	Recognizes, acts on, and reports actual and potential workplace and occupational safety risks.	The program provides opportunities for students to recognize and apply workplace health and safety principles, including bio-hazard prevention and infection control practices, and appropriate protective devices when providing nursing care.

### 3. Communicator

	Competency	Interpretation
3.1	Introduces self to clients and health care team members by first and last name and professional designation (protected title).	The program teaches students that the titles “Registered Nurse” and “Nurse” are protected titles. Students consistently identify self by first and last name and use the title “nursing student” when introducing themselves.
3.2	Engages in active listening to understand and respond to the client’s experience, preferences, and health goals.	The program provides students with opportunities to learn how important active listening is and how this communication technique impacts therapeutic relationships. Students demonstrate and engage in active listening techniques to understand and respond to their clients.
3.3	Uses evidence-informed communication skills to build trusting, compassionate, and therapeutic relationships with clients.	The program teaches students that a therapeutic relationship with clients supports them, promotes healing and enhances client functioning. Students will learn that knowing other team members activities and abilities create trust and respect among team members and that working together promotes compassion (showing interest in clients’ life experiences), trust (being honest, knowledgeable, dependable and accepting) and genuineness (assurances of ongoing interest in the client’s needs). Students will adapt their communication skills so all team members can rely on one another in order to give the best possible care to their clients.
3.4	Uses conflict resolution strategies to promote healthy relationships and optimal client outcomes.	The program teaches students that conflicts may involve the health care team, clients and their families or substitute decision-makers. Students will learn and demonstrate conflict management and resolution strategies and are able to identify when to escalate issues.
3.5	Incorporates the process of relational practice to adapt communication skills.	The program provides students with opportunities to engage in therapeutic relationships with clients. Students will demonstrate compassionate, respectful and trustworthy care with the client, and understands that collaboration with the client and the health care team create better client and professional outcomes.
3.6	Uses information and communication technologies (ICTs) to support communication.	The program provides opportunities for students to learn about unsafe practice and mandatory reporting requirements from a legislative perspective. Students recognize when and to whom to report unsafe practice or professional misconduct of a health care provider and respond accordingly.

## Communicator continued

Competency		Interpretation
3.7	Communicates effectively in complex and rapidly changing situations.	The program provides students with learning opportunities to recognize, effectively communicate and seek immediate assistance in rapidly changing client conditions that affect client health and safety. Students understand the challenges they may face with clients who have multiple comorbidities that impact on the situation and care.
3.8	Documents and reports clearly, concisely, accurately, and in a timely manner.	The program provides students with opportunities to document assessment data in accordance with evidence-informed practice.

## 4. Collaborator

Competency		Interpretation
4.1	Demonstrates collaborative professional relationships.	The program provides students with opportunities to reflect on their personal values, beliefs and experiences that impact the relationships among health care team members. Students are encouraged to engage in collaborative interactions within the nursing and health care team, to develop and implement a client-centred plan of care.
4.2	Initiates collaboration to support care planning and safe, continuous transitions from one health care facility to another, or to residential, community or home and self-care.	The program provides students opportunities to collaborate with other health care team members to develop care plans that promote continuity for clients within the circle of care. This includes discharge planning and connecting clients and families with community resources.
4.3	Determines their own professional and interprofessional role within the team by considering the roles, responsibilities, and the scope of practice of others.	The program teaches students about areas of uniqueness and overlap between nursing scope of practice and other health care team members scopes of practice. Students participate and contribute to nursing and health care teams development by building partnerships based on respect for the unique and shared competencies of each team member.
4.4	Applies knowledge about the scopes of practice of each regulated nursing designation to strengthen intraprofessional collaboration that enhances contributions to client health and well-being.	The program provides students opportunities to learn about the different roles and responsibilities of each regulated nursing designation. Students learn to appreciate areas of overlap in roles and the need to seek and advocate for clarity. Students participate and contribute to nursing team development by knowing and supporting the full scope of practice of each regulated nursing designation.
4.5	Contributes to health care team functioning by applying group communication theory, principles, and group process skills.	The program provides students opportunities to participate and contribute to nursing and health care team development by promoting collaboration through principles of team functioning, conflict resolution, role clarification, shared problem-solving and decision-making.

## 5. Coordinator

	Competency	Interpretation
5.1	Consults with clients and health care team members to make ongoing adjustments required by changes in the availability of services or client health status.	The program teaches students the difference between coordination and collaboration and the implications for client care. Students recognize changes in client health status and coordinate aspects of client care within the health care team to address and identify strategies for care planning. Students will have opportunities to participate in and contribute to team care conferences (such as rounds) and articulate themselves in a professional manner.
5.2	Monitors client care to help ensure needed services happen at the right time and in the correct sequence.	The program provides opportunities for students to establish priorities of care by monitoring and using assessment data. Students advocate for the client's best interest and implement aspects of care in a timely manner.
5.3	Organizes own workload, assigns nursing care, sets priorities, and demonstrates effective time management skills.	The program provides opportunities for students to organize their own workload and develop time management skills for meeting responsibilities. The program ensures students understand the importance of self-organization and prioritizing client care (e.g. prioritizing care of multiple clients, needs of peers/collaborative team, emergencies, conflicts, multiple needs for the same client). Students demonstrate responsibility and honesty by communicating work that is completed and not completed.
5.4	Demonstrates knowledge of the delegation process.	The program provides opportunities for students to acquire knowledge of the legislative requirements for delegation from a physician to an RN. As well as knowledge of practice documents and employer policy related to the delegation process.
5.5	Participates in decision-making to manage client transfers within health care facilities.	The program provides students opportunities to participate and contribute to nursing and health care team development by promoting collaboration through principles of team functioning, conflict resolution, role clarification, shared problem-solving and decision-making.
5.6	Supports clients to navigate health care systems and other service sectors to optimize health and well-being.	The program provides opportunities for students to support clients in making informed decisions about their health care. Students facilitate client ownership of direction and outcomes of care and empower the client to identify and access health and other resources in their communities.

## Coordinator continued

Competency		Interpretation
5.7	Prepares clients for transitions in care.	The program provides opportunities for students to demonstrate collaboration with the client and the health care team, in order to prepare clients for transitions in care (e.g. movement between units, passing accountability of care to a nurse during shift change, preparation for surgical/diagnostic procedures and treatments).
5.8	Prepares clients for discharge.	The program provides opportunities for students to collaborate with clients and coordinate with other health care team members to identify health care needs, strengths, capacities and goals, that may influence discharge planning. Students will document assessment data and discharge teaching in accordance with evidence-informed practice.
5.9	Participates in emergency preparedness and disaster management.	The program provides opportunities for students to learn about emergency codes. Students participate in emergency preparedness and disaster planning and work collaboratively with others to develop and implement plans that facilitate the protection of the public. Students learn what their own responsibilities are as a student of their program and what their role is in protecting themselves and others.



## 6. Leader

Competency		Interpretation
6.1	Acquires knowledge of the Calls to Action of the Truth and Reconciliation Commission of Canada.	The program provides opportunities for students to learn about the Calls to Action of the Truth and Reconciliation Commission of Canada and the impact on health and health outcomes for clients, families and nursing practice. Students reflect on how their practice may be influenced by the Calls to Action.
6.2	Integrates continuous quality improvement principles and activities into nursing practice.	The program provides opportunities to understand and apply quality improvement principles. Opportunities could include identification of an opportunity to enhance safety issues and escalation to the health care team, involvement in PDSA's or participation in small or large quality improvement initiatives. The student will understand that improving quality is a continuous process and is everyone's accountability.
6.3	Participates in innovative client-centred care models.	The program provides opportunities for students to seek out new information, knowledge and best practices of the RN role and client-centred care. Students will learn about the value of nursing care to clients and the broader population by using principles of primary health and participating in evidenced-based client-centred health care models.
6.4	Participates in creating and maintaining a healthy, respectful, and psychologically safe workplace.	The program teaches students about maintaining their own safety and others' safety. Students demonstrate a body of knowledge about safe and healthy work environments (e.g. safe work practices or techniques, prevention and management of disruptive behaviour, issues of horizontal violence or aggressive behaviour, client safety principles).
6.5	Recognizes the impact of organizational culture and acts to enhance the quality of a professional and safe practice environment.	The program provides opportunities for students to critically analyze their practice setting and organizational culture. Students have the opportunities to reflect on the influence of facility and unit specific policies and procedures on nursing practice.
6.6	Demonstrates self-awareness through reflective practice and solicitation of feedback.	The program provides opportunities for students to seek constructive feedback from a variety of sources. Based on feedback received, students will look for opportunities to implement feedback into practice.

## Leader continued

Competency		Interpretation
6.7	Takes action to support culturally safe practice environments.	The program teaches students about the importance of cultural safety, culturally competent care and communication. Students demonstrate collaboration with diverse clients who may hold different world views and values than the student.
6.8	Uses and allocates resources wisely.	The program provides opportunities for students to evaluate the appropriateness of resources used to provide effective and efficient care. Students learn to manage resources in an environmentally and fiscally responsible manner.
6.9	Provides constructive feedback to promote professional growth of other members of the health care team.	The program provides opportunities for students to learn how to give and receive constructive feedback. Students participate in and contribute to nursing and health care team development by providing and encouraging constructive feedback.
6.10	Demonstrates knowledge of the health care system and its impact on client care and professional practice.	The program provides opportunities for students to acquire knowledge about the health care system to improve health care services at the national and international levels, provincial and territorial levels, regional and municipal levels, agency and point of care levels (e.g. students learn about WHO, Health Canada, the Ministry of Health, hospital, community settings, and clinical areas: unit, clinic, community agency).
6.11	Adapts practice to meet client care needs within a continually changing health care system.	The program provides opportunities for students to identify and understand the effect of transformative change (e.g. how political, social or scientific change may impact nursing practice and client care). Students will have opportunities to collaborate with others to adapt nursing practice, reflective of evidence-based outcomes, in response to health care system changes.

## 7. Advocate

Competency		Interpretation
7.1	Recognizes and takes action in situations where client safety is actually or potentially compromised.	The program teaches students how to advocate for clients and how to intervene to ensure client safety. Students have the opportunity to examine and address circumstances (or potential circumstances) where misuse of power between individuals may occur. Students need to be informed of their obligations from both legal and professional perspectives. Examples may include sexual abuse, bullying and family violence. The program also supports the student's acquisition of knowledge regarding mandatory reporting obligations for sexual abuse cases.
7.2	Resolves questions about unclear orders, decisions, actions, or treatment.	The program teaches students to question, in a professional manner, orders that may be unclear, incorrect or unsafe.
7.3	Advocates for the use of Indigenous health knowledge and healing practices in collaboration with Indigenous healers and Elders consistent with the <i>Calls to Action of the Truth and Reconciliation Commission of Canada</i> .	The program supports knowledge acquisition regarding the use of Indigenous health knowledge, healing practices and collaboration with Indigenous healers and elders, consistent with the Calls to Action of the Truth and Reconciliation Commission of Canada. Students reflect on how they may advocate for the use of Indigenous health knowledge and practices in various settings and the impact on nurse practice and client outcomes.
7.4	Advocates for health equity for all, particularly for vulnerable and/or diverse clients and populations.	The program supports the acquisition of knowledge from nursing and other disciplines that identify health equity issues across population. Students have the opportunity to participate in advocacy activities that address current and emerging health care issues impacting equity.
7.5	Supports environmentally-responsible practice, which includes, ". . . environmental preservation and restoration while advocating for initiatives that reduce environmentally harmful practices in order to promote health and well-being" (CNA, 2017b, p. 19).	The program provides opportunities for students to manage resources in an environmentally responsible manner to provide effective and efficient client care. The program prepares students to be responsible for the resources they use in the health care settings.

## Advocate continued

Competency		Interpretation
7.6	Advocates for safe, competent, compassionate and ethical care for clients.	The program teaches students about organization and system- wide issues with respect to client safety and ethical care. The program teaches students about the importance of advocating for clients or their representatives, especially when they are unable to advocate for themselves. Students will collaborate with others in the organization to prevent future incidents to promote a safe environment for clients, self, health care providers and the public, addressing the unique needs of clients within the context of care and ethical practice.
7.7	Supports and empowers clients in making informed decisions about their health care and respects their decisions.	The program teaches students to be respectful and understanding of clients choices and in their care preferences and decisions.
7.8	Supports healthy public policy and principles of social justice.	The program prepares students to be aware of healthy public policy and understand how this may impact their practice and the care of clients.
7.9	Assesses that clients have an understanding and ability to be an active participant in their own care and facilitates appropriate strategies for clients who are unable to be fully involved.	The program teaches students the importance of assessing and verifying the client's capacity to be an active participant in their own care and their understanding of essential information. Students will identify strategies to use in situations when clients are not able to be fully involved and seek assistance when necessary.
7.10	Advocates for client's rights and ensures informed consent, guided by legislation, practice standards, and ethics.	The program teaches students about informed consent as it applies to multiple contexts (e.g. consent for care, refusal of treatment, release of health information, consent for participation in research). Students become familiar with CRNS related documents, guidelines and relevant legislation.

## Advocate continued

Competency		Interpretation
7.11	Uses knowledge of population health, determinants of health, primary health care, and health promotion to achieve health equity.	The program supports the acquisition of knowledge regarding the role of primary health care in health delivery systems and its significance for population health. Students learn about human growth and development, role transitions and social determinants of health. Students understand how social and lifestyle factors impact health and have opportunities to participate in health promotion strategies across different populations to advocate for health equities.
7.12	Assesses client's understanding of informed consent and implements actions when client is unable to provide informed consent.	The program teaches students about ethical and legal obligations for obtaining informed consent.
7.13	Demonstrates knowledge of a substitute decision maker's role in providing informed consent and decision-making for client care.	The program teaches students about the importance of a substitute decision maker's role in a client's plan of care (e.g. the program teaches students about relevant legislation such as the Health Care Directives and Substitute Health Care Decision Makers Act and how this may apply to their practice). Opportunities are provided for students to demonstrate knowledge.
7.14	Uses knowledge of health disparities and inequities to optimize health outcomes for all clients.	The program provides opportunities for students to incorporate knowledge of health disparities and inequities of vulnerable populations to contribute to strategies that support positive health outcomes.

## 8. Educator

Competency		Interpretation
8.1	Develops an education plan with the client and team to address learning needs.	The program provides students with opportunities to collaborate with clients and the health care team to develop and implement education plans addressing identified client learning needs by applying adult learning principles and using different teaching and learning strategies.
8.2	Applies strategies to optimize client health literacy.	The program provides students with opportunities to collaborate with clients to identify appropriate health teaching strategies that will enhance client's learning (e.g. knowledge of assessment of readiness to learn, the various methods of health teaching including visual, oral, written, modelling and types of learning styles such as cognitive, psychomotor and affective).
8.3	Selects, develops and uses relevant teaching, learning theories and strategies to address diverse clients and contexts, including lifespan, family, and cultural considerations.	The program provides students with opportunities to collaborate with clients to select, develop and use relevant teaching and learning theories and strategies that address diverse clients (e.g. consideration of various racial, ethnic and cultural backgrounds, attention to degree of learning disability and cognitive impairment, consideration of developmental stages of learning, and understanding the level of involvement of family and/or support networks in implementing an education and/or learning plan.)
8.4	Evaluates the effectiveness of health teaching and revises education plan if necessary.	The program provides students with opportunities to evaluate the outcome of health teaching activities (e.g. seeks the client's feedback, evaluates the client's knowledge and skills after teaching). Students will collaborate with the client and team to revise the education plan as necessary.
8.5	Assists clients to access, review and evaluate the information they retrieve using information and communication technologies (ICTs).	The program provides opportunities for students to teach clients about accessing information using reliable health information sources. Students help clients understand how to determine if the information sources are reliable. Students help clients understand the information they obtain, using strategies to optimize client health literacy.

## 9. Scholar

Competency		Interpretation
9.1	Uses the best evidence to make informed decisions.	The program provides opportunities for students to critique and understand scholarly research and its application to care planning and nursing interventions in clinical and non-clinical practice. Students have opportunities to seek new information, knowledge and best practices for use in the provision of nursing care, and engage in reflective practice to inform their own decision-making.
9.2	Translates knowledge from relevant sources into professional practice.	The program provides opportunities for students to ask questions, provide opinions and seek additional knowledge. Students will have learning opportunities such as reading groups or seminars, professional practice activities or client care conferences to support critical inquiry. Students collaborate with the health care team to share new information, knowledge and best practices that may influence or change client care. Students use knowledge of theories and frameworks relevant to health and healing as rationale for providing nursing care.
9.3	Engages in self-reflection to interact from a place of cultural humility and create culturally safe environments where clients perceive respect for their unique health care practices, preferences, and decisions.	The program provides opportunities for students to learn about cultural safety, cultural humility and systemic racism. Students will have learning opportunities such as reading, group discussion, reflective activities or seminars that are focused on understanding health disparities, social inequities, cultural differences and their impact on health and health outcomes. Through self-reflection, students demonstrate awareness of and sensitivity to cultural issues and an increased understanding of others experiences by acknowledging their own assumptions, biases, values.
9.4	Engages in activities to strengthen competence in nursing informatics.	The program provides opportunities for students to learn about nursing informatics and other information and communication technology in promoting and providing safe nursing care.
9.5	Identifies and analyzes emerging evidence and technologies that may change, enhance, or support health care.	The program provides opportunities for students to develop a capacity to monitor for trends in nursing knowledge and technologies that change, enhance or support nursing practice and health care. Students demonstrate critical inquiry and engage in high-level thinking such as reflection, analysis and synthesis of information, or questioning of the status quo or current state.

## Scholar continued

Competency		Interpretation
9.6	Uses knowledge about the current and emerging community and global health care issues and trends to optimize client health outcomes.	The program provides opportunities for students to demonstrate knowledge about the emerging community, population and global health issues and research (e.g. pandemics, mass immunizations, emergency/ disaster planning, food and water safety).
9.7	Supports research activities and develops own research skills.	The program provides opportunities for students to contribute to a culture that supports nursing or health research through collaboration and participation in research activities. Students learn what involvement in research means for the nursing profession and health care as a whole and that they or their clients may be involved in research studies.
9.8	Engages in practices that contribute to lifelong learning.	The program provides opportunities for students to articulate the significance of continuing competence requirements within professional self-regulation. Students will engage in self-reflection for the purposes of ongoing professional development.



