

Nurse Practitioner Entry-Level Competencies

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Introduction

The Entry-Level Competencies (ELC) for Nurse Practitioners (NP) reflect the foundational knowledge, skills, and judgement required of NPs to provide safe, competent, ethical, and compassionate care. While NPs' roles and responsibilities may vary by context and client population, this document outlines the competencies that all NPs must possess to be competent when they begin to practice.

Profile of the Entry-Level Nurse Practitioner

NPs are Registered Nurses (RN) with additional experience and nursing education at the Master's level, which enables them to autonomously diagnose and manage care across the lifespan in all practice settings. Advanced practice nurses use their in-depth knowledge and experience to analyze, synthesize and apply evidence to make decisions. They apply theory and knowledge from nursing and other disciplines to provide a comprehensive range of essential services grounded in professional, ethical, and legal standards within a holistic model of care. NPs work across all domains of practice. They provide leadership and collaborate within and across communities, organizations, and populations to improve health and system outcomes. In some settings, NPs assume the role of the most responsible provider.

Background

The Canadian Council of Registered Nurse Regulators (CCRNRR) first published the NP ELCs in Canada in 2016. The CCRNR periodically revises the NP ELCs to ensure the ELCs continue to reflect the evolving population needs, health systems and NP practice. This revision process of the NP ELCs began in 2020. This revision process was led by a CCRNR working group comprised of 11 jurisdictions representing Registered Nurse regulators in Canada. An environmental scan, literature reviews and national and provincial stakeholder consultation informed revisions to the NP ELCs. The revised NP ELCs ensure the continued inter-jurisdictional consistency to support workforce mobility requirements of the Canadian Free Trade Agreement. The nursing regulatory body in each jurisdiction validates and approves the ELCs and confirms they are consistent with provincial/territorial legislation.

Regulatory Authority

The College of Registered Nurses of Saskatchewan (CRNS) is a profession-led regulatory body established in 1917 by the provincial legislature. The CRNS is accountable through *The Registered Nurses Act, 1988* (the Act) for public protection by ensuring members are safe, competent and ethical practitioners. The Act provides the legislative authority for Registered Nurse practice in Saskatchewan. Subsection 15(2) of the Act enables the CRNS to create bylaws that:

- prescribe the powers and procedures of the Council;
- provide for a code of professional ethics;
- set the standards for professional conduct, competence and proficiency of nurses; and,
- further specify categories of practice and the rights and privileges of those categories.

CRNS Bylaw IV details the privileges and obligations of practicing members. Obligations of practicing members include adhering to the code of ethics, nursing standards and competencies incorporated by reference in Bylaw XV and set the standards for professional conduct, competency and proficiency of RNs.

Purpose of the Entry-Level Competencies for Nurse Practitioners

The NP ELCs reflect the knowledge, skills, and judgement required of NPs to practice safely and ethically. They are used by regulatory bodies for several purposes, including but not limited to the following:

- academic program approval/recognition;
- assessment of internationally educated applicants;
- assessment of applicants for re-entry into the profession;
- practice advice/guidance to clinicians;
- reference for professional conduct matters; and,
- public and employer awareness of the practice expectations of NPs.

Entry-Level Competencies and Entry-Level Nurse Practitioner Practice

NP practice is dynamic and evolving. The NP ELCs encompass and build on the competencies of an RN and establish the foundation for NP practice. While the ELCs define entry-level NP practice, all NPs are ultimately accountable for meeting them throughout their careers.

An NP is considered “entry-level” on initial registration or licensure. Their practice draws on a theoretical and experiential knowledge base shaped by their RN practice and their NP education program

Principles and Assumptions for Entry-Level Nurse Practitioner Practice

The following overarching principles and assumptions inform how the ELCs influence the education and practice of entry-level NPs. The entry-level NP:

- Has a strong foundation in nursing theory and knowledge of health and sciences, humanities, research, and ethics from formal graduate-level programs.
- Practices autonomously within the legislation, practice standards, ethics, and scope of practice in their jurisdiction.
- Works within their scope of practice and seeks guidance when encountering situations beyond their competence.
- Is prepared to practice safely, competently, compassionately, and ethically:
 - with all people across the lifespan;
 - with all clients – individuals, families, groups, communities, and populations;
 - in all practice settings; and,
 - across all domains of practice.
- Uses evidence and applies critical thinking throughout all aspects of practice.

Structure

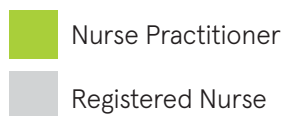
The revised ELCs were developed using a role-based framework representing the multiple roles NPs assume when providing services in any practice setting. They are an interconnected set of competencies and indicators. For clarity and to avoid unnecessary repetition, key concepts are mentioned once and assumed to apply to all roles. While each role is presented separately, it is essential to note that NPs may use aspects of more than one role simultaneously.

The NP ELCs encompass and build on the RN ELCs, focusing on distinct entry-level competencies for NPs. The document is organized thematically in a role-based format, similar to the RN ELCs. Performance indicators accompany the competencies.

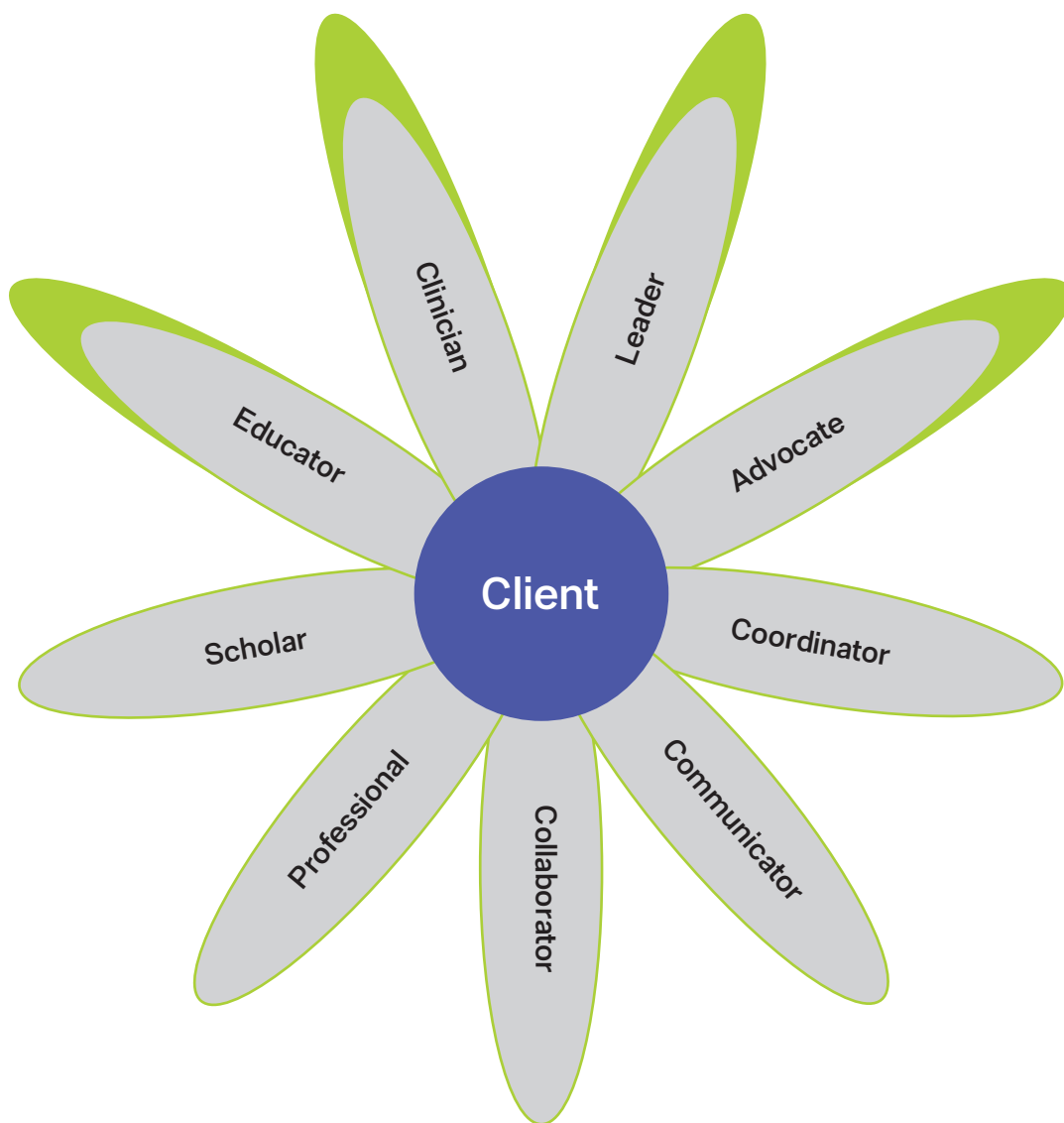
There are a total of 29 competencies grouped thematically under five roles:

1. Clinician
2. Leader
3. Advocate
4. Educator
5. Scholar

Nurse Practitioner Role-based Competency Framework



This visual shows how the Nurse Practitioner Entry-Level Competencies encompass and build on the Registered Nurse Entry-Level Competencies.



1.0 Clinician

NPs deliver safe, competent, compassionate, and ethical care across the lifespan with diverse populations and in various practice settings. NPs ground their care in evidence-informed practice and use critical inquiry in their advanced diagnostic and clinical reasoning.

Assessment

1.1 Establish the reasons for the client encounter to determine the nature of the services required by the client.

The client is the person, patient or resident who benefits from nursing care. A client may be an individual, a family, a group, a community or a population (Nurses Association of New Brunswick, 2016).

- a. Perform an initial observational assessment of the client's condition.
- b. Ask pertinent questions to establish the presenting issues.
- c. Evaluate information relevant to the client's presenting concerns.
- d. Prioritize routine, urgent, emergent, and life-threatening situations.

1.2 Obtain informed consent according to legislation and regulatory requirements.

- a. Co-create with the client a shared understanding of the scope of services, expectations, client's strengths and limitations, and priorities.

Co-create is engaging in an intentional relationship for the purpose of creating something together. It goes beyond collaboration and client-focused care as it requires the dynamics of the relationship to build something. It means that clients and nurses are equal partners and share power in the relationship (Hemberg & Bergdahl, 2019).

- b. Support the client to make informed decisions, discussing risks, benefits, alternatives, and consequences.
- c. Obtain informed consent for the collection, use, and disclosure of personal and health information.

1.3 Use critical inquiry to analyze and synthesize information from multiple sources to identify client needs and inform assessment and diagnosis.

- a. Establish a shared understanding of the client's culture, strengths, and limitations.
- b. Integrate information specific to the client's biopsychosocial, behavioural, cultural, ethnic, and spiritual circumstances; current developmental life stage; gender expression; and social determinants of health, considering epidemiology and population-level characteristics.
- c. Integrate findings from past and current health history and investigations.
- d. Apply current, credible and reliable research, literature and standards to inform decision-making.
- e. Collect pharmacological history, including over-the-counter products, complementary and alternative medicine, natural health products, and traditional medicine.

The terms "complementary medicine" and "alternative medicine" refer to a broad set of health care practices that are not part of that country's own traditional or conventional medicine and are not fully integrated into the

dominant health care system (World Health Organization, 2019). Terminology related to care practices and approaches continue to evolve; ‘integrative and functional medicine’ is emerging as a more inclusive term to replace ‘complementary and alternative medicine’. While functional medicine focuses on creating individualized therapies tailored to treat underlying causes of illness, integrative medicine seeks to understand the individual as a whole and applies many forms of therapy to improve wellness (Allessi, 2019). As ‘integrative and functional medicine’ is not yet common nomenclature, the more traditional terminology ‘complementary and alternative medicine’ has been used.

- f. Support the client’s wishes and directions for advance care planning, and palliative and end-of-life care.

1.4 Conduct an assessment relevant to the client’s presentation to inform diagnostic decisions.

- a. Determine the need for conducting a focused or comprehensive assessment.
- b. Conduct an assessment using valid and reliable techniques and tools.
- c. Conduct an assessment with sensitivity to the client’s culture, lived experiences, gender identity, sexuality, and personal expression.

Gender identity is a person’s internal and deeply felt sense of being man or woman, both, neither, or somewhere along the gender spectrum. A person’s gender identity may or may not align with the gender typically associated with the sex they were assigned at birth. Gender identity is not necessarily visible and is not related to sexual orientation (Government of Canada, 2019).

- d. Conduct a mental health assessment, applying knowledge of emotional, psychological, and social measures of well-being.
- e. Conduct a review of systems to identify pertinent presenting findings.
- f. Order and perform screening and diagnostic investigations, including point-of-care tests, applying principles of resource stewardship.

Point-of-care testing refers to diagnostic tests performed at or near the patient’s location by health care professional or other qualified personnel. It can include tests conducted by the patient themselves at home or a community setting (Cowling & Dolcine, 2017).

Diagnosis

1.5 Integrate critical inquiry and diagnostic reasoning to formulate differential diagnoses and final diagnoses.

- a. Interpret the results of investigations.
- b. Generate differential diagnoses based on data analysis.
- c. Create a shared understanding of assessment findings, diagnoses, anticipated outcomes, and prognosis.
- d. Determine the leading diagnosis based on clinical and diagnostic reasoning.

Management

1.6 Use clinical reasoning to create a shared management plan based on diagnoses and the client’s preferences and goals.

- a. Examine, and explore with the client, options for managing the diagnoses.

- b. Consider availability, cost, determinants of health, clinical efficacy, and potential client adherence to determine the feasibility and sustainability of the management plan.
- c. Determine and prioritize interventions integrating client goals and preferences, resources, and clinical urgency.
- d. Provide and seek consultation from other professionals and organizations to support client management.
- e. Use technology to deliver health care services after considering the appropriateness of virtual care services, environmental factors, the service's nature, the system's security, alternative approaches, and contingency plans.

Virtual care refers to any interaction between client and/or members of their circle of care, occurring remotely, using any form of communication or information technology, with the aim of facilitating or maximizing the quality and effectiveness of client care. Virtual care technologies are those forms of technology that allows 'virtual' interactions with health care professionals to occur in real time, from virtually any location. Services provided using virtual care technologies range from simple to complex. Examples of simple technologies may include telephone, text, messenger, or email, etc. Examples of complex technologies may include, but are not limited to, live, two-way audio/video conferencing or virtual visits, teleradiology, telerobotics, and remote control surgical instrumentation (Canadian Medical Association, 2020).

- f. Use electronic health records and tracking systems to accurately collect and document client information and delivery of health services.

1.7 Prescribe and counsel clients on pharmacological and non-pharmacological interventions, across the lifespan.

- a. Follow legislative, regulatory, and organizational requirements, when prescribing pharmacological and non-pharmacological interventions.
- b. Use drug-information systems to select evidence-informed pharmacological interventions based on diagnoses, concurrent client therapies, and available medication history.
- c. Utilize prescription monitoring and reporting programs according to jurisdictional and legislative requirements.
- d. Complete medication reconciliation to make clinical decisions based on an analysis of the client's current pharmacological and non-pharmacological therapy.
- e. Analyze polypharmacy to identify unnecessary and unsafe prescribing, and deprescribe where possible.
- f. Recommend or order non-pharmacological interventions and complementary, alternative, and natural health products based on client preference, history, and cultural practice.
- g. Incorporate principles of pharmacological stewardship.
- h. Establish a monitoring plan for pharmacological and non-pharmacological interventions.
- i. Counsel client on pharmacological and non-pharmacological interventions, including indication, benefits, cost, potential adverse effects, interactions, contraindications, precautions, reasons to adhere to the prescribed regimen, required monitoring, and follow-up.

1.8 Perform invasive and non-invasive interventions as indicated by the management plan.

- a. Co-create with the client an understanding of procedures, including indications, potential risks and benefits, adverse effects, anticipated aftercare, and follow-up care.
- b. Perform procedures using evidence-informed techniques.
- c. Monitor and evaluate clinical findings, aftercare, and follow-up.
- d. Initiate interventions to stabilize the client in urgent, emergent, and life-threatening situations.

1.9 Evaluate the effectiveness of the management plan to identify required modifications and/or terminations of treatment.

- a. Develop a systematic and timely process for monitoring client progress and follow-up on results and interventions.
- b. Evaluate responses to the management plan in collaboration with the client, and revise the management plan as needed.
- c. Discuss and implement follow-up to facilitate continuity of care in collaboration with the client.
- d. Facilitate implementation of the management plan with the client, family, other health professionals, and community partners.
- e. Facilitate referral to another practitioner or service if the client would benefit from the consultation or the client-care needs are beyond the NP's individual competence or scope of practice.

Counselling

1.10 Co-create a therapeutic counselling relationship that is conducive to optimal health outcomes.

- a. Co-create with the client a shared understanding of the scope of services, expectations, client's strengths and limitations, and priorities.
- b. Identify barriers that interfere with the client's goals.
- c. Utilize developmentally, socio-demographically, and culturally relevant communication techniques and tools.
- d. Evaluate the effectiveness of counselling relationships and refer to appropriate professionals when needed.

1.11 Provide counselling interventions as indicated by the management plan.

- a. Integrate theories of cognitive and emotional development across the lifespan.
- b. Identify the impact of potential and real biases on creating safe spaces.
- c. Integrate therapeutic use of self to facilitate the client's optimal experience and outcome.
- d. Anticipate and respond to the expression of intense emotions in a manner that facilitates a safe and effective resolution.

- e. Consider the impact of the client's personal and contextual factors.

There are three layers of contextual factors:

- Micro contextual factors involve the client's immediate environment – their own health status, family, friends, and their physical environment.
- Meso contextual factors involve the policies and processes embedded in the organization and health system that affect the client.
- Macro contextual factors involve the larger socioeconomic and political context around the client – social and cultural values and beliefs, laws, and public policies (Association of Canadian Occupational Therapy Regulatory Organizations [ACOTRO], 2021).

- f. Provide trauma- and violence-informed care.

Trauma- and violence-informed care expands on trauma informed care to account for the intersecting impacts of systemic and interpersonal violence and structural inequities on a person's life, emphasizing both historical and ongoing violence and their traumatic impacts. It shifts the focus to a person's experiences of past and current violence, so problems are seen as residing in both their psychological state, and social circumstances (EQUIP Health Care, n.d.).

- g. Identify root causes of trauma, including intergenerational trauma, with the client and refer to appropriate professionals.

Intergenerational trauma is historic and contemporary trauma that has compounded over time and been passed from one generation to the next. The negative cumulative effects can impact individuals, families, communities, and entire populations, resulting in a legacy of physical, psychological, and economic disparities that persist across generations. For Indigenous peoples, the historical trauma includes trauma created as a result of the imposition of assimilative policies and laws aimed at attempted cultural genocide and continues to be built upon by contemporary forms of colonialism and discrimination (Turpel-Lafond, 2020).

- h. Manage transference and countertransference in therapeutic relationships.

1.12 Apply harm-reduction strategies and evidence-informed practice to support clients with substance use disorder while adhering to federal and provincial/territorial legislation and regulation.

- a. Identify potential risks and signs of substance use disorder.
- b. Co-create a harm-reduction management plan, considering treatment and intervention options.
- c. Apply evidence-informed and safe prescribing practices when initiating and managing pharmacological and non-pharmacological interventions.
- d. Adhere to legislation, regulation, and organizational policy related to the safe storage and handling of controlled drugs and substances.
- e. Provide education on the safe storage and handling of controlled drugs and substances.

Transition of Care, Discharge Planning, Documentation

1.13 Lead admission, the transition of care, and discharge planning that ensures client care continuity and safety.

- a. Collaborate with the client to facilitate access to required resources, drug therapy, diagnostic tests, procedures, and follow-up to support the continuum of care.
- b. Facilitate transfer of information to support continuity of care.
- c. Facilitate the client's access to community services and other system resources.
- d. Monitor and modify the management plan based on the client's transition needs.

1.14 Conduct record-keeping activities according to legislation and jurisdictional regulatory requirements.

- a. Document all client encounters and rationale for actions to facilitate continuity of care.
- b. Collect, disclose, use, and destroy health information according to privacy and confidentiality legislation, regulations, and jurisdictional regulatory standards.
- c. Apply relevant security measures to records and documentation.

1.15 Provide safe, ethical, and competent services as a self-employed practitioner.

- a. Engage in ethical practices that adhere to jurisdictional and federal legislation, regulations, guidelines, and ethical standards for nursing.
- b. Employ accurate, honest, and ethical billing and advertising practices.
- c. Act as a health information custodian to ensure client information is secure and remains confidential.
- d. Identify and manage potential and real conflicts of interest, always acting in the client's best interest.

1.16 Employ evidence-informed virtual care strategies.

- a. Articulate the risks and benefits of virtual care to confirm the client's informed consent to participate in a virtual care visit.
- b. Maintain the client's privacy during virtual encounters, and when transferring data and providing medical documents electronically.
- c. Determine when the client's health concern can be managed virtually without delaying or fragmenting care.
- d. Understand the limitations of virtual care when determining the need for in-person assessment and management.
- e. Adapt history-taking and assessment techniques to complete the virtual client assessment effectively.
- f. Use effective communication approaches in the virtual care environment.
- g. Integrate health care technologies and communication platforms to deliver virtual care.
- h. Adhere to requirements for communication and documentation for virtual client encounters.

2.0 Leader

NPs demonstrate collaborative leadership within the health care system locally, regionally, nationally, and globally. They are leaders in developing, implementing, and delivering continuity-based, person-centred care. NPs serve as role models and mentors, demonstrating leadership to advance the continuous improvement of client outcomes and health systems. They contribute to implementing and maintaining a high-quality health care system through innovation and policy development. They strive for a culture of excellence and facilitate the development of effective teams and communication within complex health systems.

2.1 Demonstrate leadership that contributes to high-quality health care system.

- a. Build partnerships with inter- and intra-professional and intersectoral teams, individuals, communities, and organizations to achieve common goals and shared vision.

Intersectoral collaboration is the joint action taken by health and other government sectors, as well as representatives from private, voluntary, and non-profit groups, to improve the health of populations. Intersectoral action takes different forms such as cooperative initiatives, alliances, coalitions or partnerships (Government of Canada and Public Health Agency of Canada, 2016).

- b. Demonstrate situational awareness when critically analyzing individual, team, and organizational functioning.
- c. Engage in, and encourage others in demonstrating transparent communications to support a culture of trust.
- d. Use principles of team dynamics and conflict resolution to support effective collaboration.
- e. Support, direct, educate, and mentor colleagues, students, and others to build capacity, competence, and confidence.
- f. Share expertise within and across teams.
- g. Demonstrate environmental, financial, and resource stewardship to promote a sustainable health system.

2.2 Contribute to a culture of improvement, safety, and excellence.

- a. Engage in environmental scanning to identify the future needs of the client and/or health care system.
- b. Participate in, and lead quality and risk management initiatives to identify system issues and improve the delivery of services.
- c. Use established benchmarking and best practices to establish goals to facilitate system changes.
- d. Develop, modify, and implement quality management tools and strategies to collect and track quality improvement data.
- e. Recommend changes to enhance outcomes based on continuous quality improvement principles.
- f. Communicate quality improvement outcome data and recommendations to advance knowledge, change practice, and enhance the effectiveness of services.
- g. Anticipate and respond to unfamiliar, complex, and unpredictable situations.
- h. Advocate for policies for safe and healthy practice environments.

2.3 Design, implement, and evaluate health promotion and disease prevention programs.

- a. Engage in environmental scanning to anticipate global, public, and population health trends.
- b. Propose health promotion and disease prevention programs based on trends, data, literature, identified client needs, and research.
- c. Apply informatics when using data, information, and knowledge to engage in health surveillance activities.
- d. Lead implementation of evidence-informed strategies for health promotion, and primary, secondary, and tertiary disease prevention programs.
- e. Promote awareness of social determinants of health and important health issues
- f. Facilitate the use of relevant public health resources.
- g. Develop and implement disaster- and pandemic-planning protocols and policies.
- h. Evaluate programs and strategies and recommend modifications based on evidence-informed rationale.

3.0 Advocate

NPs influence and improve the health and well-being of their clients, communities, and the broader populations they serve. They address issues related to health inequity, culture, diversity, and inclusion to improve health outcomes and lead advocacy efforts to change policies and legislation.

Health inequity is the presence of systematic disparities in health (or in the major social determinants of health) among groups with different social advantage/disadvantage (Turpel-Lafond, 2020).

3.1 Practice self-awareness to minimize personal bias based on social position and power.

Bias is a way of thinking or operating based explicitly or implicitly on a stereotype or fixed image of a group of people (Turpel-Lafond, 2020).

- a. Demonstrate cultural humility, examine assumptions, beliefs, and privileges, and challenge biases, stereotypes, and prejudice.
- b. Address the effects of the unequal distribution of power and resources on the delivery of services.
- c. Demonstrate respect, open and effective dialogue, and mutual decision-making.
- d. Evaluate and seek feedback on own behaviour.

3.2 Contribute to a practice environment that is diverse, equitable, inclusive, and culturally safe.

Culturally 'safe' is a refinement to the concept of 'cultural safety'. A competent NP does everything they can to provide culturally safe care. But they remain aware that they are in a position of power in relation to clients and some clients may never feel fully safe. The NP allows those who receive the service to determine what they consider to be safe. The NP supports them in drawing strength from their identity, culture, and community. Because cultural safety is unlikely to be fully achievable, we work toward it (ACOTRO, 2021). A culturally safe environment is physically, socially, emotionally and spiritually safe. There is recognition of, and respect for, the cultural identities of others, without challenge or denial of an individual's identity, who they are, or what they need. Culturally unsafe environments diminish, demean, or disempower the cultural identity and well-being of an individual (Turpel-Lafond, 2020).

- a. Recognize that everyone has their own unique experiences of discrimination and oppression.
- b. Demonstrate awareness of, and sensitivity to, the client's culture, lived experiences, gender identity, sexuality, and personal expression.

Gender identity is a person's internal and deeply felt sense of being man or woman, both, neither, or somewhere along the gender spectrum. A person's gender identity may or may not align with the gender typically associated with the sex they were assigned at birth. Gender identity is not necessarily visible and is not related to sexual orientation (Government of Canada, 2019).

- c. Address situations when observing others behaving in a racist or discriminatory manner.
- d. Integrate the client's understanding of health, well-being, and healing into the care plan.
- e. Involve the persons or communities that are important to the client.
- f. Collaborate with local partners and communities, including interpreters and leaders.
- g. Engage in critical dialogue with other stakeholders to create positive change.

3.3 Provide culturally safe, anti-racist care for Indigenous Peoples.

Anti-racism (anti-racist) is the practice of actively identifying, challenging, preventing, eliminating, and changing the values, structures, policies, programs, practices, and behaviours that perpetuate racism. It is more than just being "not racist" but involves taking action to create conditions of greater inclusion, equality, and justice (Turpel-Lafond, 2020).

Indigenous Peoples are the first inhabitants of a geographic area. In Canada, Indigenous peoples include those who may identify as First Nations (status and non-status), Métis and/or Inuit (Turpel-Lafond, 2020).

- a. Identify the historical and ongoing effects of colonialism and settlement on the health care experiences of Indigenous Peoples.

Colonialism occurs when groups of people come to a place or country, steal the land and resources from Indigenous peoples, and develop a set of laws and public processes that are designed to violate the human rights of the Indigenous peoples, violently suppress their governance, legal, social, and cultural structures, and force them to conform with the colonial state (Turpel-Lafond, 2020).

- b. Acknowledge, analyze, and understand systemic and historical oppression's ongoing adverse and disproportionate effects on Indigenous Peoples.
- c. Recognize that Indigenous languages, histories, heritage, cultural and healing practices, and ways of knowing may differ between Indigenous communities.

Ways of knowing indicates the vast variety of knowledge that exists across diverse Indigenous communities and signals that learning goes beyond human interaction and relationships to include learning from other elements of creation, such as the plant and animal nations, and to "objects" that many people consider to be inanimate (Queens University Office of Indigenous Initiatives, 2020).

- d. Demonstrate cultural humility and examine your values, assumptions, beliefs, and privileges that may impact the therapeutic relationship with Indigenous Peoples.

Cultural humility is a life-long process of self-reflection and self-critique. It is foundational to achieving a culturally safe environment. While western models of medicine typically begin with an examination of the patient, cultural humility begins with an in-depth examination of the provider's assumptions, beliefs and privilege embedded in their own understanding and practice, as well as the goals of the patient-provider relationship. Undertaking cultural humility allows for Indigenous voices to be front and centre and promotes patient/provider relationships based on respect, open and effective dialogue, and mutual decision-making. This practice ensures Indigenous peoples are partners in the choices that impact them, and ensures they are party and present in their course of care (Turpel-Lafond, 2020).

- e. Utilize the principles of self-determination and support the Indigenous client in making decisions that affect how they want to live their life.
- f. Acknowledge the Indigenous person's cultural identity, seek to understand their lived experience, and provide the time and space needed for discussing needs and goals.
- g. Identify, integrate, and facilitate the involvement of cultural resources, families, and others such as, community elders, traditional knowledge keepers, cultural navigators, and interpreters, when needed and/or requested.
- h. Evaluate and seek feedback on own behaviour towards Indigenous Peoples.

3.4 Promote equitable care and service delivery.

- a. Navigate systemic barriers to enable access to resources.
- b. Challenge biases and social structures related to systemic oppression.
- c. Respond to the social, structural, political, and ecological determinants of health, well-being, and opportunities.
- d. Address situations and systems of inequity and oppression within own sphere of influence.
- e. Address the impact of unequal distribution of power and resources on the delivery of services.

3.5 Advocate for access to resources and for system changes that demonstrate cultural safety and humility.

- a. Support the development of resources and education that address anti-racism and oppression.
- b. Advocate for environments and policies that support equitable access to care.
- c. Raise awareness of limitations and biases in information and systems.
- d. Raise clients' awareness of their right to access quality care.

3.6 Support the development of policies and legislation to improve health.

- a. Understand the interdependence of policy and practice.
- b. Recommend evidenced-informed strategies that influence policy changes.

- c. Evaluate the impact of policies and legislation on health and health equity.
- d. Communicate information from multiple sources in a logical and comprehensive yet concise manner.
- e. Contribute to the development of policies and legislation.

4.0 Educator

NPs develop and provide education to a wide range of individuals, groups, communities, and organizations to enhance knowledge and influence nursing practice, health outcomes, and system change.

4.1 Develop and provide education to build capacity and enhance knowledge and skills.

- a. Apply teaching and learning theories to develop, modify, deliver, implement, and evaluate educational materials and programs.
- b. Design evidence-informed educational material and program content.
- c. Integrate technology to enhance learning experiences and information delivery.
- d. Mentor others to develop skills to deliver education.

4.2 Evaluate the learning and delivery methods to improve outcomes.

- a. Develop and use evaluation instruments to evaluate knowledge acquisition.
- b. Analyze and synthesize evaluation data to inform modifications to the education content and delivery approach.
- c. Coach others in evaluating and improving education materials and outcomes.

5.0 Scholar

5.1 Contribute to research initiatives to promote evidence-informed practice.

- a. Seek out collaborative research relationships and partners.
- b. Understand the connection between research and advanced practice.
- c. Identify knowledge gaps to determine research priorities.
- d. Adhere to ethical principles, including the First Nations principles of ownership, control, access, and possession.

The First Nations principles of ownership, control, access, and possession – more commonly known as OCAP® – assert that First Nations have control over data collection processes, and that they own and control how this information can be used (First Nations Information Governance Centre, n.d.).

- e. Conduct research using valid and reliable methodologies.
- f. Analyze research findings to draw valid and reliable conclusions.

5.2 Promote knowledge translation of research findings to improve health care and system outcomes.

- a. Discuss the practical benefits and possible applications of research with teams and partners.
- b. Recommend where research findings can be integrated into practice.
- c. Share research findings with clients, groups, communities, and organizations.
- d. Apply research findings to develop standards, guidelines, practices, and policies that improve client care and strengthen health care systems.
- e. Exhibit leadership in implementing new practice approaches based on research findings.
- f. Model how research evidence is used to support practice and system changes.

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