



STANDARDS AND INDICATORS FOR THE APPROVAL OF PSYCHIATRIC NURSING EDUCATION IN SASKATCHEWAN

Registered Psychiatric Nurses Association of Saskatchewan (RPNAS)

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Standard I – Administration

The Post-Secondary Education Institution (PSEI) providing education for psychiatric nursing is hereinafter referred to as the PSEI.

The division or department offering the psychiatric nursing education program must develop a tactical operational plan for the education program that is aligned with the broader strategic plan of the PSEI and its academic or education plan.

INDICATORS

The psychiatric nursing program must demonstrate that:

- 1.1 the divisional/department tactical or operational plan is aligned with the PSEI Mission, Vision, Strategic Plan, and Academic or Educational Plan;
- 1.2 the program is consistent with social and holistic health care trends and uses a current needs approach to planning;
- 1.3 the department/division has considered the current and future health and mental health needs of society and the ability of the program and resources to meet those needs;
- 1.4 the physical, human, fiscal, and technological requirements of the program have been considered and meet the learning needs of students;
- 1.5 there is an organizational structure that supports the division/department responsible for the program in meeting its program goals;
- 1.6 there are ongoing formative and summative program reviews and the results of these reviews are utilized to improve program goals and outcomes;
- 1.7 the activities of the PSEI and the department/division/program demonstrate commitment to initiating, building, and maintaining partnerships internal and external to the PSEI and the department/division/program; and
- 1.8 administrative policies and processes foster inclusion and diversity within the student body, staff, faculty, and administration.

Standard II - Curriculum

The curriculum ensures the learning experiences necessary for graduates to achieve the entry-level competencies and the Standards of Psychiatric Nursing Practice.

INDICATORS

The psychiatric nursing program must demonstrate that:

- 2.1 the curriculum is consistent with current concepts and practices of student-centered learning and has a clearly articulated conceptual framework that reflects contemporary, evidence-based psychiatric nursing theory, research, education, and clinical practice and encompasses the four metaparadigms of person, environment, health, and psychiatric nursing;
- 2.2 the curriculum is clearly described and mapped with the RPN entry-level competencies to demonstrate how the intended goals and learning outcomes are integrated throughout the curriculum and will be achieved;
- 2.3 the curriculum includes courses from the biological or physical sciences or both, the behavioural or social sciences or both, the humanities, ethics, and research methods;
- 2.4 the curriculum meets the minimum requirements for theory, clinical professional practice for psychiatric nursing, and general nursing content hours as set out in the Evidence Guide;
- 2.5 the curriculum length, structure, selection of clinical learning activities, logical sequencing of concepts and processes, and delivery of learning experiences ensure graduates meet entry-level competencies;
- 2.6 professional practiced requirements (e.g. Code of Ethics, Standards of Psychiatric Nursing Practice, and entry-level competencies) are systematically introduced and incorporated throughout the curriculum;
- 2.7 all curriculum components including content, learning activities, student evaluation methods, and designated program outcomes are continually evaluated to ensure the ongoing development, maintenance, and enhancement of the curriculum;
- 2.8 the psychiatric nursing program meets the clinical placement requirements as set out in the Evidence Guide and placements are tracked and monitored to ensure students have the clinical practice experiences (e.g. health status, age groups and settings) to achieve the entry-level competencies;
- 2.9 clinical practice experiences provide opportunities for experiential learning of curriculum concepts and content that is linked to attaining entry-level competencies;
- 2.10 faculty and preceptors engaged in supporting and/or assessing students in clinical practice placements meet the indicators in Standard IV – Faculty and there are sufficient faculty resources to support the students and preceptors; and
- 2.11 the assessment of competence within the context of the clinical practicum experience is undertaken by an appropriately qualified preceptor.

Standard III - Students

The division of the PSEI must demonstrate valid and transparent processes for student selection, admission, support, progression and evaluation.

INDICATORS

The psychiatric nursing program must demonstrate that:

- 3.1 students are informed about the requisite skills and abilities needed to achieve entry-level competencies, including English language proficiency, and the regulatory requirements for registration to practice;
- 3.2 policies encourage the recruitment of students from diverse cultural and linguistic backgrounds;
- 3.3 policies and procedures for admission, progression in the program, evaluation, failure, appeal and readmission are transparent, fair, and familiar to students and faculty;
- 3.4 mechanisms are in place to document and examine the relationship between admission requirements, student attribution, and success, and to make changes based upon the findings;
- 3.5 processes are in place that ensure students receive formative and summative evaluation from faculty about their theoretical and clinical practice learning;
- 3.6 student evaluation is used effectively to monitor, document, and manage student progression in relation to meeting the professional practice requirements and entry-level competencies set by the regulatory body;
- 3.7 resources are available and accessible for student achievement of psychiatric nursing professional practice requirements; and
- 3.8 students learn about professional self-regulation and fitness to practice and are informed of the ways the program manages student issues concerning them.

Standard IV - Faculty

The division/department of the PSEI must ensure the availability of sufficient qualified faculty, support for faculty leadership and scholarship, and processes for faculty evaluation.

INDICATORS

The psychiatric nursing program must demonstrate that:

- 4.1 specific criteria and methods exist for the selection of qualified Registered Psychiatric Nurse (RPN) faculty and other program personnel;
- 4.2 faculty hold a minimum qualification of one credential above student expected level of achievement or equivalent professional experience;
- 4.3 psychiatric nursing courses are taught by RPNs with current practicing registration; exceptions to this criterion must be identified;
- 4.4 non-psychiatric nursing courses are taught by faculty that hold relevant qualifications;
- 4.5 criteria, methods and processes for faculty evaluation and professional development are in place;
- 4.6 measures are in place for faculty recruitment and succession planning to ensure program continuity; and
- 4.7 there is support for faculty leadership through scholarship and research partnerships

and opportunities for student engagement and mentorship in psychiatric nursing scholarship.

Standard V -Program Effectiveness

The division/department of the PSEI must be engaged in continuous quality assurance to ensure that the psychiatric nursing program is current, relevant and future-oriented.

INDICATORS

The psychiatric nursing program must demonstrate and describe the processes:

- 5.1 used for program evaluation including methods of data collection and tools used, and how these are developed, validated, and meet the requirements of informed consent. The program evaluation provides relevant and ongoing information to improve the quality of the program to prepare graduates to meet the professional practice requirements, changes in health care, trends in mental health care delivery systems and changes to registered psychiatric nursing practice;
- 5.2 used to engage students in the planning, implementation and evaluation of the program and/or course offerings;
- 5.3 whereby the number and proportion of graduates who pass the registration examinations are monitored and trends analyzed, and how these results are used to inform curriculum change;
- 5.4 used to collect feedback from, for examples, graduates, employers, preceptors, workplace colleagues, program advisory committees, and how this feedback is used to inform continuous quality improvement;
- 5.5 used to collect feedback from managers and psychiatric nursing practice leaders who are familiar with the practice of graduates indicating how well new RPNs meet the professional practice requirements in the practice setting.

Standard VI – Establishment of a NEW RPN Education Program

INDICATORS

The PSEI, (public or private), that is intending to offer a program in psychiatric nursing education is responsible for a proposal that must:

- 6.1 Demonstrate using provincial labour market data and analysis that there is the need for a new program;
- 6.2 provide a rationale for development of the program;
- 6.3 demonstrate that the program goals and outcomes are congruent with the purposes

- and strategic goals of the PSEI;
- 6.4 demonstrate that in the development of the program there was consultation with:
 - (i) the regulatory body that governs psychiatric nursing education and practice;
 - (ii) relevant educational authorities within the PSEI and in the jurisdiction; and
 - (iii) employers and others whose support has significance for the establishment of a program;
 - 6.5 demonstrate achievement of Standards I-V for approval of psychiatric nursing education programs situated in either a public or private PSEI.

In accordance with the Registered Psychiatric Nurses Association of Saskatchewan (RPNAS) policies, new program proposals from private PSEI's must be comparable in scope, content, and quality to that of public PSEI's new program proposals that are required to be submitted to the government department responsible for post-secondary education.



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