



GUIDELINES

SUBJECT/TITLE: Supervision of Clinical Competencies for Undergraduate Students (Calgary Campus and Medicine Hat College Site)		PAGE: 1 of 4
RELATED POLICY: *Medication Preparation and Administration for Undergraduate Nursing Students	DATE ESTABLISHED: May 6, 2021	
AUTHORIZATION: Practice Policy and Procedure Committee Undergraduate Program Committee Nursing Council	DATE LAST REVIEWED: May 10, 2020 (MHC) January 21, 2022 (MHC)	DATE LAST REVISED: November 8, 2021 (editorial changes)

PURPOSE

- To promote the delivery of quality patient/client care and maintaining standards for safety.
- To comply with the Health Professions Act (2020) and associated legislation regarding competency to practice.
- To clarify nursing student scope of practice and supervision guidelines relating to clinical competencies.
- To provide a basis for ongoing discussions between Nursing Student, Nursing Instructor, Primary Nurse, Preceptor(s), Unit Management, and Faculty Advisor to deliver patient care as appropriate in clinical settings.
- To understand the supervision expectations for nursing student leading to initial entry to practice as a registered nurse (RN).

DEFINITIONS

Supervision: – the consultation, guidance, and oversight by a regulated member in the practice setting. Supervision may be direct, indirect, or indirect remote (CARNA 2019)

Direct Supervision: “means the regulated member providing supervision must be present in the practice setting where care is being provided. This means they are at the side of the person being supervised.” (CARNA 2019, p. 13)

Indirect Supervision: “means the regulated member providing supervision must be available for guidance, consultation, and oversight but is not required directly at the side of the person being supervised. This means they are readily available on the unit or in the same location where the care is being provided and must have the opportunity to observe the nursing practice as required. In community health settings, being readily available in the same location where the care is being provided means that the regulated member providing

supervision is physically present in the practice setting (for example, at an influenza immunization clinic the RN or NP would be present in the same room where the nursing student or UNE would be immunizing clients)". (CARNA 2019, p. 13)

Indirect Remote Supervision: means that the regulated member providing supervision must be available for consultation, guidance, and oversight, is not physically present where the care is being provided and is able to be contacted through the use of technology. The regulated member providing supervision may be available in a nearby unit, within the building, or by phone, pager, or other information communication technology methods when the person being supervised needs support or guidance." (CARNA 2019, p. 13)

Restricted Activity refers to "...high risk activities performed as a part of providing a health service that requires specific competencies to be carried out safely by authorized persons" (CARNA, 2019, p.3).

Nursing Student refers to an individual who is registered in a course or program of study in the Faculty of Nursing.

Nursing Instructor refers to any faculty member who teaches an undergraduate level on-campus or off-campus practice course within the Faculty of Nursing and are a regulated member

Faculty Advisor refers to a faculty member in Term 8 who acts as a resource for consultation, teaching and overall evaluation of student progress.

Preceptor is "an **experienced practitioner** who provides supervision during clinical practice and facilitates the application of theory to practice for students and staff learners. A preceptor works with the learner for a defined period of time to assist the learner in acquiring new competencies required for safe, ethical, and quality practice. They assist the learner by setting expectations, providing effective feedback about their performance, and providing appropriate opportunities to meet their learning objectives" (Dalhousie University, n.d.).

Unit Manager refers to an individual who is accountable for the effective management of human resources and maintenance of Unit best practice standards and quality patient care (Alberta Health Services, 2021)

Supervision of Restricted Activities

According to the CARNA Supervision Standards (2019) "*the Health Professions Act (HPA, 2000) provides authority to the regulatory college to make a regulation that authorizes those restricted activities in Schedule 7.1 of the Government Organization Act (2000) that its regulated members may perform and any conditions or supervisory requirements.*"

In accordance with these standards, nursing students are not regulated members of CARNA, however, are permitted to perform the restricted activities set out in section 15(1) under the supervision of a regulated member who is authorized to perform those restricted activities and has consented to supervise the restricted activities. Supervision of students is outlined in section 17 and 17.1 of the Registered Nurses Profession Regulation (2005). Please see below the link to Appendix B (Regulations for Students Performing Restricted Activities) pg. 3

https://nurses.ab.ca/docs/default-source/document-library/standards/supervision-standards.pdf?sfvrsn=ff574fb4_18

POLICY STATEMENT

This policy is to provide guidelines of the supervision expectations for nursing students, including roles and responsibilities for nursing students.

The principles of supervision as outlined by the Supervision Standards (CARNA, 2019, p 3-4) include:

1. The focus of supervision is the provision of safe, competent, and ethical care including assessment of patients/clients needs.
2. Effective communication between members of the health-care team is required for appropriate supervision and safe client care.
3. Appropriate supervision assists in the consolidation of knowledge and skill in practice.
4. A quality practice environment supports and facilitates supervision and safe client care.
5. Supervision is supported by clear role and job descriptions; identification of the learning or performance expectations and objectives for the individual or health-care provider; comprehensive orientation and mentoring by staff; and ready access to resources, policies and procedures.
6. Supervision facilitates continuity of care.
7. Direction and guidance is provided as required to the individual being supervised by answering questions, consultation, oversight and constructive feedback.

POLICY

The nursing student must follow the CARNA Supervision Standards and be aware of the CARNA Entry-level Competencies for the Practice of Registered Nurses (2019). A regulated member can only supervise a nursing student performing a restricted activity when the regulated member is authorized to perform the restricted activity and consents to supervising the nursing student performing that restricted activity.

These standards apply at all times to all nursing students within the undergraduate nursing program regardless of role or practice setting. The standards are grounded in the foundational Supervision Standards CARNA (2019) and the Canadian Nurses Association Code of Ethics (2017).

The regulated member who is a nursing faculty member must:

- Decide the type of supervision required in collaboration with the regulated member providing supervision at the point of care, based on the:
 - a. assessment of client health-care needs,
 - b. current competencies of the nursing student,
 - c. nursing care required,
 - d. course requirements,
 - e. restricted activity to be performed,
 - f. practice setting, and
 - g. level of risk in the student performing the restricted activity

The regulated member must in collaboration with the faculty of nursing instructor:

- only supervise the restricted activities they are authorized to perform;
- only supervise restricted activities they are competent to perform;
- provide the type of supervision required;
- comply with organizational policy and only supervise a restricted activity that is appropriate to the practice setting;
- collaborate with the faculty member related to the student performing a restricted activity; and
- address and manage any competence issues of the nursing student in the performance of the restricted activity.

Roles and responsibilities of the student

- The expectations for the role and the performance of each nursing students are also based on the clinical placement settings expectations and demands.
- The nursing students is accountable to assess their own level of competence, to recognize the patient's health needs and to consult with the preceptor, nurse educator, nurse manager and faculty advisor.
- The student will need to assess their actual knowledge, skills and abilities or level of competence in consultation with faculty before proceeding with supervision learning activities (Alberta Health Services 2016).
- The student has completed all recommended **learning modules** as agreed upon by U of C/MHC Faculty of Nursing, and the practice site Unit Manager or designate.
- Nursing students in each term need to complete the required educational components prior to performing nursing skills in clinical practice.
- It is the responsibility of the student to seek and obtain supervision by a qualified healthcare provider for conducting restricted activities.
- The student will not engage in performing a high-risk restricted activity without the direct supervision of the preceptor/regulated healthcare provider.
- The supervising qualified healthcare provider co-signs the restricted activity/clinical competency documentation within the patient's record.
- The student must complete the learning activities related to the clinical competency as mandated by Alberta Health Services (AHS) or placement site prior to participating in the activity, and, if applicable, any other facility/organization requirements for student preparation.
- For high-risk activities, we recommend that preceptors directly supervise students every time.

REFERENCES

Canadian Nurses Association. (2017) Code of Ethics for Registered Nurses. Author. <https://www.cna-aiic.ca/~media/cna/page-content/pdf-en/code-of-ethics-2017-edition-secure-interactive>

College and Association of Registered Nurses of Alberta (2019). Entry-Level Competencies for the Practice of Registered Nurses. Author. https://www.nurses.ab.ca/docs/default-source/document-library/standards/entry-to-practice-competencies-for-the-registered-nurses-profession.pdf?sfvrsn=15c1005a_16

College and Association of Registered Nurses of Alberta (2019). Supervision Standards. Author. https://nurses.ab.ca/docs/default-source/document-library/standards/supervision-standards.pdf?sfvrsn=ff574fb4_18

Health Professions Act (HPA, 2000) <https://www.qp.alberta.ca/documents/Acts/H07.pdf>

Province of Alberta, Alberta Queen's Printer. Registered Nurses Professional Regulation: Health Professions Act: (2005). https://www.qp.alberta.ca/documents/regs/2005_232.pdf

Historical reference: Alberta Health Services, Document #: CP-c-09 (2016): *Specialized Clinical Competencies: Qualification and Performance.*