



Contemporary Issues in Nursing Practice

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Nursing education programs must demonstrate that the identified contemporary issues in nursing practice are embedded and taught in their curriculum. Refer to the interpretations developed by the College of Registered Nurses of Saskatchewan (CRNS) when reviewing the program curriculum and completing the curriculum mapping tool. Note that the examples provided are not limited to those mentioned.

Therapeutic Nurse – Client Relationship

| | Contemporary Issues in Nursing Practice | Interpretation |
|----|---|---|
| A. | Students understand the adverse impact on client safety and quality of care when professional boundaries in the nurse-client relationship become blurred or crossed. | <ul style="list-style-type: none"> • The program teaches students how the therapeutic nurse-client relationship is key to client safety by promoting the delivery of unbiased client-centred care. • Learning opportunities allow students to recognize when the therapeutic relationship between the nurse and client has crossed a professional boundary and no longer supports the achievement of agreed upon goals. • Students are taught strategies to establish and maintain professional boundaries and learn appropriate response(s) when they are crossed. • The program provides students with opportunities to practice these skills. For example, through a SIM lab, clinical practicum and case studies. |
| B | Students understand that there are significant client safety and quality of care risks if the client does not have a full understanding or comprehension of informed consent. | <ul style="list-style-type: none"> • The program reinforces the teaching of informed consent as being a process of communication between health care providers and clients. Communication errors can result in adverse client events. • Learning activities provide students with opportunities to demonstrate appropriate and effective communication strategies to help clients fully comprehend the informed consent process. • Students are also taught how to respond when they perceive their client is unable to provide informed consent within multiple contexts. • Examples of learning activities include clinical placements, SIM lab, role-playing and case studies. |

Professional Standards

| Contemporary Issues in Nursing Practice | Interpretation |
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| <p>Programs support students to become reflective practitioners by implementing and facilitating learning activities that are consistent with CRNS's Continuing Competency Program (CCP). Students engage in setting, achieving and evaluating learning goals. This should include the integration of CRNS's CCP documents into the program curriculum.</p> | <ul style="list-style-type: none"> • The program provides students with several learning opportunities to engage in self-reflection and assess their areas of strength within and areas for improvement by following the CRNS CCP Program. • The program informs students that the development of an annual learning plan is a mandated requirement of being a part of a self-regulated profession. This self-reflection is an essential element of continuing professional competence. |

Medication

| Contemporary Issues in Nursing Practice | | Interpretation |
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| A. | <p>Students understand their accountabilities in preventing and reducing the likelihood of medication errors.</p> | <ul style="list-style-type: none"> • The program teaches and reinforces the nurse's role and accountabilities in preventing and reducing client harm when engaging in medication practices. • Learning activities provide students with opportunities to implement appropriate administration and use of medications, recognize medication errors and be informed of the reporting requirements related to medication errors. • Students receive regular direct feedback regarding safe medication practices. Students also have opportunities to assess their own strengths and limitations and learn strategies to address identified needs. |
| B. | <p>Students understand that nurses and/or other colleagues who divert drugs pose significant threats to client safety (only for RN curriculum)</p> | <ul style="list-style-type: none"> • The program teaches students how to recognize behaviours associated with drug diversion and risks to client safety. • Students are taught to understand their professional accountabilities regarding the reporting requirements. There are opportunities to reflect on and identify practice concerns of other members of the health care team. • Students are involved in activities, including case studies, SIM lab experiences and clinical placements where they learn and apply strategies to address situations of drug diversion in multiple contexts. |

Documentation

| Contemporary Issues in Nursing Practice | Interpretation |
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| <p>Students understand that accurate, timely and complete nursing documentation decreases the potential for miscommunication and errors. This is a critical factor for client safety.</p> | <ul style="list-style-type: none">• The program teaches that documentation reflects a nurse’s accountability for decisions and actions. Students learn that documentation processes are critical components of team collaboration and communication.• Errors in documentation can lead to adverse effects on clients.• The program provides opportunities where students demonstrate proper documentation techniques using different systems such as information management systems, EMR, computerized order systems and paper charting.• Students are provided with opportunities to reflect on their documentation practice, identify practice concerns and implement appropriate strategies to correct any deficiencies. |

Confidentiality and Privacy – Personal Health Information

| Contemporary Issues in Nursing Practice | Interpretation |
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| <p>Students understand that inappropriate access to client information may adversely affect client safety and quality of care.</p> <p>It can also undermine the client’s relationship with providers.</p> | <ul style="list-style-type: none">• The program provides learning opportunities to address the importance of client information, confidentiality and privacy of information.• Learning should include the situational-based impact to the client when confidentiality or access to information is compromised. For example, accessing the chart of another patient, social media use, taking digital photos and sharing client information with those not involved with care.• Students understand their accountabilities when accessing client information in practice and the consequences when privacy information is compromised.• Students are taught strategies to maintain accurate records, mitigate errors and address situations that breach client confidentiality and information privacy. |

Racism in Health Care

| Contemporary Issues in Nursing Practice | | Interpretation |
|---|--|---|
| A. | Students understand their responsibility to learn the truth about the harmful past of colonialism and residential schools and take action toward reconciliation. | <ul style="list-style-type: none">• The program provides learning opportunities for students to learn of the harmful past of colonialism and residential schools.• The program provides learning opportunities for students to learn to take action towards reconciliation. |
| B | Students understand the impact of colonization and racism in the health care system and take action when they see it. | <ul style="list-style-type: none">• The program provides learning opportunities for students to learn of the impact of colonization and racism in the health care system.• Students understand their accountabilities and take action when witnessing racism towards clients, co-workers or members of the public. |

