

## **Introduction To Standards For Psychiatric Nursing Education In Manitoba**

### **Background**

The CRPNM has, by legislative authority, been charged with the responsibility "to develop, establish and maintain Standards for Psychiatric Nursing Education consistent with the changing needs of society." (Registered Psychiatric Nurses Act {Part II, Section 6[1],[d]}; and {Part IX, Section 49{1} and {2}}).

The Standards for Psychiatric Nursing Education in Manitoba were approved by the CRPNM at the Annual General Meeting in 1982 and adopted as a regulation under the Registered Psychiatric Nurses Act by the Lieutenant Governor in Council in April 1983.

The Standards were developed to be applicable for either a diploma or degree program.

### **Purpose Of Standards**

The Standards prescribe accepted requirements against which the value or suitability of psychiatric nursing education programs can be judged.

The Standards deal with:

- the development of a comprehensive plan to sponsor a program;
- the provision of a statement of beliefs about the psychiatric nursing of individuals, families, groups and communities;
- the provision of a description of the curriculum;
- a plan of operation; and
- evaluation processes.

There are five Standards but, because they are inextricably linked, it is imperative to consider them as a whole.

### **Purpose Of The Approval Process**

The Registered Psychiatric Nurses' Association of Manitoba has two primary goals concerning the implementation of the approval process for psychiatric nursing education programs:

- to safeguard the public interest by ensuring that education programs preparatory to psychiatric nursing registration meet the Standards for Psychiatric Nursing Education; and
- to improve the quality of education programs preparatory to psychiatric nurse registration through the process of regular program evaluation using external appraisal and follow-up.

## **Standards Of Psychiatric Nursing Education In Manitoba**

### **Standard I**

Any agency sponsoring a psychiatric nursing education program (hereinafter referred to as the "sponsoring agency") shall develop a comprehensive plan for the program that

- reflects an examination of the society or community in which the program is located;
- identifies the current and future health needs of the society or community and the resources that are available to meet these needs;
- demonstrates that a program is needed in that particular setting;
- describes the characteristics of the population from which learners are to be selected;
- provides a rationale for the type of program selected;
- demonstrates that the purposes and objectives of the program are congruent with the purposes and objectives of the sponsoring agency;
- demonstrates that the environment within which the program takes place is appropriate to the learning needs of the learners;
- demonstrates that the program is compatible with statutory and other regulations that have implications for the learners, the teachers and the graduates of the program;
- demonstrates that in the development of the program there was consultation with the statutory body governing psychiatric nursing,

- relevant educational authorities in the sponsoring agency and in the jurisdiction,
- employers, and others whose support has significance for the program;
- identifies the physical, human and fiscal resources and limitations that have implications for the program;
- provides an organizational structure that does not compromise the division responsible for the program in meeting its objectives; and
- identifies the mechanisms to be used for program review.

### **Standard II**

The division of the sponsoring agency which is responsible for psychiatric nursing education shall provide a statement of its beliefs about the psychiatric nursing of individuals, families, groups and communities that

- identifies the phenomena with which psychiatric nursing is concerned and the inter-relationship among these phenomena;
- explains the conceptual framework upon which psychiatric nursing practice is based and taught;
- identifies relationships between theory and practice in psychiatric nursing;
- identifies psychiatric nursing roles and functions;
- identifies the relationship of the practice of psychiatric nursing to the practice of other health care professions; and
- identifies settings in which psychiatric nursing can be practised.

### **Standard III**

The division of the sponsoring agency which is responsible for psychiatric nursing education shall provide a curriculum outline that

- describes the philosophy and objectives of the program;
- demonstrates logical timing and sequencing of content and process;
- states specific objectives of the program and the strategies, methods and materials that will be used to meet these objectives;
- describes relevant learning experiences for students and identifies suitable facilities and resources;
- describes the criteria and methods designed to assess the performance of learners, concurrently and terminally, in relation to the objectives of the program;
- describes the criteria and methods for progression in and graduation from the program;
- describes the cognitive, affective and psychomotor skills and abilities that graduates will be able to demonstrate; and
- describes the situations in which, and the circumstances under which, new graduates will be prepared to practise.

### **Standard IV**

The Agency sponsoring a psychiatric nursing education program shall provide an operational plan for the program that

- describes the organizational structure of the sponsoring agency and the place of the program in that agency;
- specifies criteria and policies for selection and admission of learners;
- specifies criteria and methods for selection and professional development of teachers and other program personnel;
- describes the organization and functions of program personnel and learners; and
- describes strategies used for maintaining liaison with cooperating agencies.

### **Standard V**

The agency sponsoring a psychiatric nursing education program shall provide a statement of the ways teachers and the program are to be evaluated, describing

- the criteria and methods designed to assess the performance of the teachers, in relation to the objectives of the program and policies of the sponsoring agency;
- the criteria and methods designed to assess the effectiveness of the program; and
- the methods of using the result of the evaluations to plan and implement modifications to the program