



COLLEGE OF NURSES
OF ONTARIO

ORDRE DES INFIRMIÈRES
ET INFIRMIERS DE L'ONTARIO

THE STANDARD OF CARE.

Entry-to-Practice Competencies & Continuing Competence: Discover the Link!

March 2010

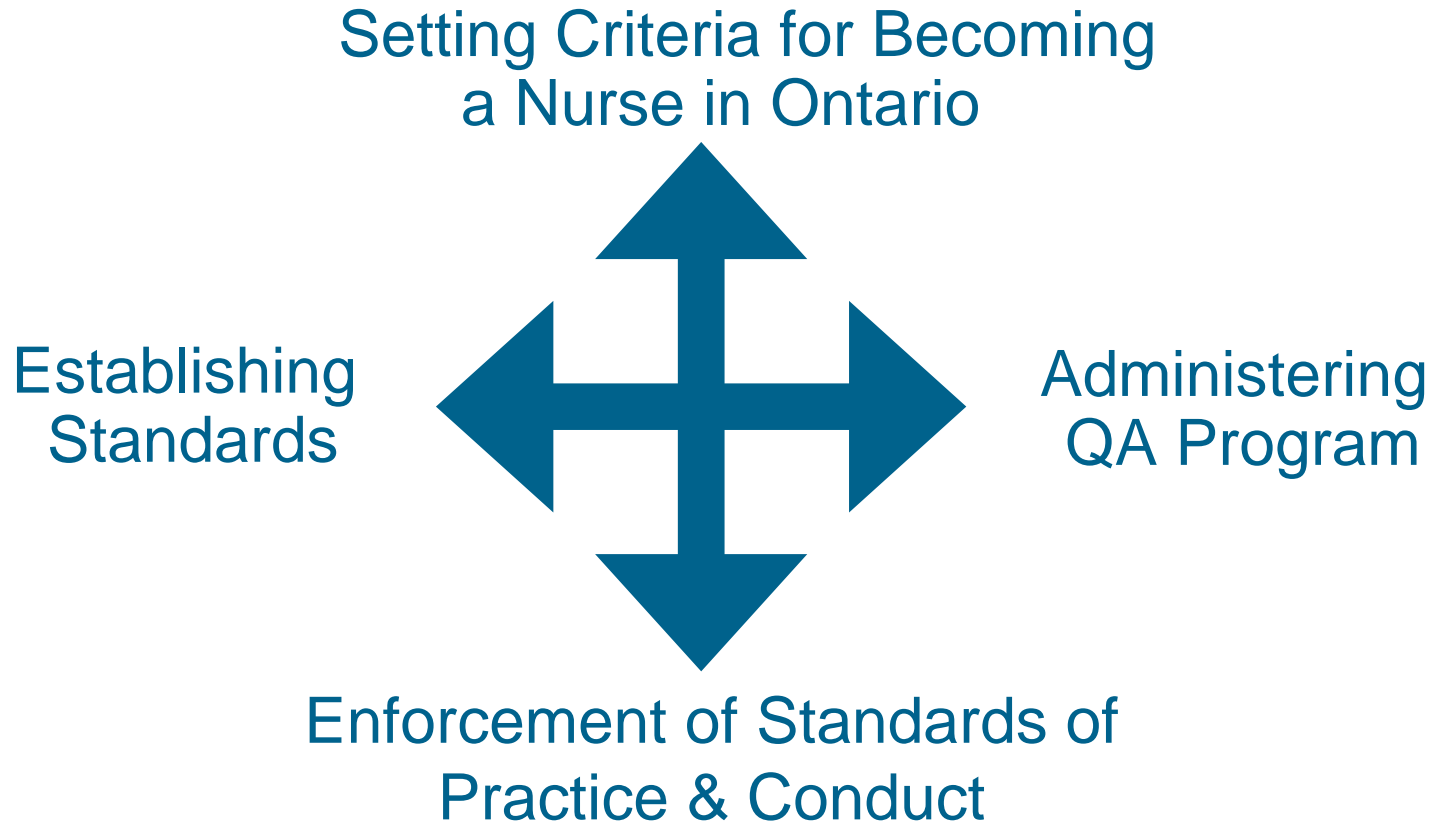
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Presentation Outline

- CNO Vision and Mission
- Entry-to-Practice Competencies
- Continuing Competence
- The Link!
- Application to Practice

CNO Regulates Nursing by...



Entry-to-Practice - Historical Perspective

1960's to 1980's

- Skills lists and medical model course curriculum

1990's

- 1995: Program Approval: hours of theory and practice & nursing areas covered
- 1999: CNO produced its first set of RN entry level competencies

Entry-to-Practice - Historical Perspective

2005

- National RN Entry-to-Practice Competencies (ETP) published
- Program Approval (CASN): demonstrate incorporation of competencies into all nursing programs

2009

- Nurses incorporate entry-to-practice competency statements into continuing competence requirements

Entry-to-Practice Competencies (cont'd...)

- Reflected in baccalaureate and practical nursing curricula
- Help guide curriculum development and review
- Considered terminal program outcome
- Portray Entry-Level nursing practice
- Address changes in client needs, health care environment, nursing practice and nursing knowledge

Entry-to-Practice Competencies

- Competence ... *“the ability of an RN or RPN to apply knowledge, skill, & judgement with the personal attributes, (i.e., attitudes, values, & beliefs) to practice safely and ethically in a designated role & setting”*

(CARNA, 2006; NANB, 2005)

- Competency Statement ... *“the descriptions of expected performance behaviour that reflects professional attributes”*

(CNO, 2004)

Competency Heading: Self Regulation

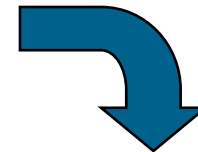
Legislated Scope of Practice



RN Entry to Practice Competencies

Competency Statement

Demonstrates continuing competence by:
(d) seeking and using new knowledge that may enhance, support or influence competency in practice;



Skills (Paediatric Asthma Care)

Initiates a literature review and peer discussion on best practices for pediatric asthma education, integrates information into nursing practice

Quality Assurance (QA) Program

- Components
 - Self-Assessment
 - Practice Assessment
 - Peer Assessment
- Learning needs address the following elements:
 - Advances in technology;
 - Changes in the practice environment;
 - **Entry-to-practice competencies**; and
 - Interprofessional care

The Link Begins...

- Entry-Level Nurse
 - Embedded in curriculum
 - Expectation upon graduation
- All Nurses
 - Accountability to maintain continuing competencies
 - Preceptor/Mentor role: current knowledge of ETP competency statements

What are Members Asking?

Why do I have to demonstrate how I apply ETP competency statements in my practice when I have been practicing for 15 years?

Incorporating ETP Competency Statements into QA Activities - RN

ETP competency statement (#8)

“Demonstrates critical inquiry in relation to new knowledge and technologies that change, enhance or support nursing practice.”

Goal

“I want to learn how to identify and effectively use the new personal protective equipment (PPE) being introduced to my practice setting.”

Case Scenario

Brian is a new employee working at a paediatric asthma clinic. His manager reminds him that he will be having a performance appraisal in the coming month and he has some questions about how to complete this process. Brian has heard that he may be able to complete his QA requirements with CNO while at the same time completing his performance appraisal with his employer.

As a manager:

How would you guide Brian to reduce duplication with meeting his QA and organizational objectives?

Scenario Discussion

- What are the organization's expectations for Brian's nursing practice?
- How do organizational expectations align with the ETP competency statements?
- How can the QA tools be used to support Brian with identifying his areas of strength and areas for improvement?
- Use results of assessments to determine learning needs

Sample Health Care Organization – Performance Assessment

Organizational Criteria	Area of Strength	Area for Improvement
Maintaining competence in infection control practices by accessing appropriate resources.		Awareness of organizational policies and resources
Advocating for communication systems that protect client confidentiality.	Volunteer member of Ethics Committee	

Sample Health Care Facility – Performance Assessment

Organizational Criteria	Area of Strength	Area for Improvement
Demonstrates knowledge of population health research and population health issues (e.g., pandemic planning...).	Knowledge of population health (e.g. H1N1)	
Demonstrates an understanding of ethical and legal considerations related to maintaining client confidentiality in all forms of communication.		Increased application of CNO practice documents and legislation

Summary

- Exploration of:
 - ETP Competency Statements
 - Quality Assurance
- The LINK!
- Utilize ETP competencies to meet continuing competence expectations
- Incorporation into Organizational processes

Resources

- Practice Line: Toll free in Ontario 1-800-387-5526 ext 6397 or 416-928-0900 ext 6397
- Quality Assurance Information: www.cno.org/qa
 - Overview of QA program
 - Supporting Documents and Tools
 - Access to all ETP competency documents
- Outreach Consultants:
<http://www.cno.org/prac/outreach/index.htm>
- Online Publications & Resources: www.cno.org

Questions

