



The *Professional Standards* document provides an overall framework for nursing practice, and links with the College's other practice standards, guidelines and competencies.

Professional Standards includes seven broad standards. Continuing Competence is one of these standards.

Continuing Competence

Standard statement

Each nurse maintains and improves competence by participating in the Quality Assurance (QA) Program.



Competence is the nurse's ability to use knowledge, skill, judgment, attitudes, values and beliefs to perform in a given role or situation and in a specific practice setting. Continuing competence ensures that a nurse is able to perform in a changing environment. Continuing competence also contributes to quality nursing practice and increases public confidence in the nursing profession.

Nurses are required to participate in the Quality Assurance (QA) program. This includes engaging in the program's Reflective Practice Component. Have you reflected on a situation and asked yourself what did I learn from this experience and what would I do differently next time? Did you identify the need to increase your knowledge or experience in a particular topic or skill? Have you asked for feedback on your performance from a colleague, or asked how they would have handled the situation? By asking yourself these questions, and by seeking answers, you are engaging in reflective learning. This is expected of all nurses.

Indicators For All Nurses

- invest time, effort and resources to improve your knowledge, skills and judgment; and
- be responsible for professional development and the sharing of knowledge.



To learn more about the Professional Profile
click on the picture.

All nurses are expected to engage in ongoing learning and to maintain the competencies for providing safe client care. As well, nurses are responsible for sharing their knowledge with others. This transfer of knowledge can be provided formally in a preceptor-learner relationship or in an ongoing informal process.

The Professional Profile binder is a tool developed by the College that helps nurses identify, collect and reflect upon their experiences, learning and accomplishments. More information on the Professional Profile and how to order this binder is available on the College's website.

Indicators For All Nurses

- participate in the QA Program ([Reflective Practice](#) and [Practice Review](#));
- advocate for improvements; and
- advocate for resources to promote continuing competence.

[Click here to view the *Self-Assessment Tool*](#)

Participating in the College's QA Program assists nurses in engaging in activities that promote or foster lifelong learning. The program is a professional requirement and helps nurses maintain and improve their competence. Nurses participate in Reflective Practice on an annual basis and/or when the nurse's practice area or role changes. A nurse participating in Reflective Practice performs a self-assessment, receives peer feedback and develops, implements and evaluates a learning plan. Nurses are required to maintain records of their ongoing education, practice, professional development and Reflective Practice for two years. Nurses must make these records available to the College if requested by the QA committee.

When selected, nurses are obligated to participate in Practice Review, which is an objective assessment of the nurse's practice. Feedback from the assessment is used to assist nurses in developing a learning plan and engage in activities that contribute to maintaining competence and continual improvement. To learn more about the Quality Assurance Program, use your mouse to click on the words Reflective Practice and Practice Review.

Nurses are also expected to advocate for improvements to help facilitate the delivery of safe and effective care. As well, nurses should advocate for resources to promote ongoing learning and continuing competencies in their role.

Scenario

Robert's practice setting started receiving clients who are undergoing chemotherapy. Robert and his colleagues have little experience providing care for these clients and asked his employer for training. When the training was not forthcoming, Robert suggested to his team members that they contact an active oncology unit to arrange training; he asked the administration to support this initiative.

Read the scenario.

Is this a reasonable step for Robert and the other nurses to take in this scenario?

- ☐ A) No, Robert and his colleagues should wait for the administration to supply the training.
- ☒ B) Yes, Robert and his colleagues are advocating on their own behalf and on behalf of the client.

Answer the question by clicking on the circle beside the appropriate response.

Question Discussion

The answer is B.

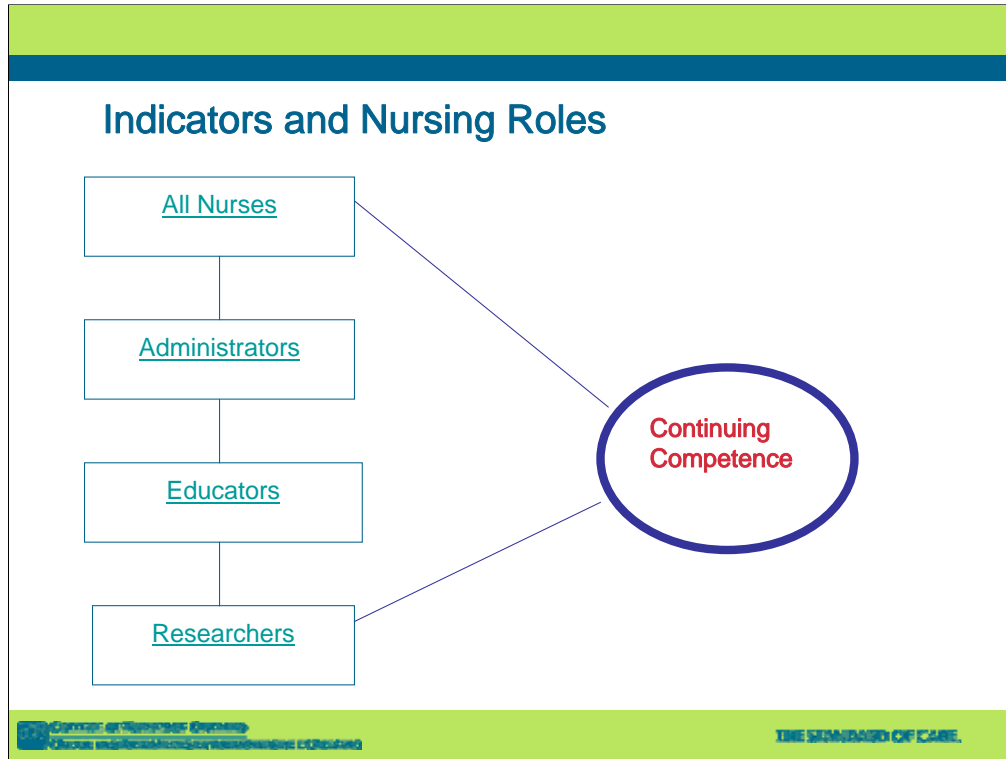
When it comes to changes in roles and responsibilities, accountability is shared between nurses and employers. In this case, the employer did not take action so Robert and his colleagues advocated on their own behalf. Their advocacy efforts have a direct benefit to client care.

Read the following question discussion note.

If the employer was not willing to provide training to the nurses, then the employer had a responsibility to facilitate the nurses' access to other learning resources.

Continuing Competence

Your score	{score}
Max score	{max-score}
Number of quiz attempts	{total-attempts}



Nurses work in a variety of roles. Some nurses provide direct client care, while others practice in the administrator, educator or researcher role. The indicators on the following slides illustrate how the standard may be demonstrated by nurses working in different roles.

Nurses in the administrator, educator and researcher role have additional indicators, therefore they should review the All Nurses section and the specific section matching their role. To review this presentation by specific roles, use your mouse and click on your choice.

Indicators For The Administrator Role

- support reflective practitioners; and
- encourage and seek opportunities for continuous learning.



In addition to the indicators for all nurses, nurse administrators have additional expectations.

They are expected to encourage and seek learning opportunities for their staff and encourage participation in ongoing learning activities.

Indicators For The Administrator Role

- incorporate [Reflective Practice](#) into agency professional development systems; and
- advocate for quality practice settings.



[Click here to order QP: *Quality Practice* newsletter](#)

In addition to encouraging their staff to participate in ongoing learning, the nurse administrator should incorporate Reflective Practice into the professional development system. An example the College has seen of incorporating Reflective Practice is facility performance systems that support reflective journaling and highlight nursing professional accountability. For more information on Reflective Practice, use your mouse to click on the words Reflective Practice.

Nurse administrators have a key role to play as leaders within their organization to promote and create quality practice settings. *Quality Practice* is a free, quarterly newsletter that supports administrators and employers in understanding the link between self-regulation, competent nursing practice and quality practice settings. Click on the link to ensure you are receiving your copy.

**Staff nurses are expected to participate in ongoing learning.
What is my responsibility, as a nurse administrator to
support staff with this process?**

- ☐ A) Direct staff to take required courses as outlined in the QA program.
- ☒ B) Collaborate with staff to identify learning needs and develop a plan to address them.

Read the following question and use your mouse to click on the circle beside the correct answer.

Question Discussion

The answer is B.

Nurse administrators collaborate with staff to identify learning needs and develop plans to address them. They seek opportunities for nurses to participate in continual learning activities. Nurse administrators may need to advocate for resources or organize and facilitate access to the learning opportunities.

Read the following question discussion note.

Nurse Administrator

Your score	{score}
Max score	{max-score}
Number of quiz attempts	{total-attempts}

Indicators For The Educator Role

- support students and nurses in becoming reflective practitioners;
- develop, implement and facilitate learning activities; and
- support nurse in engaging in ongoing learning.



Click here to access the practice guideline: [Supporting Learners](#)

In addition to the indicators for all nurses, nurses in the educator role have additional expectations. They are expected to support and challenge nurses to examine their practice and consider what they are doing well. This puts the responsibility on the nurse as an individual to make improvements where needed.

Nurses in the educator role can help nurses and students become reflective practitioners by reviewing with them aspects of their practice and determining what worked and what could have been done differently. The nurse educator then develops, implements and facilitate learning activities relevant to the learners' needs.

Nurses in the educator role should also examine their own learning needs, based on the objectives and goals of the learners. A nurse educator should ask themselves if they are competent to perform the skills the student is required to learn. As discussed in the practice guideline *Supporting Learners*, nurses in the educator role are expected to maintain knowledge, skill and judgment relevant to learners' practice experience.

Indicators For The Researcher Role

- encourage evaluation of practice through research; and
- communicate best practice research results.



In addition to the indicators for all nurses, nurses in the researcher role have additional expects. They are expected to encourage research that evaluates nursing practice, and to communicate best practice research results to their colleagues and the profession.

Professional Standards

Accountability
Continuing Competency
Ethics
Knowledge
Knowledge Application
Leadership
Relationship



Continuing Competency
Accountability
Ethics
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Relationship

THE STANDARD OF CARE.

To work through another chapter from the Professional Standards, close the presentation and return to the Learning Centre.