

***ASSOCIATION OF  
REGISTERED NURSES  
OF  
PRINCE EDWARD ISLAND***

**CONTINUING**

**COMPETENCE**

**PROGRAM**

March 2006

## ARNPEI CONTINUING COMPETENCE PROGRAM

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# ARNPEI CONTINUING COMPETENCE PROGRAM

## BACKGROUND

Registered nurses practice in a variety of settings in clinical, administrative, education and research roles, often overlapping. In the face of evolving technologies, dwindling resources, and increasing expectations, it is critical that registered nurses continue to develop knowledge and competence throughout their careers.

Most regulatory nursing bodies in Canada have developed, or will be developing, continuing competence programs. Participation in a continuing competence program (CCP) will soon be necessary for licensure in most provinces.

## BELIEFS AND GUIDING PRINCIPLES

### **Continuing Competence:**

1. The nursing profession, through its regulatory organizations, promotes the advancement of nursing practice, identifies standards of practice, and promotes professional development.
2. Registered nurses as competent professionals are committed to life-long learning.
3. Continuing competence promotes good nursing practice, assists in preventing poor practice, and contributes to positive client outcomes.
4. Competence is continually maintained and acquired through reflective practice, life-long learning, and integration of learning into nursing practice.
5. The individual registered nurse has a professional obligation and the primary responsibility for acquiring and maintaining competence.
6. Maintaining and acquiring competence requires support from others, including colleagues, employers, professional and regulatory nursing organizations, and government.
7. Continuing competence can be facilitated or hindered by the environment in which individuals practice.
8. Nursing colleagues, through their moral commitment to their profession and to one another, support each other in demonstrating, developing, and maintaining competence.

### **Continuing Competence Programs:**

1. The public has the right to expect that registered nurses demonstrate continuing competence throughout their careers. The role of the regulatory body is to establish mechanisms that promote the delivery of safe, ethical, and competent care by registered nurses throughout their careers.
2. Provincial and territorial standards of practice and code of ethics for registered nurses provide the foundation for continuing competence programs.

**ARNPEI CONTINUING COMPETENCE PROGRAM**  
**QUESTIONS AND ANSWERS ABOUT**  
**ARNPEI CONTINUING COMPETENCE PROGRAM (CCP)**

**Why do we have a Continuing Competence Program?**

1. To support registered nurses in their professional commitment to lifelong learning and excellence.
2. To identify areas of practice needing enhancement.
3. To demonstrate to the public that nurses are maintaining competence by engaging in lifelong learning.
4. To ensure mobility of nurses across the country.

**How do we measure compliance with the CCP?**

Five to ten percent (5-10%) of the active practicing membership will be randomly selected to participate in an annual audit to determine compliance with the CCP requirements.

**What happens if I do not participate in the CCP?**

Participation in the CCP is mandatory for license renewal. If a member applying for licensure has not participated in the CCP, or has not complied with an audit request, only a temporary license may be granted. (See below).

**What happens if I am audited and I do not comply with the request for documentation (ie. proof of having met specific CCP requirements)?**

The deadline for submission of audit materials will usually be just before the end of the licensure year. If the required documentation is not provided by the license renewal deadline, a temporary license may be granted for a 90 day period, provided all other licensure requirements have been met.

A member who is granted a temporary license may be charged a fee over and above the annual re-licensure fee.

The member's employer(s) is/are notified of the status of the member's license.

Only after the member who has been audited complies with all the audit requirements will a license be issued for the full licensure year.

**\*\*\*\* *Keep all documentation associated with continuing competence for five (5) years.***

## ARNPEI CONTINUING COMPETENCE PROGRAM

### CONTINUING COMPETENCE PROGRAM COMPONENTS

1. **Assessment**            Self assessment  
                                 Peer review
2. **Learning Plan**        Learning goals  
                                 Continuing Education Activities (methods)  
                                 Evaluation
3. **Hours of practice** (Minimum of 1125 hours in 5 years)

#### 1. ASSESSMENT

Assessment of one's nursing practice has two major components: self assessment (reflection) and peer review. Both provide different perspectives and valuable insights about one's clinical practice.

##### **Self Assessment-**

Standards of nursing practice, characteristic of self-regulation, are based on the values of the profession. To protect the public, the Nurses Act mandates ARNPEI to set standards of practice. The values of the profession are articulated in the code of ethics for registered nurses. ARNPEI has adopted the C.N.A. Code of Ethics for registered nurses in P.E.I.

The Standards for Nursing Practice provide the basis for *reflection* on your nursing practice. By reviewing the Standards and reflecting on one's experiences in practice, nurses are able to identify strengths and areas for development. As well, practicing nurses use past experiences, seek advice and gain insight while meeting the challenge to respond to human needs.

##### **Peer Feedback-**

Nurses (formally and informally) often seek and receive feedback from colleagues related to client care. For employees it occurs with an annual performance appraisal. It also may include seeking out a knowledgeable, trusted colleague familiar your practice area, who can respond to specific questions related to your professional growth.

#### 2. LEARNING PLAN

The plan may include both short and long term goals. Short term goals should be able to be attained within the practice year; long term goals may be achieved over several years. Continuing education activities should be directed toward meeting the goals of your learning plan. Evaluate the effects of learning activities on your practice. Ask yourself if the learning activity was useful. Were you able to integrate it into your practice? If not, seek out a colleague who may know how to find the information you were seeking.

#### 3. HOURS OF PRACTICE

Registered nurses are required to practice 1125 hours over five years to maintain their knowledge, skill and judgement in nursing.

*Remember to keep all documentation associated with continuing competence for five (5) years*



***ASSESSMENT OF  
NURSING PRACTICE  
FOR  
CONTINUING COMPETENCE  
  
SELF ASSESSMENT  
&  
PEER REVIEW***

## ARNPEI CONTINUING COMPETENCE PROGRAM

### **SELF-ASSESSMENT**

As nurses, we are continually involved in assessing client needs. We often think back over our day and reflect on practice situations that required a change in nursing care to provide a better outcome. Reflection allows us to consider what we based our decision on, what information was collected, and based on the outcome what we learned from the process that would impact on our future practice.

This type of reflection is similar to the process of assessing our nursing practice. The Self Assessment Tool will promote learning by helping you to analyze your own nursing practice based upon the ARNPEI Standards for Nursing Practice.

The six Standards are:

- **STANDARD I**      **Code of Ethics**
- **STANDARD II**    **Unique Body of Knowledge**
- **STANDARD III**   **Competent Application of Knowledge**
- **STANDARD IV**   **Responsibility and Accountability**
- **STANDARD V**     **Advocacy**
- **STANDARD VI**    **Continuing Competence**

The six standards reflect key traits of the nursing profession and the roles of nurses. The roles or dimensions of nursing practice include direct practice, administration, education and research.

Standards describe the desirable and achievable level of professional conduct expected of each registered nurse in her/his practice, against which actual performance can be measured. Indicators, are examples of how the standard can be applied in a specific dimension of practice. They are not written in order of importance, nor are they an all inclusive list. You may wish to add indicators that best describe your practice setting.

To complete the Self Assessment you will need to set aside a quiet time and place that will enhance reflection. Before you begin your self-assessment, read through the Guide and make copies of the tools contained in the package. As you review each standard and indicator, reflect on your nursing practice over the past six months and assess your level of expertise on a continuum from 1-5 with (1) meaning “developing” to (5) meaning “expert.” Rate how you have fulfilled the specific standard. You may wish to add indicators that better describe your current area of practice. The Self Assessment may help you to identify the areas you need to further develop in order to meet the professional standards. All of this forms the basis for the development of your "Learning Plan."

## ARNPEI CONTINUING COMPETENCE PROGRAM

### Example:

### *Self Assessment Using Standards of Practice*

#### STANDARD II - UNIQUE BODY OF KNOWLEDGE

**Each nurse possesses and continually strives to improve upon the specialized body of knowledge based on nursing science relevant to her/his own area of nursing practice.**

**Indicate the number on the continuum from developing (1) to expert (5) that best describes your level of expertise in regard to the standard. The indicators should be interpreted as broadly as possible to fit your role and setting.**

#### Indicators

- ◆ **I have appropriate theoretical knowledge and skills as needed in my area of practice.**

*I was CNA Certified in gerontology in 1998 and am maintaining my Certification. Planning to re-certify in 2003.*

- ◆ **I utilize theoretical knowledge as a basis for nursing practice.**

*I am a member of the committee on wound care that has reviewed the literature related to geriatric wound care in long term care facilities and have invited the wound care nurse at QEH to present their program*

- ◆ **I present an informed view of the nursing profession and its relationship to the health care system to clients, colleagues, students, and other professionals.**

*I would have difficulty explaining the difference between the mandate of ARNPEI and the PEINU. I am intimidated by the library computer systems making the search for information more difficult.*

- ◆ **I know how and where to find needed information.**

*I am intimidated by the computer search systems at libraries..*

- ◆ **I recognize the various nursing roles and their relationship to one another.**

*I used to know most nursing roles and relationships but with the introduction of advanced practice roles for nurses such relationships seem less clear*

- ◆ **I help clients, colleagues, students, other professionals and the public to acquire new knowledge.**

*I used to feel comfortable mentoring diploma prepared student nurses since I do not have a BScN I am not certain about what knowledge is new for them.*

#### Other Indicators

- ◆ **I promote a practice environment that supports continual professional development and improvement in nursing practice.**

*Through the performance appraisal I challenge nurses to broaden their knowledge, examine their attitudes and values, and to perfect their skills*

	1	2	3	4	5
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## ***PEER REVIEW***

Almost every day we ask colleagues to give us informal feedback about how we had addressed a practice situation with a client, family or other professional. This type of feedback allows us to reflect on and consider how to respond when a similar practice situation arises. More formal feedback may be requested for purposes of developing your learning plan. About half the pilot project participants asked for more than one type of feedback and about half who asked for formal feedback used their self-assessment. Sometimes we do not recognize our own strengths and colleagues can assist us to be realistic about our learning plan. They may suggest where and how to approach identified learning objectives. Peer feedback should be meaningful and directed toward areas of practice that will help you grow.

### **COLLECTING FEEDBACK FROM PEERS**

Collecting feedback throughout the licensing year will:

- assist you to reflect on your practice year;
- help to confirm your self-assessment;
- provide information on various methods of practice;
- provide direction in developing and evaluating your learning plan

### **SELECTING A PEER**

Peers are people whom you work with or who work in a similar area of practice and setting. You choose the person you respect and whose judgement you trust to provide the feedback that is confidential and for your use only.

### **ASKING FOR FEEDBACK**

With the peer who has agreed to provide feedback, discuss the following:

- The focus of the feedback.
- The aspects of the role to be considered.
- How the feedback will be presented.

Then elect a mutually agreeable time and place.

## **ARNPEI CONTINUING COMPETENCE PROGRAM**

### **RECEIVING FEEDBACK**

In preparation for receiving feedback:

- Review the questions or areas of nursing practice you requested peer feedback;
- Listen carefully to understand and consider what is being said;
- Be interested in the other person's point of view;
- Ask questions to clarify how your peer views your nursing practice;
- Ask for suggestions on how to enhance your nursing practice and grow professionally. Keep two questions in mind:
  - 1) What do I do best?
  - 2) Are there aspects of my nursing practice upon which I can improve?
- Remember to thank your peer for taking the time to respond thoughtfully and professionally to your request for feedback.

### **GIVING FEEDBACK**

If you have been invited to provide feedback on a colleague's practice:

- Be clear about what your peer is asking you to respond to;
- Be specific to the areas of practice requested;
- Be guided by your peer's specific request for feedback and self-assessment;
- Be supportive and constructive in your comments;
- Be attentive to your and your peer's feelings and non-verbal cues.
- Be professional and thoughtful in your comments and tone;
- Set aside sufficient time to allow an exchange of thoughts, ideas, discussion of nursing practice strengths and needs.



**LEARNING PLAN**

**FOR**

**CONTINUING COMPETENCE**

## ARNPEI CONTINUING COMPETENCE PROGRAM

# THE LEARNING PLAN

Your self-assessment and peer feedback will help you to identify learning goals that will form the basis of your learning plan. Self-assessment ratings of three or below may indicate areas in your practice that require additional knowledge and/or experience.

## LEARNING GOALS

### Characteristics of learning goals

To provide clear direction and a means of measuring success, learning goals should be:

- Measurable (provides a means to determine when you are successful in meeting them)
- Action oriented (describes the behavior you hope to demonstrate as a result of your learning activities)
- Realistic (given the resources – time, finances, available workshops, personnel)
- Time limited (provides a “yardstick” to measure progress)

### Where to look for information to fulfill your learning goals:

- Colleagues (others may have the same learning goal)
- Librarian (computer search) at place of employment
- inservice educator
- university
- professional associations / special interest groups

## LEARNING METHODS

After you have identified your learning goals and have prioritized short and long term goals, reflect on what learning method works best for you.

Examples Of Learning Methods		
<ul style="list-style-type: none"><li>▪ inservice education</li><li>▪ nursing journals</li><li>▪ small group discussion</li><li>▪ textbooks</li><li>▪ conferences / workshops</li><li>▪ short courses</li></ul>	<ul style="list-style-type: none"><li>▪ observation &amp; return demonstration</li><li>▪ peer feedback</li><li>▪ independent learning modules</li><li>▪ distance learning</li><li>▪ case study review / grand rounds</li><li>▪ academic courses</li></ul>	<ul style="list-style-type: none"><li>▪ audio or video tapes</li><li>▪ "hands on" supervised experience</li><li>▪ computer assisted learning</li><li>▪ preceptorship</li><li>▪ CNA or other certification program</li><li>▪ membership in special interest group</li></ul>

## EVALUATION

Evaluating the impact of your learning on your practice will form the basis for assessing your practice next year. By linking the evaluation of this year's learning to your assessment of your practice in the following year, reflective practice becomes a process of lifelong learning, and competence throughout your career.

## ARNPEI CONTINUING COMPETENCE PROGRAM

### SAMPLE LEARNING PLAN

*Licensure Year* \_\_\_\_\_

After completing each Standard for your self-assessment, reflect on the rating of each indicator and consider possible areas of your practice that you would like to build on. List these below as a learning goal under "What I Want to Learn." These identified learning objectives may form the basis of your questions for Peer Feedback. Your peer may advise on the priority of your learning goals and suggest ways to meet them. Evaluating the effect of your learning activity on your practice and adding the date are final steps to building your personal continuing competence record.

<b>What I Want to Learn (Learning Goal)</b>	<b>How I Plan to Learn It (Method)</b>	<b>Target Date</b>	<b>Date completed / Evaluation</b>
<b>EXAMPLE:</b> Demonstrate safety and competence, and feel comfortable with use of new patient lift	Attend inservice (in-house) on use of lift  Read manufacturer's operational manual  Use the lift supervised by someone who is familiar with it (x3)	For short term goals, target dates should be within weeks or months	How well did the methods work?  Did I reach my objective?
Differentiate between the mandates and goals of ARNPEI and the PEI Nurses Union.	Obtain written material from both organizations (legislation, strategic plan, philosophy, annual reports)  Become involved in committee work for one or both organizations  Attend each organization's annual meeting	As above	As above
Become confident and knowledgeable in care of older clients	Attend workshops on different aspects of aging and issues associated with aging  Start preparation for CNA certification in gerontology.	For long term goals, target dates are often within months to several years	As above

## ***HOURS OF PRACTICE***

### **Continuing Competence Requirements**

Effective November 1, 2004, the applicant must make a written declaration and indicate whether he/she meets the practice hours requirement and the personal reflective practice review requirements, as stated below:

### **Practice Hours Requirement (in the five years preceding license renewal)**

In order to satisfy the practice hour requirements, an applicant shall provide satisfactory evidence of having:

- a) engaged in the practice of nursing for at least 1125 hours, or
- b) successfully completed a basic nursing education program at an approved school of nursing, or
- c) successfully completed an approved nursing refresher program.

ANPEI (2004) Continuing Competence Policy

## **ARNPEI CONTINUING COMPETENCE PROGRAM**

### **DEFINITIONS**

#### **COMPETENCE**

The ability to apply the knowledge, skills, judgment, and personal attributes\* required to practice safely and ethically in a designated role and setting.

#### **COMPETENCIES**

The specific knowledge, skills, judgment and personal attributes required for a registered nurse to practice safely and ethically in a designated role and setting.

#### **CONTINUING COMPETENCE**

The ongoing ability of a registered nurse to integrate and apply the knowledge, skills, judgment and personal attributes required to practice safely and ethically in a designated role and setting. Maintaining this ongoing ability involves a continual process linking the code of ethics, standards of practice and life-long learning. The registered nurse reflects on his/her practice on an ongoing basis and takes action to continually improve that practice.

#### **CONTINUING COMPETENCE PROGRAM**

A program that focuses on promoting competence among registered nurses throughout their careers.

#### **Competence Assessment**

An evaluation of the registered nurse's ability to integrate and apply the knowledge, skills, judgment and personal attributes required to practice safely and ethically in a designated role and setting.



**ASSOCIATION OF REGISTERED NURSES  
OF  
PRINCE EDWARD ISLAND**

**CONTINUING**

**COMPETENCE**

**PROGRAM**

**FORMS**



## ARNPEI CONTINUING COMPETENCE PROGRAM

### STANDARD II - Unique Body of Knowledge

Each nurse posses and continually strives to improve upon the specialized body of knowledge based on nursing science relevant to her/his own area of nursing practice

	<b>MY RATING</b>				
<b>Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
◆ I have appropriate <sup>1</sup> theoretical <sup>2</sup> knowledge and skills as needed in my area of practice.	-	-	-	-	-
◆ I utilize theoretical knowledge as a basis for nursing practice.	-	-	-	-	-
◆ I present an informed view of the nursing profession and its relationship to the health care system to clients, colleagues, students, other professionals and the public.	-	-	-	-	-
◆ I know how and where to find needed information.	-	-	-	-	-
◆ I recognize the various nursing roles and their relationship to one another.	-	-	-	-	-
◆ I help clients, colleagues, students, other professionals and the public to acquire new knowledge.	-	-	-	-	-
<b>Other Indicators</b>					
I promote a practice environment that supports continual professional development and improvement in nursing practice.	-	-	-	-	-

<sup>1</sup> Descriptions such as "appropriate", "effective", efficient" and "relevant" should be interpreted according to the context of nursing practice--i.e. the conditions in which nursing is practiced-- and should include type of agency (e.g. institution, community, home); client population (e.g. age, health needs, health status); availability of resources; independence; autonomy of practice (National Nursing Competency Project, 1996).

<sup>2</sup> Theoretical refers to general or abstract principles of a body of fact, of science or art, in this case related to knowledge from nursing and other related disciplines.

## ARNPEI CONTINUING COMPETENCE PROGRAM

### STANDARD III

#### Competent Application of Knowledge

*Each nurse demonstrates competencies relevant to her/his own area of nursing practice.*

	MY RATING				
Indicators	1	2	3	4	5
◆ I use nursing and other theoretical frameworks to assess, plan, implement and evaluate care, and revise plans as needed.	–	–	–	–	–
◆ I maintain clear, timely, and accurate records of pertinent data.	–	–	–	–	–
◆ I use communication processes to establish, maintain and conclude therapeutic and professional relationships.	–	–	–	–	–
◆ I coordinate and collaborate human resources, and manage physical resources, to promote quality services.	–	–	–	–	–
◆ I participate in activities that promote quality nursing and health care.	–	–	–	–	–
◆ I analyze changes within the health care system that impact on my practice and adapt as appropriate.	–	–	–	–	–
◆ I perform planned interventions in accordance with appropriate policies, procedures, and service standards.	–	–	–	–	–
◆ I use current literature/research and performance indicators to support and direct practice.	–	–	–	–	–
<b>In addition- as an ADMINISTRATOR:</b>					
◆ establishes and maintains communication systems to support quality service and research.	–	–	–	–	–
◆ promotes and contributes to practice environments that encourage learning, application of nursing knowledge and research, and efficient use of resources.	–	–	–	–	–
<b>In addition- as an EDUCATOR:</b>					
◆ helps colleagues and students develop life long learning skills.	–	–	–	–	–
◆ critically analyses and evaluates nursing practice and education.	–	–	–	–	–
◆ provides feedback to colleagues and students to encourage professional growth, and advance nursing practice.	–	–	–	–	–
◆ promotes a learning environment that is conducive to ongoing demonstration and evaluation of competencies.	–	–	–	–	–
<b>In addition- a nurse in a RESEARCHER role:</b>					
◆ promotes and evaluates practice through research.	–	–	–	–	–
◆ facilitates involvement of others in the research process.	–	–	–	–	–
◆ ensures high standards are used in the research process.	–	–	–	–	–
◆ disseminates research findings formally and informally.	–	–	–	–	–
◆ promotes and contributes to environments that encourage the application of research findings to professional practice.	–	–	–	–	–
◆ secures resources to answer research questions.	–	–	–	–	–

## ARNPEI CONTINUING COMPETENCE PROGRAM

### STANDARD IV - Responsibility and Accountability

Each nurse demonstrates responsibility and accountability to the public by providing competent, safe and ethical nursing practice

	MY RATING				
	1	2	3	4	5
<b>Indicators</b>					
◆ I maintain current registration/licensure.	-	-	-	-	-
◆ I practice in accordance with:					
-the Nurse's Act, and its Regulations and By-laws;	-	-	-	-	-
-the ANPEI Standards for Nursing Practice;					
-the CNA Code of Ethics as adopted by the ANPEI Council;					
-other relevant Acts and legislation <sup>3</sup> ;					
-other relevant ARNPEI position statements, guidelines, and other documents;					
-individual competence, and ability to evaluate own practice.					
◆ I am responsible and accountable for my own actions and decisions at all times.	-	-	-	-	-
◆ I have the current knowledge skill and judgment needed to practice in my practice setting.	-	-	-	-	-
◆ I respond to and report situations which may be adverse for clients and/or health care providers, including incompetence <sup>4</sup> , misconduct, and incapacity of registered nurses and/or other health care providers.	-	-	-	-	-
◆ I exercise reasonable judgment in decision making.	-	-	-	-	-
◆ I follow established policies and procedures.	-	-	-	-	-
◆ I help to develop health care policies and procedures guiding the practice of health care providers.	-	-	-	-	-
<b>Other Indicators</b>	-	-	-	-	-

<sup>3</sup>Other relevant Acts and legislation e.g.:

- P.E.I. Consent to Treatment and Health Care Directives Act(1996 Draft, not proclaimed),
- Adult and Child Protection Acts (1988),
- Public Health Act (1988),
- Mental Health Act (1994) etc.

<sup>4</sup> Refer to the P.E.I. Registered Nurses Act, R.S.P.E.I. 2004, and Professional Conduct Review Regulations, R.S..P.E.I. 2006 for the definition of incompetence, misconduct, and incapacity

## ARNPEI CONTINUING COMPETENCE PROGRAM

### STANDARD V - Advocacy<sup>5</sup>

Each nurse demonstrates advocacy for clients I their relationship with the health system by responding to their needs in a way that supports, protects and safeguards the nursing practice

Indicators	My Rating				
	1	2	3	4	5
◆ I assist clients in the expression of their individual needs, values and choices (e.g., cultural beliefs, sexual orientation, age, and gender), and ensure that the clients perspective is made known so as to provide appropriate services.	-	-	-	-	-
◆ I share relevant information with clients regarding health and refer them to other sources for information when appropriate.	-	-	-	-	-
◆ I support clients to make informed decisions <sup>6</sup> regarding health.	-	-	-	-	-
◆ I develop and sustain collaborative partnerships with clients, colleagues, health providers, and the public, which promote advocacy.	-	-	-	-	-
◆ I support the development and implementation of policies which ensure the client's rights are respected.	-	-	-	-	-
<b>In addition- as an ADMINISTRATOR:</b>					
◆ I promote a practice environment that supports client advocacy.	-	-	-	-	-
◆ I use information to ensure that human and other resources are used effectively and efficiently to maintain consumer safety.	-	-	-	-	-
<b>In addition- as an EDUCATOR:</b>					
◆ I promote a learning environment that supports client advocacy.	-	-	-	-	-
<b>In addition- as a RESEARCHER:</b>					
◆ I ensure ethical guidelines are followed so that research participants are protected, supported and informed.	-	-	-	-	-
<b>Other Indicators</b>	-	-	-	-	-

<sup>5</sup>**Advocacy**- the supporting, protecting, and safeguarding of clients' rights and interests e.g. informing clients, in an appropriate manner, of how to make their voices heard in health decisions; assisting clients, in an appropriate manner, to present their perspectives; informing clients of health options or other services; and appropriately interceding to assist clients in obtaining services (RNANS Standards for Nursing Practice, 1997).

<sup>6</sup> **Informed decision**- refer to the Prince Edward Island Consent to Treatment and Health Care Directives Act, 1996.

## ARNPEI CONTINUING COMPETENCE PROGRAM

### STANDARD VI

#### Continuing Competence<sup>7</sup>

Each nurse demonstrates responsibility for maintaining competence, fitness to practice and acquiring new knowledge and skills in her/his own area of practice.

	MY RATING				
	1	2	3	4	5
<b>Indicators</b>					
◆ I demonstrate theoretical knowledge related to my area of practice.	–	–	–	–	–
◆ I demonstrate competence in skills related to my area of practice.	–	–	–	–	–
◆ I apply problem-solving processes in decision-making and evaluate these processes.	–	–	–	–	–
◆ I assess my personal competence and assume responsibility in meeting my professional learning needs, and assume responsibility to acquire knowledge and skills to improve my nursing practice.	–	–	–	–	–
◆ I seek out and use feedback from others in assessing my practice, and provide feedback to others to support their professional development.	–	–	–	–	–
◆ I share knowledge with clients, colleagues, health care providers, and the public.	–	–	–	–	–
◆ I have knowledge of changing trends in nursing, health, and society that impact on my practice.	–	–	–	–	–
◆ I practice within my level of competence.	–	–	–	–	–
<b>In addition- as an ADMINISTRATOR:</b>					
◆ I promote a practice environment that supports continuous professional development for competent nursing practice.	–	–	–	–	–
◆ I actively seek, through quality improvement activities, consumers input related to nursing care provided.	–	–	–	–	–
<b>In addition- as an EDUCATOR:</b>					
◆ I promote a learning environment that supports continuous professional development for competent nursing practice.	–	–	–	–	–
◆ I provide feedback to colleagues and consumers about practice and learning.	–	–	–	–	–
<b>In addition- as a RESEARCHER:</b>					
◆ I promote an environment that supports the conduct of research and the identification and integration of current research findings in order to promote continuous professional development.	–	–	–	–	–
<b>Other Indicators</b>	–	–	–	–	–

<sup>7</sup>**Competence-** the judicious application of knowledge, attitudes and skills required for performance in a designated role and setting (National Nursing Competency Project, 1996).

**ARNPEI CONTINUING COMPETENCE PROGRAM**



**PEER REVIEW**

**NURSE'S NAME** \_\_\_\_\_

**LICENSURE YEAR** \_\_\_\_\_

**Instructions to nurse:**

Ask a nurse with whom you work frequently and whose opinion you respect to:

- consider your practice
- complete this form (to list 3 things you do very well and 1 thing that would benefit your practice)
- discuss your practice with you.

**THREE STARS (three things you do well as a professional nurse)**

1.

2.

3.

**ONE WISH (one thing that would benefit your practice)**

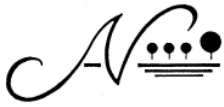
1.

**PEER REVIEWER'S NAME** \_\_\_\_\_

**DATE DISCUSSED** \_\_\_\_\_

*Remember to keep all documentation associated with continuing competence for five (5) years.*

**ARNPEI CONTINUING COMPETENCE PROGRAM**



**LEARNING PLAN**

*Licensure Year* \_\_\_\_\_

After completing each Standard for your self-assessment, reflect on the rating of each indicator and consider possible areas of your practice that you would like to build on. List these below as a learning goal under "What I Want to Learn." These identified learning objectives may form the basis of your questions for Peer Feedback. Your peer may advise on the priority of your learning goals and suggest ways to meet them. Evaluating the effect of your learning activity on your practice and adding the date are final steps to building your personal continuing competence record.

What I Want to Learn (Learning Goals)	How I Plan to Learn It (Method)	Target Date	Date completed / Evaluation

***Remember to keep all documentation associated with continuing competence for five (5) years***



**ARNPEI CONTINUING COMPETENCE PROGRAM**

**Association of Nurses of Prince Edward Island**

**Verification of Hours Audit Form**

Verification of R.N. Hours Worked in the Past 5 Years (To Be Released to ARNPEI)

**From:**

\_\_\_\_\_  
*R.N. Surname* *Given Name(s)*

ARNPEI Registration Number: 

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**To:**

\_\_\_\_\_  
*Name of Employer/Agency*

\_\_\_\_\_  
*Street Address*

\_\_\_\_\_  
*City/Town* *Province* *Postal Code*

**Consent**

I have been randomly selected by the Association of Nurses of PEI (ARNPEI) to provide verification that I have practised as a Registered Nurse. I hereby grant consent and request that Payroll/HR complete the bottom portion of this form providing documentation of my hours worked as a R.N. and **RETURN TO ARNPEI.**

\_\_\_\_\_  
**R.N. Signature** \_\_\_\_\_  
**Date**

**Payroll/HR: Please return to ARNPEI – DO NOT INCLUDE- vacation, sick time or extended leave(s) of absence. Include overtime only as actual time worked. Do not count “on call” hours, only actual R.N. hours worked.**

\_\_\_\_\_  
*EMPLOYER NAME* \_\_\_\_\_  
*TELEPHONE*

\_\_\_\_\_  
*EMPLOYEE NAME* \_\_\_\_\_  
*JOB TITLE*

The above named RN is:     Full-time     Part-time     Casual     Other: \_\_\_\_\_

Year	AS PER ARNPEI's Membership Year	RN Hours of Work	Comments
<b>Line 1</b>	2005: November 1, 2004 – October 31, 2006		
<b>Line 2</b>	2004: November 1, 2003 - October 31, 2005		
<b>Line 3</b>	2003: November 1, 2002 - October 31, 2004		
<b>Line 4</b>	2002: November 1, 2001 - October 31, 2003		
<b>Line 5</b>	2001: November 1, 2000 - October 31, 2002		

I confirm that the above employee has been working as a Registered Nurse

\_\_\_\_\_  
*Signature, Payroll/ Human Resource* \_\_\_\_\_  
*Title*

Please feel free to attach documentation that will verify practice hours. **Return to:**

**Audit Program – ARNPEI, 53 Grafton St., Charlottetown, PEI C1A 1K8  
 Tel: (902) 368-3764 or (902) 368-3765    Fax: (902) 628-1430**

**Remember to keep all documentation associated with continuing competence for five (5) years**