

## **THREE-STEP GUIDE TO MEETING CONTINUING COMPETENCE PROGRAM REQUIREMENTS**

**The three steps to meeting the CCP requirements are:**

**1. Self-Assessment:** Assessing your practice to determine your learning needs.

Registered nurses assess their practice based on the NANB *Standards of Practice for Registered Nurses* and nurse practitioners assess their practice based on the NANB *Standards of Practice for Primary Health Care Nurse Practitioners*.

**2. Learning Plan:** Developing and implementing your learning plan.

**3. Evaluation:** Evaluating the impact of your learning activities on your nursing practice.

## THREE-STEP GUIDE TO MEETING CONTINUING COMPETENCE PROGRAM REQUIREMENTS

### Step 1 – Self-Assessment

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#### *Assessing your practice based on NANB's Standards of Practice for Registered Nurses or the Standards of Practice for Primary Health Care Nurse Practitioners*

Self-assessment is a systematic process of reviewing your nursing practice using the NANB's standards of practice as frameworks. Registered nurses assess their practice based on the NANB *Standards of Practice for Registered Nurses* and nurse practitioners assess their practice based on the NANB *Standards of Practice for Primary Health Care Nurse Practitioners*. Self-assessment is an approach through which you will reflect in a formalized manner on your practice and identify your learning needs on an annual basis.

The standards of practice are statements that describe the level of performance expected of all nurses in their practice, regardless of their role and practice setting. With each standard of practice is a list of corresponding indicators which demonstrate how a standard may be applied. It is expected that all nurses will be able to explain how the indicators apply to their practice. Not all of the standards of practice indicators will apply to all nurses, at all times, in all situations. You may need to identify additional indicators to specifically describe your practice.

You are required to document your self-assessment at least once a year in the period preceding registration renewal. This self-assessment is meant to be an ongoing process throughout the year. You may need to revisit your self-assessment in the event of a change in your practice setting or nursing responsibilities.

## THREE-STEP GUIDE TO MEETING CONTINUING COMPETENCE PROGRAM REQUIREMENTS

### Step 1 – Self-Assessment Continued

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#### Completing the Self-Assessment Worksheet

1. Review the standards of practice and corresponding indicators as outlined in the *Self-Assessment Worksheet*. Consider how each indicator relates to your specific role and practice setting. There is space to write notes as you reflect on each standard.

*Ask yourself - ‘Am I meeting the expectations of this indicator consistently?’*

2. Assess your practice against each standard of practice indicator.

Rate your practice on a scale of 1 to 4 by circling the appropriate number.

*Ask yourself – ‘Which indicator(s) will I focus on?’*

Is there some aspect of this indicator that you would like to focus on? If so, check the box in the last column and continue.

*Ask yourself - ‘Does each standard of practice indicator apply to my practice?’*

3. Once you have identified on the *Self-Assessment Worksheet* which indicator(s) you may not be meeting consistently, prioritize at least one indicator to focus on.

Record the indicators(s) chosen in the first column of the *Learning Plan Worksheet*.

## THREE-STEP GUIDE TO MEETING CONTINUING COMPETENCE PROGRAM REQUIREMENTS

### Step 2 – Learning Plan

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#### *Developing and implementing your learning plan*

Based on your self-assessment and the indicator(s) you have chosen to focus on from Step 1, it is now time to develop your learning plan.

The learning plan allows you to list the standard of practice indicator(s) prioritized in Step 1, to identify learning needs, to set learning objectives, to plan learning activities, and to record target and completion dates.

The learning plan is meant to be flexible and you may need to revise your plan throughout the year. As you implement your learning plan, you may modify learning objectives, add learning activities, or adjust target dates as changes or events arise in your practice setting or nursing responsibilities.

The *Learning Plan Worksheet* is a tool to document your learning plan.

## THREE-STEP GUIDE TO MEETING CONTINUING COMPETENCE PROGRAM REQUIREMENTS

### Step 2 – Learning Plan Continued

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#### Completing the Learning Plan Worksheet

1. Create a learning plan for the **standard of practice indicator(s)** that you prioritized in Step 1 using the *Learning Plan Worksheet*. Write the indicator(s) you selected in the left hand column *Standards of Practice Indicator Number*.
2. Using an action verb, write a learning objective for **each** indicator(s) you have selected.
3. Identify the specific *learning activities* that will help you meet each learning objective. The learning activities must be related to the work you are doing now or plan to do in the near future.
4. Identify **target dates** for each learning activity to help keep you on track.
5. Document the completion of each learning activity. Remember to enter dates of completion as you complete each learning activity.
6. As you implement your plan, you may identify other learning activities that assist you in meeting your established learning objective(s). Record these learning activities on your learning plan.

*Ask yourself - “What am I going to learn?”*

*Ask yourself – “What do I want to be able to do?”*

*Ask yourself – “How am I going to learn?”*

### ***REGISTERED NURSES***

#### ***Learning activities may include:***

- seeking peer feedback;
- reading articles and/or textbooks;
- networking and consulting with experts in your facility or around the province;
- shadowing an expert nurse;
- attending clinical practice rounds, seminars, in-services or workshops;
- watching a video;
- attending or participating in a clinical case presentation;
- enrolling in continuing education courses;
- attending conferences;
- completing CNA certification in your specialty area;
- preceptoring students; and
- mentoring a peer.

### ***NURSE PRACTITIONERS***

#### ***Learning activities may include:***

- seeking peer feedback;
- attending education events, such as conferences, clinical updates or rounds that target clinical treatment, including pharmacotherapy or other aspects relevant to practice (for example, ethics);
- critically reviewing relevant literature, such as reading and critiquing related professional journals at the NP level or participating in a journal club that targets clinical treatment, including prescribing;
- enrolling in accredited or academic programs at the level of nurse practitioner/advanced practice nursing or taking academic credits applicable to the context of practice or scope of the NP's practice;
- teaching, such as providing an educational seminar/presentation or lecture (Acceptable teaching might include participating in a lecture or presentation at a professional conference or preceptoring at the NP level);
- writing for publication, such as writing an article in a journal or a chapter in a text that facilitates the integration of evidence-based knowledge into practice;
- developing and implementing clinical tools; and
- researching, such as undertaking relevant clinical research activities or participating in a clinical research collaborative project that contributes to the understanding and development of evidence-based nursing knowledge.

## THREE-STEP GUIDE TO MEETING CONTINUING COMPETENCE PROGRAM REQUIREMENTS

### Step 2 – Learning Plan Continued

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#### How to Write Learning Objectives

Clear learning objectives can give direction to your learning plan and assist you in selecting learning activities. To get the most out of your learning plan, think carefully about what you want to accomplish.

- Describe each objective in terms of your desired outcome to be demonstrated at the end of this learning.
- Start each learning objective with an action verb that indicates an observable outcome.
- Learning objectives should be:

S – specific;  
M – measurable;  
A – acceptable;  
R – realistic; and  
T – timely with a deadline.

#### **Helpful *action verbs***

- |                  |             |                  |                 |
|------------------|-------------|------------------|-----------------|
| • to demonstrate | • to apply  | • to communicate | • to organize   |
| • to develop     | • to create | • to plan        | • to coordinate |
| • to identify    | • to learn  | • to teach       | • to implement  |

- Your learning objective(s) may focus on various outcomes, such as:
  - knowledge;
  - understanding (application of knowledge);
  - higher level thinking skills (critical thinking, problem solving);
  - affective outcomes such as attitudes, feelings and emotions; and
  - performance outcomes (task or behaviour).

## THREE-STEP GUIDE TO MEETING CONTINUING COMPETENCE PROGRAM REQUIREMENTS

### Step 3 – Evaluation

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#### *Evaluating the impact of your learning activities on your nursing practice*

Complete your learning activities and take the time to consider if you have benefited from these activities. It is important to identify what impact your learning objectives and the completion of your learning activities have had on your nursing practice. Document the impact of your learning on the *Evaluation Worksheet*.

As you evaluate your learning, you may identify areas of practice which will form the basis of your CCP requirements for the upcoming year.

*Ask yourself: “Did the learning activities help meet my learning objective(s)?”*

*Ask yourself: “Did my learning activities make a difference to my practice?”*