

QA Self-Assessment: Quality Assurance

A Guide To Developing
Your Learning Goals
and Learning Plan 2012



COLLEGE OF NURSES
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Introduction

This guide can help you meet the requirements of Component 1: Self-Assessment of the College's Quality Assurance (QA) Program. It explains the steps required to develop your learning goals and complete a Learning Plan.

Start the Self-Assessment process by going to the online QA Program at **www.cno.org**. The online site is secure; all your information will remain confidential. The interactive program is fast and easy to use. There, you can document your Practice Reflection and create, save, edit and review your learning goals for your Learning Plan. You will also find QA Program resources, including a glossary and examples of how to document your learning goals.

Self-Assessment

Self-Assessment is a self-directed, two-part process that **results in a Learning Plan**. Each year, the College will select two practice documents to be the focus of the year's QA Program. You must use these two documents to complete your Self-Assessment.

The College practice standards for 2012 are:

- *Therapeutic Nurse-Client Relationship, Revised 2006*
- *Documentation, Revised 2008.*

Are you an NP? You must also review the *Nurse Practitioner* practice document.

During the Self-Assessment process, you will identify your learning needs in relation to the selected practice documents. You should also reflect on how the following elements apply to your nursing practice while completing your learning goals—the information can be used in your Practice Reflection:

- advances in technology
- changes in the practice environment
- entry-to-practice competencies
- interprofessional care.

There are two parts to the Self-Assessment component. Part A, Practice Reflection, involves thinking about your practice and obtaining peer input to determine your strengths and the areas you need to improve.

Part B involves developing learning goals and creating and maintaining a Learning Plan.

TIPS ♦ Your QA Program activities must address the selected practice documents. Members can use other College practice documents for their QA Program activities, but only in addition to the selected practice documents.

- ♦ Definitions are provided in the glossary on page 6.

Part A: Practice Reflection

Think about your practice and obtain peer input to help you determine your strengths and the areas you need to improve. Reflecting on your practice helps you to continually improve your competence as a nurse. Obtaining peer input improves your awareness of your practice.

You can document your Practice Reflection activities online at www.cno.org, using the interactive Practice Reflection form. Or, you can print a blank Practice Reflection form from the website and fill it out by hand.

The Practice Reflection process will help you identify your learning goals that are required for Part B, developing your Learning Plan.

TIP ♦ If you are selected for Component 2: Practice Assessment you may be asked to identify the resources you used to reflect on your practice, but the College will not review your Practice Reflection form. However, the College will review your Learning Plan.

The chart below suggests a process for reflecting on your practice.

Steps to completing Practice Reflection

Step #1 Identify the resources and activities you will use to reflect on your practice.

Resources may include:

- discussions with colleagues and supervisors
- College practice standards and guidelines, online learning modules, teleconferences and practice consultations
- workplace resources (for example, performance assessments)
- academic and/or continuing education courses such as conferences
- podcasts and webinars
- nursing journals and magazines.

Step #2 Identify the peer(s) who you will ask for input.

You may choose to ask:

- What do you think I do well?
- What can I improve?
- Can you give me an example of how I effectively apply the *Therapeutic Nurse-Client Relationship, Revised 2006* and the *Documentation, Revised 2008* practice documents? In what areas could I improve?

Are you an NP?
Ask for input from a peer familiar with the *Nurse Practitioner* practice document.

Step #3 When developing your learning goals, consider:

- Your strengths and the areas you need to improve.
 - How do they relate to the two selected practice documents?

Consider how the following elements affect your practice:

- advances in technology
- changes in the practice environment
- entry-to-practice competencies
- interprofessional care.

TIP ♦ Definitions for the elements can be found in the glossary on page 6.

Part B: Learning Plan

Once you have completed Part A, Practice Reflection, you're ready to develop your learning goals.

Your Learning Plan is evidence of your participation in the QA Program. It documents your learning goals, the activities you plan to reach these goals and the changes to your practice from implementing the goals. You are expected to update the learning goals in your Learning Plan throughout the year as you complete the activities you identified.

TIPS ♦ You must complete at least one learning goal for each practice document selected for the QA Program.

You can complete your learning goals online using the interactive QA Program at www.cno.org. Your learning goals will be saved in your online Learning Plan Summary. You can easily access the Learning Plan Summary to review and update your goals and print any pages; the information will be saved automatically for two years.

If you want to fill out the Learning Plan by hand, then you can download and print blank forms at www.cno.org/qa. You will have to save the paper copy for two years.

You can incorporate information from professional development activities and workplace performance assessments into your learning goals.

Steps to completing the online learning goal page

Step #1 Choose one of the selected practice documents.
Select the practice document box (*Therapeutic Nurse-Client Relationship, Revised 2006* or *Documentation, Revised 2008*) that relates to your goal. If you have additional goals that relate to different practice documents, then identify them by picking the box marked "Other." Then, select the title of the document from the drop-down menu.

Step #2 Document your learning goal.
Use the "goal" section of the page to document your learning goal. Your goal should be SMART:

- specific to your learning needs
- measurable within your practice
- attainable within your practice and with your skills
- relevant to your role and responsibilities
- have a timeline and deadline.

Step #3 Document the activities and timeframe for completing the activities necessary to achieve your goal.
Activities are actions you plan to take to achieve your goal. For example, you could plan to complete an online educational session; read nursing journals; attend conferences, seminars or workshops; or work with a preceptor. Set realistic, time-limited target dates to complete your activities.

Step #4 Document the changes to your practice.
Continually update your learning goal by documenting the changes you made to your practice after completing activities or achieving your goal. Describe how these changes affect client care and/or nursing practice. The information in this section can form the basis for completing your Practice Reflection next year.

Are you an NP?

You need to create an additional learning goal for the *Nurse Practitioner* practice document.

Are you an NP?

You must also choose the *Nurse Practitioner* practice document as the basis for one of your goals.

Step #5 Ensure the expected and actual goal completion dates are filled out.

Document when you plan to achieve your goal in “expected goal completion date.” Document when you achieved your goal in “actual goal completion date.” If you cannot complete a goal in the current practice year, then you can carry it over to the next year. However, document any achievements you make toward completing the goal on the learning goal page.

Step #6 Ensure you’ve considered how the following elements impact your practice:

- advances in technology
 - changes in the practice environment
 - entry-to-practice competencies
 - interprofessional care.
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Step #7 Review and edit your learning goal page if necessary.

Step #8 Go to the Learning Plan Summary link to review all your saved learning goals.

Your learning goals will be saved on the Summary page for two years. During that time, you can review and edit any of the goals.

TIPS ♦ For more information on creating SMART goals, review the College’s *Developing SMART Learning Goals* guide at www.cno.org.

Glossary

Advances in technology: The introduction of new, innovative or different skills, processes or knowledge into a nurse's practice setting. For example, learning how to use a new electronic documentation system.

Changes in the practice environment: Changes that require additional knowledge, skill and judgment for a nurse to deliver safe, effective and ethical nursing care. For example, changes in the client population, nursing care delivery systems or legislation.

Entry-to-practice competencies: Expectations that all nurses must maintain throughout their career. The RN, RPN and NP competency statements are at www.cno.org/qa.

Goal Page: The form used to document your learning goal, the activities to achieve this goal and an evaluation of changes to your practice as the activities are completed and the goal is achieved. You can update this form throughout the year as you complete the activities.

Interprofessional care: The provision of comprehensive health services to patients by multiple health caregivers who work collaboratively to deliver quality care within and across settings.

Learning Plan: This is a compilation of the Goal Pages you create for a specific QA Program year. You should keep each year's Learning Plan for two years.

Peer: A member of the interprofessional team who understands your role as a nurse. A peer does not have to be in the same role as you.

Practice standards: For the purposes of the QA Program, the term *practice standard* refers to a College practice standard or practice guideline. A practice standard outlines the knowledge, skill and judgment necessary for safe practice, and includes accountabilities and responsibilities. Practice standards and guidelines are at www.cno.org/publications.