



COLLEGE OF NURSES  
OF ONTARIO

ORDRE DES INFIRMIÈRES  
ET INFIRMIERS DE L'ONTARIO

THE STANDARD OF CARE.

# A Student's Introduction to Self-Regulation

## Teleconference Series 2011-2012

Erin Bruce, RN, MScN, ENC(C), Manager, Entry to Practice  
Lorraine Cramp, RN, PhD(c), Entry to Practice Assessor  
Alexandra Jurczak, RN, BScN, MN, Entry to Practice Assessor  
Heidi Siu, RN, MScN, Entry to Practice Assessor

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# Outline

- College of Nurses of Ontario (CNO)
- Nursing Regulation and Self-Regulation
- Four Key Components of Self-Regulation
- Entry-to-Practice
- Questions

# Practice and Regulatory Policy

- Practice
- Quality Assurance
- Policy
- Entry to Practice (ETP)
  - ETP competencies
  - Registration exams
  - Registration requirements

# Different Roles

## Regulator

Regulates the profession of nursing in the public interest

## Association

Advances the interests of the profession

## Union

Provides support and information for workplace issues

# College of Nurses of Ontario (CNO)

## Vision

Leading in regulatory excellence

## Mission

Regulating nursing in the public interest

# CNO Facts

- Established in 1963
- The College has over 155,795 members and is the largest health professional regulatory body in Ontario
  - Registered Nurses (114,804)
  - Registered Practical Nurses (39,113)
  - Nurse Practitioners (1,878)

Membership stats September 06, 2011

# Legislation and CNO

## *Regulated Health Professions Act, 1991 (RHPA)*

- Sets out common elements for all colleges to be self-regulated
- Includes scope of practice statement for all health care professionals (HCP)
- Includes *Controlled Acts* for all HCPs

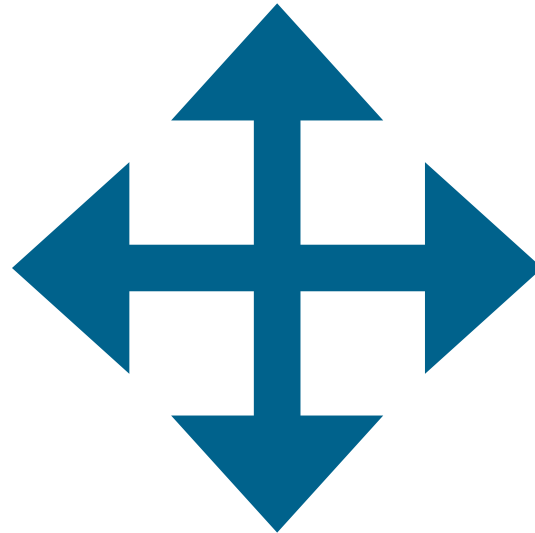
## *Nursing Act, 1991*

- Provisions and regulations specific to the nursing profession

# CNO Regulates Nursing by...

Setting Criteria for Becoming  
a Nurse in Ontario

Establishing  
Standards



Administering  
QA Program

Enforcement of Standards of  
Practice & Conduct

# Establishing the Standards

- What is an Entry-to-Practice competency?
  - Competence ... the ability of a nurse to apply knowledge, skill, judgement, attitudes, values and beliefs to practice safely and ethically in any designated role and setting.  
*(CNO, 2009)*
- Where are these competencies found?
  - Reflected in the curricula
  - Helps determine curricula development and review
- Ongoing revision based on health care needs

# Case Study 1

Jack is a nursing student in his final clinical practicum. Jack and his preceptor, Sarwat, discuss the entry-to-practice competencies for RNs and RPNs. Jack explains that competencies:

- describe expected performance behaviour that reflects safe, competent and ethical care
- inform the public about what they can expect from nurses
- demonstrate how nursing practice is influenced by the current competencies

**Question: Do all nurses need to be aware of the current entry-to-practice competencies?**

# Case Study 1 cont'd...

**Answer:** Yes

Part of self-regulation is keeping up-to-date with changes in nursing practice. The current entry-to-practice competencies are client-centred and designed to enable nurses to meet practice challenges in the years to come. As part of continuing competency, all nurses, regardless of when they graduated, are required to be aware of current entry-to-practice competencies and how they may influence their practice.

# Setting Criteria for Becoming a Nurse in Ontario

- Program Requirements
- Recent Nursing Practice
- National Exam
- Character and Suitability to Practice

# Administering Quality Assurance

- Reflective practice
  - As students, you are already participating in reflective practice, through reflective journaling using various frameworks
- Developing and maintaining a learning plan
- Random selection for the CNO's Quality Assurance Program

# Enforcement of Standards of Practice and Conduct

- Title protection
- Maintenance of suitability to practice
- Scope of practice
- Complaints and investigations

# Case Study 2

In 1996, CNO revoked a certificate of registration for Sarah, RN, following a finding of professional misconduct.

- Sarah later started a community paediatric nursing business, and
- secured a nursing position coordinating a research project

**Does the CNO have jurisdiction to intervene given that the person is no longer a member of the College?**

## Case Study 2 cont'd...

**Answer: Yes**

CNO's mandate is public protection, which includes playing a key role in the prosecution of nurse imposters. It is an offence under the Nursing Act 1991 for individuals without a College registration to hold themselves out as a nurse, which includes seeking employment as a nurse. Those who practise nursing without a valid registration with the College pose a risk to patients and undermine public confidence in the nursing profession.

# Thank You for Your Participation!

We would greatly appreciate hearing your feedback about this teleconference

Please complete the evaluation form, located in the “Students” section of the CNO website [www.cno.org/students](http://www.cno.org/students)

# Resources

- General Inquiries: Toll-free in Ontario 1 800 387-5526 or 416-928-0900
- Practice Line: Toll-free in Ontario 1-800-387-5526, ext. 6397 or 416-928-0900, ext. 6397
- Website: [www.cno.org](http://www.cno.org)
- Publications and Resources: (online)
  - RN and RPN Entry-to-Practice Competencies
  - Practice Standards and Guidelines documents
  - E-learning Modules
  - *The Standard* (quarterly magazine)
- Entry-to-Practice Email: [entrytopractice@cnomail.org](mailto:entrytopractice@cnomail.org)

# Questions or Comments





### Teleconference Feedback Form

Thank you for participating in the *Student's Introduction to Self-Regulation* teleconference. Please take a few minutes to complete this feedback form. Your feedback is appreciated and will help us improve our process! You can also respond online at <http://www.cno.org/en/learn-about-standards-guidelines/educational-tools/teleconferences/students-into-to-self-regulation/>

<b>Which teleconference did you attend?</b>	Wednesday, Oct 19	Tuesday, Nov 15	Monday, Jan 23
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<b>Usefulness of teleconference</b>	Very Useful	Useful	Not very Useful	Not at all Useful
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**Please explain your answer:**

<b>Overall satisfaction with speakers:</b>	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
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**Please explain your answer:**

<b>Please indicate your level of satisfaction with the speakers?</b>	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	<b>Please explain your answer</b>
a) clarity		<input type="checkbox"/>		<input type="checkbox"/>	
b) understanding of the topic		<input type="checkbox"/>		<input type="checkbox"/>	
c) responses to questions		<input type="checkbox"/>		<input type="checkbox"/>	
d) handling of participant questions		<input type="checkbox"/>		<input type="checkbox"/>	

<b>As a result of this teleconference, how much better is your understanding of:</b>	Very Much	Somewhat	Not Really	Not at all
A) The role of the College of Nurses of Ontario		<input type="checkbox"/>		<input type="checkbox"/>
B) Nursing regulation and self-regulation		<input type="checkbox"/>		<input type="checkbox"/>
C) Entry-to-practice competencies link to the requirements for regulation.		<input type="checkbox"/>		<input type="checkbox"/>

**Comments:**

<b>Your current status:</b>	PN Student	Faculty
	BScN Student	Other (Specify):
	RN	
	RPN	

<b>Setting:</b>	College
	University
	Other (Specify):

**Thank you for your feedback.** Please send the completed form as an e-mail attachment to Donna Deelarbi at [ddeelarbi@cnomail.org](mailto:ddeelarbi@cnomail.org) or print and fax to **416 928-6507** (attn: Donna Deelarbi) by **January 30, 2012**.