



COLLEGE OF NURSES
OF ONTARIO

ORDRE DES INFIRMIÈRES
ET INFIRMIERS DE L'ONTARIO

THE STANDARD OF CARE.

RPN, RN and NP Entry-to-Practice Competencies

April 2010

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Outline

- Role of CNO
- Legislative Framework
- Entry-to-Practice Competencies for:
 - RPN
 - RN
 - NP
- Link between Competencies and Skills
- Key messages

College of Nurses of Ontario (CNO)

Vision

Excellence in nursing practice everywhere in Ontario.

Mission

To protect the public's right to quality nursing services by providing leadership to the nursing profession in self-regulation.

Legislative Framework

Regulated Health Professions Act (RHPA), 1991

- Sets out common elements for all colleges to be self-regulated
- Includes scope of practice statement
- Includes 13 Controlled Acts

Legislative Framework

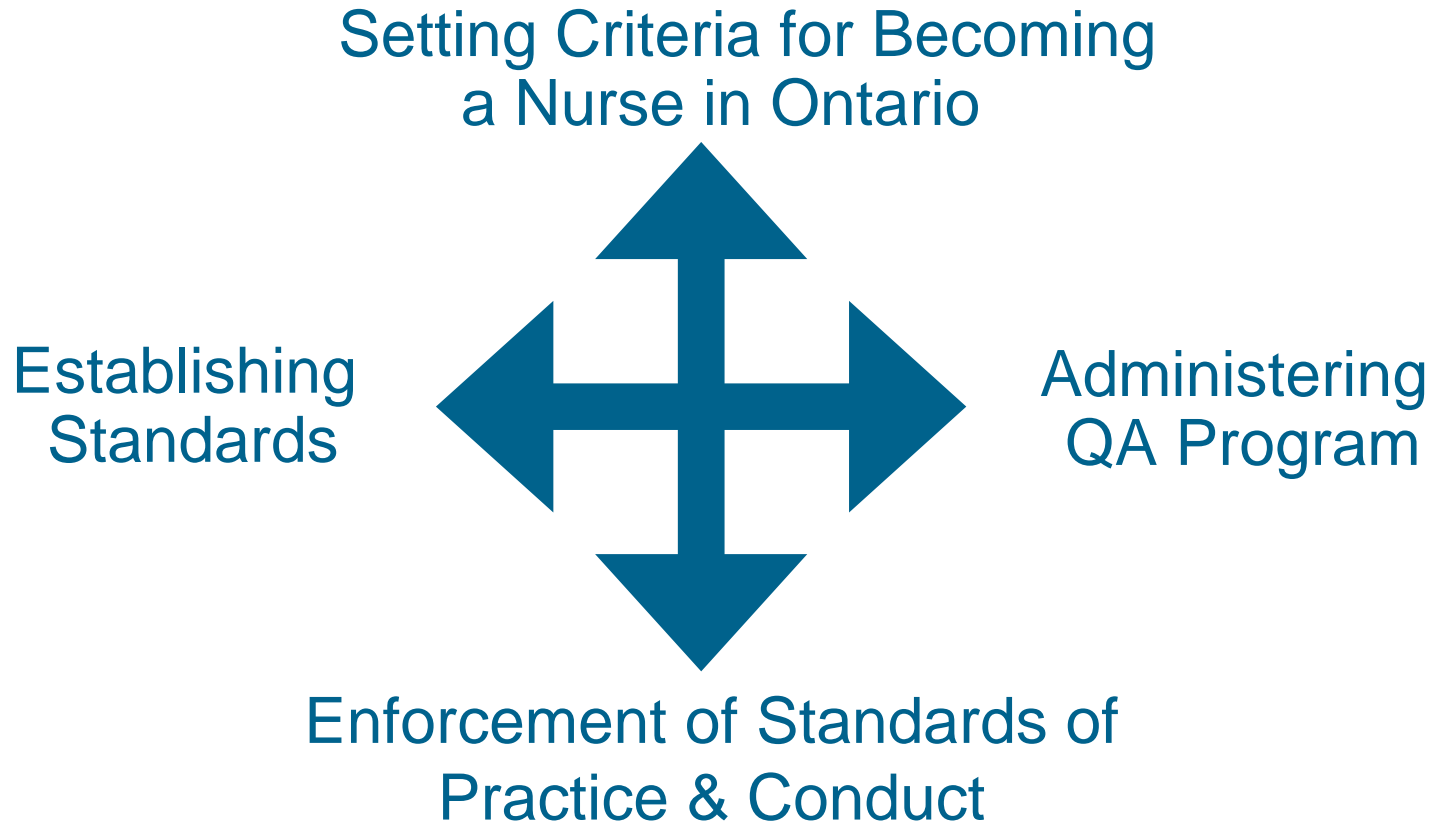
Nursing Act, 1991

- Provisions and regulations specific to the nursing profession
- Authorizes three of the 13 Controlled Acts for RPNs, RNs and NPs
- Additional three Controlled Acts for NPs

Legislated Scope of Practice Statement

- The practice of nursing is the promotion of health and the assessment of, the provision of care for, and the treatment of, health conditions by supportive, preventive, therapeutic, palliative and rehabilitative means in order to attain or maintain optimal function.

CNO Regulates Nursing by...



Entry-to-Practice: Historical Perspective

1990s

- RPN, RN, NP Competency Statements

2000s

- 2005: National RN and NP Entry-to-Practice Competencies (ETP) published
- 2009: Ontario RPN ETP Competencies
- 2009: Nurses incorporate entry-to-practice competency statements into continuing competence requirements

Entry-to-Practice Competencies

- Reflected in baccalaureate, practical nursing and nurse practitioner curricula
- Help guide curricula development and review
- Considered terminal program outcomes
- Portray entry-level nursing practice
- Address changes in client needs, health care environment, nursing practice and nursing knowledge

Entry-to-Practice Competencies

- Competence ... *the ability of a nurse to apply knowledge, skill and judgement with the personal attributes (i.e., attitudes, values and beliefs) to practice safely and ethically in any designated role and setting*

(CARNA, 2006; CNA, 2005 ; NANB, 2005)

- Competency Statement ... *“the descriptions of expected performance behaviour that reflects professional attributes”*

(CNO, 2004)

RPN Entry-to-Practice Competencies

- Current competencies
 - Revised 2009
 - Conceptual Framework
 - Centrality
 - Regulatory Perspective
 - Canadian Practical Nurse Registration Exam Competencies
 - Updates and revisions
- http://www.cno.org/docs/reg/41042_EntryPracRPN.pdf

Competency Heading: Self-Regulation

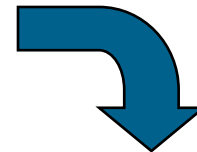
Legislated Scope of Practice



RPN Entry to Practice Competencies

RPN Competency Statement

Critiques and integrates research findings from nursing, and health and social sciences into one's practice



Skills (Paediatric Asthma Care)

Attends a workshop or course on Paediatric Asthma.

RN Entry-to-Practice Competencies

- National ETP Competency Project: 2004-2006
 - National Framework
- Current Competencies: 2009
 - Precede Canadian Registered Nurse Examination Competencies
 - New trends and changes to current practice
- Projected revisions: 2015
 - Ongoing process: Environmental scanning
 - http://www.cno.org/docs/reg/44042_InitialRegHandbook.pdf

Competency Heading: Self-Regulation

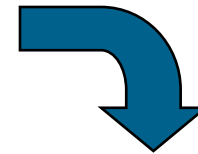
Legislated Scope of Practice



RN Entry-to-Practice Competencies

RN Competency Statement

Demonstrates continuing competence by: (d) seeking and using new knowledge that may enhance, support or influence competency in practice;



Skills (Paediatric Asthma Care)

Initiates a literature review and peer discussion on best practices for pediatric asthma education, integrates information into nursing practice

NP Entry-to-Practice Competencies

- *Canadian Nurse Practitioner Core Competency Framework* established in 2005 through the *Canadian Nurse Practitioner Initiative (CNPI)*
 - National Framework
 - Applicable to all NPs
- Revised in 2010 under the direction of Canadian nursing regulatory bodies
 - http://www.cno.org/for/rnec/pdf/CompetencyFramework_en.pdf

Competency Heading: Health Assessment and Diagnosis

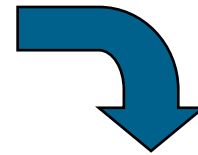
Legislated Scope of Practice



NP Entry-to-Practice Competencies

NP Competency Statement

1.3 Synthesizes health assessment information and uses critical thinking and clinical reasoning skills to.....formulate differential diagnoses.



Skills (Paediatric Asthma Care)

Conducts a physical exam and health history, orders appropriate diagnostic tests (e.g., chest x-ray) to formulate a diagnosis

Key Messages

Entry-to-Practice Competencies:

- are the foundation for safe and ethical nursing practice;
- are used, in a variety of ways, in CNO's regulation of nurses;
- are routinely updated to ensure ongoing relevance as nursing practice evolves; and
- remain relevant throughout a nurse's career: from novice to expert.

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;
ppd@cnomail.org
- **Outreach Consultants:**
<http://www.cno.org/prac/outreach/index.htm>
- **Entry-to-Practice E-mail:**
entrytopractice@cnomail.org
- **Website:** www.cno.org
- **Publications & resources:** [\(on-line\)](#)

Questions

Teleconference Feedback Form

Thank you for participating in the *Entry to Practice (ETP) Competencies for RNs, RPNs and NPs* 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 complete this form online at http://www.cno.org/prac/learn/teleconferences/etp/etp_evaluation.htm

Which teleconference did you attend? Tuesday, April 6 Wednesday, April 14 Thursday, April 29

1. Usefulness of teleconference Very Useful Useful Not very Useful Not at all Useful

Please explain your answer:

2. Overall satisfaction with speaker: Very Satisfied Satisfied Dissatisfied Very Dissatisfied

Please explain your answer:

3. Satisfaction with speakers':	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Please explain your answer
a) clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) understanding of the topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) responses to questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

4. As a result of this teleconference, do you have a better understanding of:

	Yes	No	Unsure	Please explain your answer
a) the Entry-to-Practice Competencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) the link between Competencies and Skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) how CNO utilizes the ETP competencies in regulating nursing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Other comments:

6. Your current status:

- RN
- RPN
- NP
- BScN Student
- PN Student
- Student of an NP program
- Faculty
- Other: _____

7. Your setting:

- Academia
- Acute Care
- Community & Public Health
- LTC & Rehabilitation
- Mental Health & Corrections
- Paediatrics
- Palliative
- College
- University
- Other: _____

8. Your role:

- Staff Nurse
- Nurse Practitioner
- Manager
- Administration
- Clinical Educator
- Clinical Nurse Specialist
- Student
- Other: _____

Thank you for your feedback.

Please fax the completed form to **416 928-9643** (attn: Donna Deelarbi) by **May 7, 2010**.