

**Competency Review**

**Tool**

**2007**



COLLEGE OF NURSES  
OF ONTARIO  
ORDRE DES INFIRMIÈRES  
ET INFIRMIERS DE L'ONTARIO

THE STANDARD OF CARE.

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## Overview of Quality Assurance

The College of Nurses of Ontario developed its Quality Assurance (QA) Program to support nurses in their pursuit of life-long learning and continuous improvement. The goal of the program is to help nurses to maintain their competence throughout their careers.

The QA Program also fulfils the College's legislative requirements. The *Regulated Health Professions Act* (RHPA) mandates that health regulatory colleges in Ontario have a quality assurance program to ensure the ongoing competence of its members. This includes providing feedback, identifying opportunities for practice improvement, and randomly assessing practice competence.

The College's QA Program has two components.

### **Reflective Practice Practice Review**

**Reflective Practice** is the annual requirement for all nurses to complete a self-assessment, obtain peer feedback, develop a learning plan, implement the learning plan, and then evaluate their learning. Reflective Practice ensures nurses engage in life-long learning to maintain their competence in today's rapidly changing health care environment.

**Practice Review** is an objective assessment of nurses' ongoing practice competence in relation to a set of competencies that have been identified as essential for safe, effective, and ethical nursing care. Each year 400 nurses are randomly chosen to participate in Practice Review.

Practice Review is a three-step process:

1. A written assessment called the Practice Review Written Assessment (PRWA);
2. An interview called the Practice Review Behaviour Based Interview (PRBBI); and
3. Remediation to address any issues identified in the written assessment or interview.

Nurses randomly selected to participate in Practice Review are required to complete the written assessment. If successful, they will exit Practice Review. However, if more information is needed, they will be required to complete the behaviour-based interview. Only if serious practice concerns remain will nurses enter remediation.

For more information on the components of the Quality Assurance Program, see the fact sheets on the College's website [www.cno.org](http://www.cno.org), use the FastFax service at 1-877-963-7502, or contact the College.

# The Competency Review Tool

The Competency Review Tool (CRT) assists direct practice nurses to prepare for Practice Review. By completing the tool, nurses will be able to assess their knowledge of the competencies essential for safe, effective and ethical nursing practice. The competencies in this tool reflect the competencies on which both the written assessment, and the behaviour-based interview (Step 1 and 2), are based. The tool also helps nurses to reflect on how they demonstrate these basic competencies in their day-to-day practice, and to identify learning they may need to prepare for Practice Review.

## Frequently asked questions

### Who can benefit from using the Competency Review Tool?

This tool is useful for nurses who:

- 1) have been selected to participate in Practice Review<sup>1</sup>;
- 2) are using it to help meet their Reflective Practice self-assessment requirements;
- 3) want to assess their practice according to ongoing practice competencies.

Both RPNs and RNs can use the tool, as the competencies are based on standards of practice that apply to both categories of nurses. While both groups assess themselves against the same competencies, they may demonstrate the competencies and evaluate their practice differently due to differences in academic preparation and the subsequent differences in roles of RPNs and RNs. However, the actual tools used in Practice Review (the written assessment and behaviour based interview) are different for RNs and RPNs.

### Does my completed Competency Review Tool need to be sent to the College?

No. The tool is a self-assessment device for your use only.

### What are competencies?

Competencies are statements describing behaviours that nurses believe are important for providing safe, effective, and ethical care. They reflect the practice expectations described in the College's practice standards, and the professional attributes required in a given nursing role, situation or practice setting. Professional attributes include, but are not limited to, knowledge, skill, judgement, values and beliefs.

### How were the competencies developed?

The *Regulated Health Professions Act (1991)* stipulates that all health regulatory colleges in Ontario must have a program in place to assess the ongoing competence of its members in order to assure the public of the same. To do this, the College needed to first determine what specific competencies were essential for ongoing safe, effective and ethical nursing practice.

The competencies are based on the College's practice standards, and were identified by expert groups of Ontario nurses as being fundamental for safe, effective, and ethical nursing practice. The competencies were then reviewed and rated by nurses in direct practice as being critical for safe and effective care.

This is not an exhaustive list of all the competencies needed by nurses in their individual practice settings. However, they are standards-based and general, and are therefore applicable to all nurses regardless of their specialty area or client population.

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1 Consider incorporating any or all of your learning needs into your annual Reflective Practice self-assessment and learning plan. It is important to note that this tool is designed primarily to help nurses prepare for Practice Review. While it can provide a supplemental method/tool for helping nurses meet their Reflective Practice self-assessment requirements, used alone it will not provide a comprehensive assessment of specialty practice. Nurses should still consider other means against which to assess themselves such as the Self-Assessment Tool, role descriptions, specialty area practice standards and guidelines, and the agency performance appraisal tools.

## What College standards are the competencies based on?

The competencies are based on the following College practice standards and guidelines:

- *Restraints*
- *Decisions About Authority and Procedures*
- *Culturally Sensitive Care*
- *Documentation*
- *Consent*
- *Working with Unregulated Care Providers*
- *Infection Prevention and Control*
- *Medication*
- *Professional Standards (Revised 2002)*
- *Resuscitation, (revised 1999)*
- *Therapeutic Nurse-Client Relationship*
- *Disagreeing with the Multidisciplinary Plan of Care*
- *Ethics*
- *RHPA: Scope of Practice, Controlled Acts Model*

## How is the Competency Review Tool structured?

The tool is divided into five broad categories. Each category contains a number of competency statements. The user indicates whether she/he is knowledgeable about and demonstrates the competency, or needs to learn more about the competency.

The categories are:

### 1. Professional Behaviour/Ethics

Nurses are accountable to the public and responsible for ensuring that their practice and conduct meet legislative requirements and the standards of the profession. This includes promoting client well-being; ensuring and respecting client choice in decision making; assuring privacy and maintaining confidentiality; respecting sanctity and quality of life; and maintaining a commitment to the client, self, profession, and employer.

### 2. Critical Thinking, Research and Leadership

Nurses use critical thinking to solve problems when assessing and managing client responses to various health conditions. Critical thinking is integral to good decision-making, and includes the activities of organizing and analysing information, recognizing patterns, and gathering evidence to support the conclusions drawn. Nurses use research to ensure their practice is current and consistent with best-practice evidence. This involves questioning and appraising information, and exercising judgement when integrating new knowledge into practice. Leadership is demonstrated when nurses identify situations that compromise safe, effective, ethical care, and advocate for changes to support the well being of clients.

### 3. Client and Nurse Safety/Illness and Injury Prevention

Nurses are responsible for enabling clients and colleagues to avoid illness and injury by: taking measures to prevent injury; responding to safety risks to clients and health care team members; challenging questionable actions and orders; and intervening appropriately in situations of risk.

### 4. Relationships/Caring

Nurses are responsible for establishing and maintaining the therapeutic nurse-client relationship, which is focussed on the needs of the client. It is based on trust, respect, intimacy and the appropriate use of power. A professional therapeutic relationship involves establishing and maintaining appropriate boundaries, and recognizing when the relationship crosses therapeutic boundaries. A fundamental part of the nurse-client relationship is caring. Caring is demonstrated in the behaviour, actions, and attributes of nurses. Generally, caring requires recognizing clients as unique individuals whose goals are promoted by nurses. Nurses are also required to interact with other health care providers. These relationships must also be professional, and based on trust and respect.

## 5. Clinical Skills

Nurses are accountable for demonstrating competence in their area of practice. For nurses in direct practice, this requires having the knowledge and skills needed to perform thorough client assessments, perform interventions safely, and documenting according to College standards. Knowledge and application of basic principles and expectations of medication administration is included as a specific clinical skill on the Competency Review Tool. While not all nurses administer medications as part of their practice, all nurses are expected to have knowledge of medications as it relates to the overall care of their clients.

Other sections are:

### Competency Statement

The competencies are listed as statements designed to facilitate reflection and self-assessment. Under each statement are examples of how the competency may be demonstrated in practice. The examples are for clarification. They do not represent all the possible ways the competency can be demonstrated in practice. Nurses are encouraged to reflect on how each competency is demonstrated in their own day-to-day practice. It may be helpful to discuss with colleagues how the competencies apply to a specific practice setting.

### Assessment Checklist

A simple assessment checklist has been included to help nurses identify which competencies they are confident they demonstrate in their practice, and which competencies they need to learn more about or to enhance in their practice.

## How do I use the tool?

1. Carefully read each competency statement and think of examples of how you demonstrate the competency in your practice. You do not need to write out your examples, however, you may find it helpful if you are using this tool to prepare for the behaviour-based interview of Practice Review.
2. If you are unclear about the meaning of the statement, read the examples for clarification. The examples are not exhaustive of all possible ways in which the competency can be demonstrated in practice. Think about examples relevant to your own practice setting. It may be helpful to discuss this with colleagues.
3. Check the appropriate column beside each competency statement to indicate whether you are knowledgeable about, and consistently demonstrate the competency in your practice, or you need to learn more about the competency and/or demonstrate it more in your practice.

While the competencies are broad and applicable to all nurses, some may not be applicable in all practice settings. For example, Competency 1 in category 3 - "I apply knowledge related to the appropriate use of restraints as per College guidelines and my employers' policy" – may not be applicable in a public health role. However, all nurses are expected to have at least a general knowledge of College practice standards, and more comprehensive or specific knowledge as is appropriate for their practice setting.

4. After reflecting on and rating each competency, review your responses and note which competencies you need to learn more about and/or enhance in your practice. Consider how you will meet your learning needs. Some possible strategies are:
  - reviewing applicable standards (see page 4);
  - reviewing current literature related to the topic;
  - working with colleagues or a mentor in your work setting;
  - accessing other College documents through the Web site or fast fax service; and/or
  - consulting with a Practice Consultant at the College.

# Category 1

## Professional Behaviour/Ethics

Competency	I am knowledgeable & consistently demonstrate in my practice	I need to learn more and/or enhance in my practice
<p><b>1. I consider and respect client diversity (e.g. race, gender, culture, sexual orientation, age, spirituality, beliefs and values).</b></p> <p><i>Examples: I identify client beliefs; I identify client goals and incorporate them into the plan of care; I treat all my clients equally; I respect my clients' individuality.</i></p>		
<p><b>2. I recognize my values and the influence they may have on client care.</b></p> <p><i>Examples: I identify when my values conflict with those of my client; I support my client in their health care choices; I ensure my client receives care even when our values conflict.</i></p>		
<p><b>3. I use knowledge and skill to advocate for my clients' best interests.</b></p> <p><i>Examples: I include client wishes in care planning; I work with the health care team to ensure my clients' needs are met; I communicate my clients' wishes to the health team; I intervene when discrepancies occur between the plan of care and my clients' wishes.</i></p>		
<p><b>4. I advocate for my client's decisions regarding supportive and palliative measures.</b></p> <p><i>Examples: I respect my clients' values; I explore and implement their wishes within the obligations of the law and standards of practice; I communicate their wishes to all members of the team; I document their wishes.</i></p>		
<p><b>5. I provide support and protection for clients who have difficulty protecting themselves from abuse by others and from self.</b></p> <p><i>Examples: I identify clients at risk of harm from themselves and/or others; I implement safety measures to protect my clients; I intervene to stop abuse; I report sexual abuse as required by law (sexual abuse of children, or by health care providers).</i></p>		

Competency	I am knowledgeable & consistently demonstrate in my practice	I need to learn more and/or enhance in my practice
<p><b>6. I promote my client's right to informed choice and facilitate the client's responsibility for self-care.</b></p> <p><i>Examples: I ensure clients have relevant information to make informed health care decisions; I communicate client choices to all relevant health care team members; I intervene when I believe clients choices have not been fully informed.</i></p>		
<p><b>7. I assess my clients'/substitute decision-makers' ability to be involved in decision making.</b></p> <p><i>Examples: I recognize when clients are unable to make care decisions; I identify the substitute decision-maker by following legislation and standards of practice.</i></p>		
<p><b>8. I get my clients' consent for nursing care according to current legislation and standards</b></p> <p><i>Examples: I ensure my clients are informed about care options; I assess my client's ability to give an informed consent; I follow the College's Consent Practice Standard when my client is unable to provide informed consent; I document my clients' consent.</i></p>		
<p><b>9. I ensure my clients' rights to privacy and confidentiality.</b></p> <p><i>Examples: I discuss my clients only with appropriate health team members; I do not collect information that is unnecessary for health care; I obtain the clients consent before sharing information; I protect the confidentiality of client information; I maintain client privacy while providing nursing care.</i></p>		
<p><b>10. I accept accountability for my actions, decisions.</b></p> <p><i>Examples: I practice in accordance with legislation and standards of practice; I can provide rationale for my actions and decisions; I know my responsibilities in relation to working with others; I assume responsibility for my errors and intervene appropriately to ensure client safety; I continually reflect on, and seek to improve, my practice.</i></p>		
<p><b>11. I recognize the limitations of my practice and seek assistance as necessary.</b></p> <p><i>Examples: I can identify current knowledge and skills relevant to my scope of practice; I identify knowledge and skills needed to improve my practice; I obtain peer feedback; I meet my identified learning needs; I consult with others when I reach the limits of my knowledge and skill.</i></p>		

Competency	I am knowledgeable & consistently demonstrate in my practice	I need to learn more and/or enhance in my practice
<p><b>12. I advocate for, and participate in the development of policies and protocols relating to client care and the health care environment.</b></p> <p><i>Examples: I bring forward ideas to improve the quality of care; I advocate for changes to policies and standards to promote quality care; I represent nursing on committees to promote quality client care.</i></p>		
<p><b>13. I exercise professional judgement in decision making.</b></p> <p><i>Examples: I determine the actions to be performed; I assess the risks and benefits of the required actions based on my client's condition; I can provide a rationale for my decisions; I consult others as needed; I advocate for protocols as needed; I base my practice on current accepted research.</i></p>		
<p><b>14. I am familiar with and practice in a manner consistent with my scope of practice, the College's Professional Standards, and relevant legislation.</b></p> <p><i>Examples: I am aware of how standards and legislation relate to my practice; I know how to access standards; I keep up-to-date regarding standards and legislation; I seek clarification and guidance as needed to interpret standards and legislation.</i></p>		

# Category 2

## Critical Thinking, Research, and Leadership

Competency	I am knowledgeable & consistently demonstrate in my practice	I need to learn more and/or enhance in my practice
<p><b>1. I act as a role model, mentor, resource or support person.</b></p> <p><i>Examples: I teach and guide students, colleagues and clients; I evaluate the effectiveness of orientation/educational programs and recommend changes if necessary; I direct clients/ colleagues/ students/ Unregulated Care Providers to appropriate resources.</i></p>		
<p><b>2. I share knowledge, skills, and experiences with colleagues, students, and clients.</b></p> <p><i>Examples: I identify and facilitate relevant learning opportunities; I have an approachable and receptive attitude; I am identified as a preceptor/ mentor.</i></p>		
<p><b>3. I demonstrate knowledge of self-regulation and the role of the College, and how it differs from that of professional nursing organizations and unions e.g. RPNAO, RNAO, ONA</b></p> <p><i>Examples: I understand the principles of self-regulation and the College's role in self-regulation; I understand my accountabilities as a member of a self-regulating profession; I know how to access the College for assistance with nursing practice issues; I understand the mandate of various nursing organizations.</i></p>		
<p><b>4. I assign or delegate aspects of care appropriately.</b></p> <p><i>Examples: I understand the difference between assigning and delegating as outlined in the RHPA; I understand my responsibilities when assigning or delegating aspects of care; I ensure work is appropriately distributed; I am aware of the scope of my role and my collaborative role with others; I can give a clear rationale for my decisions in workload distribution/staff assignments.</i></p>		
<p><b>5. I provide direction to Unregulated Care Providers (UCPs) as per the College's guideline <i>Working with Unregulated Care Providers</i>.</b></p> <p><i>Examples: I understand the criteria for assigning care to UCPs; I teach appropriately and determine competence; I provide appropriate supervision based on client condition, nature of procedures and the degree of competence of the UCP.</i></p>		

Competency	I am knowledgeable & consistently demonstrate in my practice	I need to learn more and/or enhance in my practice
<p><b>6. I supervise students, UCPs and others appropriately.</b></p> <p><i>Examples: I provide the appropriate degree of either direct or indirect supervision; I am prepared to intervene in a procedure if necessary; I communicate supervision needs clearly; I monitor the clients' condition to ensure appropriateness of assignment and ensure client safety; I know that the student or UCP has been deemed competent (as per agency policy); I ensure the student or UCP knows when to seek assistance.</i></p>		
<p><b>7. I use principles of effective conflict resolution.</b></p> <p><i>Examples: I can identify conflict and take initiative to resolve it; I discuss and clarify issues around conflict; I collaborate with others to resolve conflict; I identify strategies for conflict resolution; I intervene to ensure a safe environment.</i></p>		
<p><b>8. I participate effectively in the change process.</b></p> <p><i>Examples: I identify and support change initiatives; I verbalize my concerns and possible solutions appropriately and professionally; I support others through change.</i></p>		
<p><b>9. I use problem-solving skills when responding to critical and ongoing situations.</b></p> <p><i>Examples: I identify problems based on my client's condition; I determine if the problem is within my scope of practice; I decide appropriate nursing actions considering possible risks and benefits; I consult and collaborate with appropriate health care providers as necessary.</i></p>		
<p><b>10. I prioritize appropriately according to the urgency of client problems, workload etc.</b></p> <p><i>Examples: I organize care appropriately; I monitor for changing needs and reprioritize on an ongoing basis; I determine the criticality of multiple situations; I manage multiple priorities.</i></p>		
<p><b>11. I base my practice on current, accepted research.</b></p> <p><i>Examples: I am aware of current research and how it relates to my practice area; I read and critique research articles and reports; I identify nursing practices that are not supported by current research, and advocate for change in practices; I share my knowledge of current research with peers and the health care team; I integrate current research into my practice appropriately.</i></p>		

# Category 3

## Client and Nurse Safety/Illness and Injury Prevention

Competency	I am knowledgeable & consistently demonstrate in my practice	I need to learn more and/or enhance in my practice
<p><b>1. I apply knowledge related to the appropriate use of restraints as per College guidelines and my employers' policy.</b></p> <p><i>Examples: I understand the College's policy of "least restraint"; I am aware of the complications associated with restraint use; I advocate for least restraint practices in my work setting; I am familiar with the appropriate use of any mechanical, chemical, or environmental restraints used in my setting; I closely monitor and reassess the continued need for restraint.</i></p>		
<p><b>2. I respond appropriately to discrepancies and errors.</b></p> <p><i>Examples: I identify and take appropriate action to correct discrepancies and errors; I collaborate with other health care team members regarding discrepancies and errors; I report and document appropriately.</i></p>		
<p><b>3. I challenge and act on questionable actions, orders and decisions made by other health care team members.</b></p> <p><i>Examples: I identify and question discrepancies in patient-care orders; I identify and address questionable actions, orders, behaviours and decisions with the appropriate team member; I identify potential and actual situations of client risk; I take action to ensure client safety; I report and document situations and outcomes to the appropriate authority in an objective and timely manner.</i></p>		
<p><b>4. I demonstrate an awareness of health and safety issues as they relate to my workplace and respond to safety issues appropriately.</b></p> <p><i>Examples: I can identify unsafe practices or situations in the workplace; I respond effectively to safety issues and advocate for change; I report and document unsafe practices and other safety issues.</i></p>		
<p><b>5. I apply knowledge of Infection Prevention and Control as per College guidelines and employer policy.</b></p> <p><i>Examples: I take appropriate action at all times to minimize the risk of infection; I educate others about infection control methods.</i></p>		

# Category 4

## Relationships and Caring

Competency	I am knowledgeable & consistently demonstrate in my practice	I need to learn more and/or enhance in my practice
<p><b>1. I communicate effectively with my clients by using a range and variety of communication skills.</b></p> <p><i>Examples: I listen to my clients without diminishing their feelings or immediately giving advice; I am aware of the non-verbal messages between myself and my clients; I provide opportunities for my clients to ask questions; I explore unusual comments, attitudes or behaviour of my clients to discover the underlying meaning; I demonstrate a caring attitude by expressing warmth, interest, and empathy.</i></p>		
<p><b>2. I change my communication strategies in response to my client's situation.</b></p> <p><i>Examples: I assess my client's response to the situation; I use appropriate communication strategies to respond professionally.</i></p>		
<p><b>3. I use effective communication skills with other health care team members.</b></p> <p><i>Examples: I communicate information in a professional, confidential and concise manner; I take initiative to resolve conflicts; I report information in a timely manner; I clarify information sent and received</i></p>		
<p><b>4. I establish and maintain collaborative relationships with my clients.</b></p> <p><i>Examples: I am aware of the concepts of trust, respect, intimacy, and appropriate use of power and how these impact the therapeutic relationship; I identify and respect my client's goals, values and expectations; my care planning is based on mutually set goals; I ensure my client understands the role of the nurse.</i></p>		
<p><b>5. I establish and maintain a caring relationship with my clients</b></p> <p><i>Examples: I demonstrate warmth, respect, empathy, trust, and honesty with my clients; I treat my client with dignity and acceptance; I demonstrate commitment and compassion; I develop a plan of care to meet my client's identified needs; I ensure the therapeutic boundaries of the relationship are maintained.</i></p>		

Competency	I am knowledgeable & consistently demonstrate in my practice	I need to learn more and/or enhance in my practice
<p><b>6. I am aware of the effect of a power imbalance on relationships with my clients.</b></p> <p><i>Examples: I know my clients may perceive the nurse as having power or control over them; I am careful not to coerce, manipulate or withhold care from my clients; I report incidents of inappropriate behaviour as per the College's Standards for the Therapeutic Nurse-Client Relationship and Ethics.</i></p>		
<p><b>7. I maintain a distinction between professional and social interactions with my clients.</b></p> <p><i>Examples: All my interactions with my clients are for the purpose of meeting their health care needs; I am aware of and practice effectively within the boundaries of the therapeutic nurse-client relationship; I maintain a professional relationship with all health care team members.</i></p>		
<p><b>8. I terminate relationships in a way that reflects an understanding of my clients' needs and goals.</b></p> <p><i>Examples: I review the plan of care to decide if my clients' goals have been met; I identify resources needed to reach unmet needs; I terminate client relationships in a way that protects the safety and well being of my clients.</i></p>		
<p><b>9. I develop partnerships with nursing and healthcare team members recognizing the contributions each team member makes.</b></p> <p><i>Examples: I acknowledge the expertise of each member of the health care team; I utilize team members effectively; I encourage and respect the contribution of all health care team members.</i></p>		
<p><b>10. I collaborate with healthcare team members to reach client outcomes.</b></p> <p><i>Examples: I work with the health care team to ensure optimal outcomes are reached; I collaborate and use resources to meet the needs of challenging clients.</i></p>		
<p><b>11. I maintain a collaborative relationship with individuals and organizations that provide service to my clients.</b></p> <p><i>Examples: I can identify the supports required by my clients; I am aware of the relevant resources in the community; I facilitate client access to supports and organizations as needed; I teach clients about available resources.</i></p>		

# Category 5

## Clinical Skills

Competency	I am knowledgeable & consistently demonstrate in my practice	I need to learn more and/or enhance in my practice
<p><b>1. I use a variety of techniques to collect data from my clients pertinent to the client and situation.</b></p> <p><i>Examples: I determine the right data collection method based on my client's condition (e.g. interviewing, listening, consulting, auscultating, percussing, observing, palpating, inspecting, monitoring, measuring); I look for, and interpret, patterns and trends in client presentation and information.</i></p>		
<p><b>2. I refine and extend my assessment by collecting data from a variety of sources pertinent to the client and situation.</b></p> <p><i>Examples: I collect data from the client, family, other health team members and relevant documentation; I identify and incorporate other factors that affect health such as income, social status, education, employment, and work conditions; I use identified patterns/trends to direct further assessment needs; I synthesize and analyse data from a variety of sources to make care decisions.</i></p>		
<p><b>3. I assess my clients learning needs.</b></p> <p><i>Examples: I identify learning needs taking into account readiness and language issues; I implement nursing interventions to meet the learning deficit/need.</i></p>		
<p><b>4. I validate the data I collect on my clients</b></p> <p><i>Examples: I review and analyse data collected; I ensure the accuracy of data and continually reassess data I collect; I collaborate with other team and family members; I modify the plan of care accordingly.</i></p>		
<p><b>5. I consider the relevance of data collected in the context of my client's priorities and perspective</b></p> <p><i>Examples: I use client data, knowledge of best practices and the situation to determine appropriate actions; I assess my clients' perception of their health needs.</i></p>		
<p><b>6. I identify and prioritize nursing interventions</b></p> <p><i>Examples: I prioritize client needs from collected data; I create a plan of care based on client priorities; I develop a written plan of care in collaboration with the client and other team members; I identify nursing interventions to meet actual or potential client needs and problems; I modify the plan of care based on actual or potential problems.</i></p>		

Competency	I am knowledgeable & consistently demonstrate in my practice	I need to learn more and/or enhance in my practice
<p><b>7. I use teaching and learning principles effectively.</b></p> <p><i>Examples: I assess my client's readiness to learn; I select teaching strategies appropriate to my client's age, learning style, readiness and comprehension; I collaborate with my client to develop a learning plan by prioritizing time, appropriateness of information, and desired outcomes.</i></p>		
<p><b>8. I plan for discharge where appropriate.</b></p> <p><i>Examples: I assess discharge needs with my clients; I refer my clients to appropriate resources prior to discharge; I review the discharge plan or needs with my clients.</i></p>		
<p><b>9. I evaluate outcomes in collaboration with the client and health care team members.</b></p> <p><i>Examples: I evaluate outcomes of nursing interventions; I ensure expected outcomes for my client have been met; I try alternative interventions for outcomes not met by my client.</i></p>		
<p><b>10. I administer medications as per the College's Medication Standard.</b></p> <p><i>Examples: I am knowledgeable about medications used by clients in my practice setting; I assess the appropriateness of medications I administer or are used by my clients; I assess ordered medications for appropriateness, benefits and risks before administering to my clients; I hold and question medications as needed based on my knowledge and assessment; I administer and store medications safely; I assess client outcomes related to medications I administer; I document as appropriate; I provide teaching to my clients regarding medications.</i></p>		
<p><b>11. I document according to the College's Documentation Standard.</b></p> <p><i>Examples: I document the event, action or assessment accurately, truthfully and in a timely manner; I document in a non-judgmental fashion; I document the date and time of the entry and date and time care was provided; I document forgotten or late entries at the next available entry space; I document in a factual, organized manner; My documentation reflects my contribution to the care of my clients; My documentation communicates a consistent understanding of the clients' health status and needs to all health care team members; I sign my documentation using both my name and professional designation.</i></p>		

# Evaluation of Competency Review Tool (CRT)

The College welcomes your feedback about this tool. Please complete the following survey and return it to the College by mail or fax.

## 1. How did you get a copy of the CRT?

- Sent by the College when randomly selected for Practice Review
- Requested using the mail-in order card
- Downloaded from the Web site

## 2. Why did you use the CRT?

- To prepare for Practice Review
- As a method of self-assessment for Reflective Practice

## 3. Overall, how useful was the CRT in:

- a) helping you feel confident about your knowledge of the competencies as demonstrated in your practice.
  - Not at all
  - Not very
  - Somewhat
  - Very
- b) helping you identify learning needs
  - Not at all
  - Not very
  - Somewhat
  - Very useful

## 4. Did you find the CRT:

- a) Clearly written
  - Not at all
  - Not very
  - Somewhat
  - Very
- b) Easy to understand
  - Not at all
  - Not very
  - Somewhat
  - Very
- c) Easy to use
  - Not at all
  - Not very
  - Somewhat
  - Very
- d) Relevant to your practice
  - Not at all
  - Not very
  - Somewhat
  - Very

## e) Had helpful examples

- Not at all
- Not very
- Somewhat
- Very

## 5. What is your nursing designation?

- RN
- RN(EC)
- RPN

## 6. How many years of nursing experience do you have?

- 0-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- 31+

## 7. In what setting do you practice? (Choose one)

- Acute Care/Hospital
- Ambulatory Care/Clinic/Medical office
- Long-term Care
- Rehab
- Community
- Public Health
- Mental Health
- Occupational Health
- Other (please specify)

## 8. What suggestions do you have to improve the CRT?

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Thank you for completing this survey.

Please fax it to 416 928-9643, or mail to:

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