



The *Professional Standards* document provides an overall framework for nursing practice, and links with the College's other practice standards, guidelines and competencies.

*Professional Standards* includes seven broad standards. Knowledge is one of these standards.

## Knowledge

### Standard statement

Each nurse possesses, through basic education and continuing learning, knowledge relevant to her/his professional practice.



*[Click here to access the Entry to Practice Competencies, Registered Nurse or Registered Practice Nurse](#)*

The knowledge standard statement moves us to a general concept around nursing education. RNs and RPNs study from the same body of nursing knowledge and perform many of the same functions. However, RNs study for a longer time and more in-depth. This results in a broader and deeper foundation of knowledge. As a result, the expectations are different. RNs also obtain additional knowledge in resource management and health care delivery systems not typically seen in the RPN curriculum.

All nurses enhance their knowledge through formal and informal education, experience and reflective practice.

## Indicators For All Nurses

- use theory and evidence to make decisions;
- seek, review and apply research in practice;  
and
- understand the legislation and standards relevant to nursing.

*Click here to access a listing of the  
College's practice [standards and guidelines](#).*

The College has defined evidence-based practice as the integration of knowledge of the best available research, client preference, resources, and clinical expertise when making decisions with a client about achieving the best possible health care.

Think of a time when you changed a specific practice or altered a clinical skill. Was the change prompted by a new guideline, standard or policy? Was the document evidence-based? Nurses demonstrate the standard by applying a theoretical and evidence-based rationale for their decisions and by seeking research in their practice. In addition nurses should understand the legislation relevant to nursing and the practice area, such as the *Health Care Consent Act* and *Documentation and Medication* practice standards.

## Indicators For All Nurses

- know how practice environments affect practice;
- know how and where to access learning resources; and
- understand how bio-psychosocial needs and cultural background relate to health needs.



[Cultural Competency Overview](#)  
Cultural Competency Overview (2/20/2019)

THE STANDARD OF CARE.

All nurses should understand how their practice setting environment affects their practice and know how and where to access learning resources. In addition, nurses needs to recognize their client's psychosocial and cultural needs and identify how they relate to the health needs of the client. For more information on the nurse's role and cultural sensitivity, use your mouse and click on the word Cultural to view the College's *Culturally Sensitive Care* guideline.

## In Addition, RNs Must

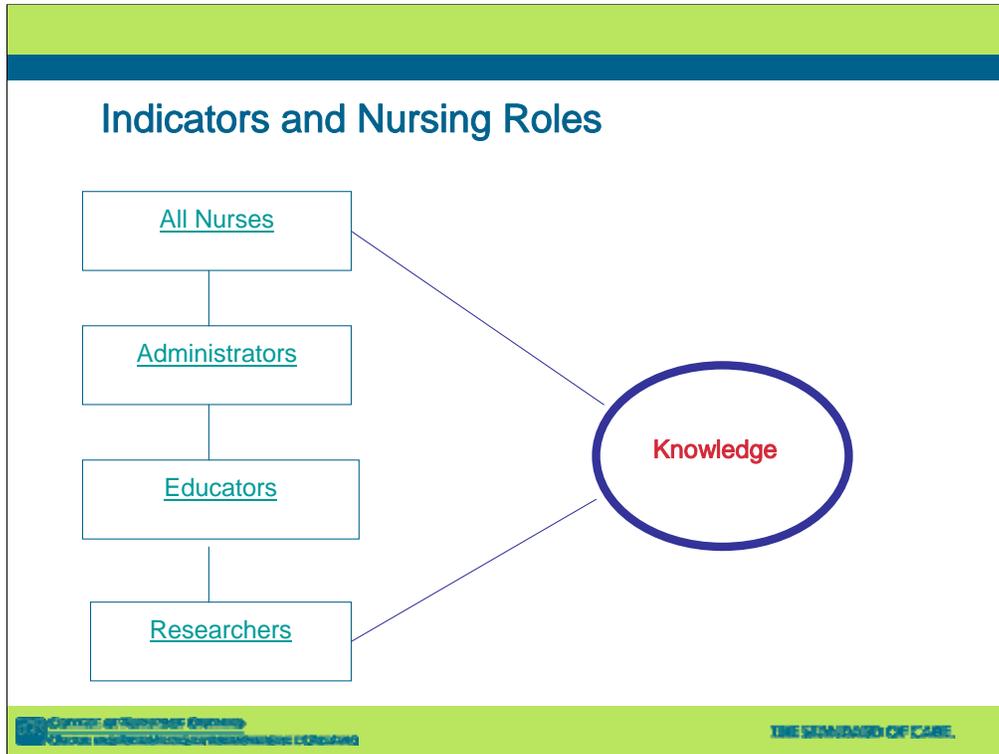
- contribute to the generation of new professional knowledge through research; and
- seek, critique and use philosophical, theoretical and research-based literature in practice.



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The indicators specific to the RN practice were added to this standard to reflect changes in the health care environment and nursing profession. To accurately reflect the practice setting of today, RNs meet the standard by contributing to the generation of new professional knowledge through research, and by seeking, critiquing and using philosophical, theoretical and research-based literature in practice.



Nurses work in a variety of roles. Some nurses provide direct client care, while others practice in the administrator, educator or researcher role. The indicators on the following slides illustrate how the standard may be demonstrated by nurses working in different roles.

Nurses in the administrator, educator and researcher role have additional indicators, therefore they should review the All Nurses section and the specific section matching their role. To review this presentation by specific role, use your mouse and click on your choice.

## Indicators For The Administrator Role:

- understand how a practice environment can foster professional growth and practice; and
- facilitate opportunities for nurses to seek new knowledge.



In addition to the indicators for all nurses, nurse administrators have additional expectations.

Nurse administrators meet the standard by: understanding how a practice environment can foster professional growth and improve professional practice; facilitating nurses to seek new knowledge; and fostering dialogue regarding knowledge generated. For example, supporting the availability of evidence-based literature via computers and the internet and communicating the availability of resources related to conferences, workshops, courses and funding sources.

## Indicators For The Administrator Role

- know how to access resources;
- promote nursing work as knowledge-based and research-informed; and
- use leadership/management principles.

*Click here to access a CNO article titled: [Mastering Communication](#)*

Nurse administrators are vital links to resources for direct practising nurses. They are considered the gateway to funding and resource options for most direct care nurses. They promote the importance of evidence-based care and nursing research. How nurse administrators apply relevant leadership and management principles within their practice setting sets the stage and culture for the practice area and direct care nurses.

## Indicators For The Educator Role

- promote an environment that facilitates questioning and learning;
- identify and evaluate information resources useful to practice; and
- identify and evaluate information sources.



In addition to the indicators for all nurses, nurses in the educator role have additional expectations.

Nurses in the educator role meet the standards by: promoting an environment that facilitates questioning and learning; by possessing and developing knowledge of learning theories and practices; and by identifying and evaluating information sources that are useful for the learner's practice.

## Indicators For The Researcher Role

- identify research methods and resources useful to practice; and
- share knowledge gained through research.



In addition to the indicators for all nurses, nurses in the researcher role have additional expectations.

Nurses in the researcher role demonstrate the standard by: identifying research methods useful to the nursing profession; identifying resources to answer research questions; and sharing knowledge gained through research.

## Professional Standards

Accountability  
Continuing Competency  
Ethics  
Knowledge  
Knowledge Application  
Leadership  
Relationship



To work through another chapter from *Professional Standards*, close the presentation and return to the Learning Centre.