



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 Application is one of these standards.

## Knowledge Application

### Standard statement

Each nurse continually improves the application of professional knowledge.



Each nurse continually improves the application of professional knowledge. The quality of professional nursing practice reflects nurses' application of knowledge. Nurses apply knowledge to practice using nursing frameworks, theories and/or nursing processes. This includes the performance of clinical skills because the technical and cognitive aspects of care are closely related and cannot be separated.

## Indicators For All Nurses

- ensure practice is evidence-based;
- assess clients using a theory, framework or evidence-based tool; and
- plan care with client using best practices.

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

Theory and evidence is the basis of all nurses' practice. Nurses should assess the client and the situation using a theory, framework and/or evidence-based tool.

Remembering that the client is the focus and a full partner in their health care needs, the nurse should plan the care with the client and use best practices to guide the recommended plan of care.

## In Addition, RNs Must

- provide a global approach and creative solutions;
- create comprehensive and creative plans of care; and
- anticipate and prepare for possible outcomes.



Due to the differences in RN and RPN foundational knowledge there are additional expectations for the RN, including applying knowledge to analyse and apply a wide range of information using a variety of frameworks or theories. This results in the RN applying a global approach and creative solutions. RNs are also expected to develop comprehensive plans of care that reflect the complexity of client needs, and anticipate and prepare for possible outcomes.

## In Addition, RNs Must

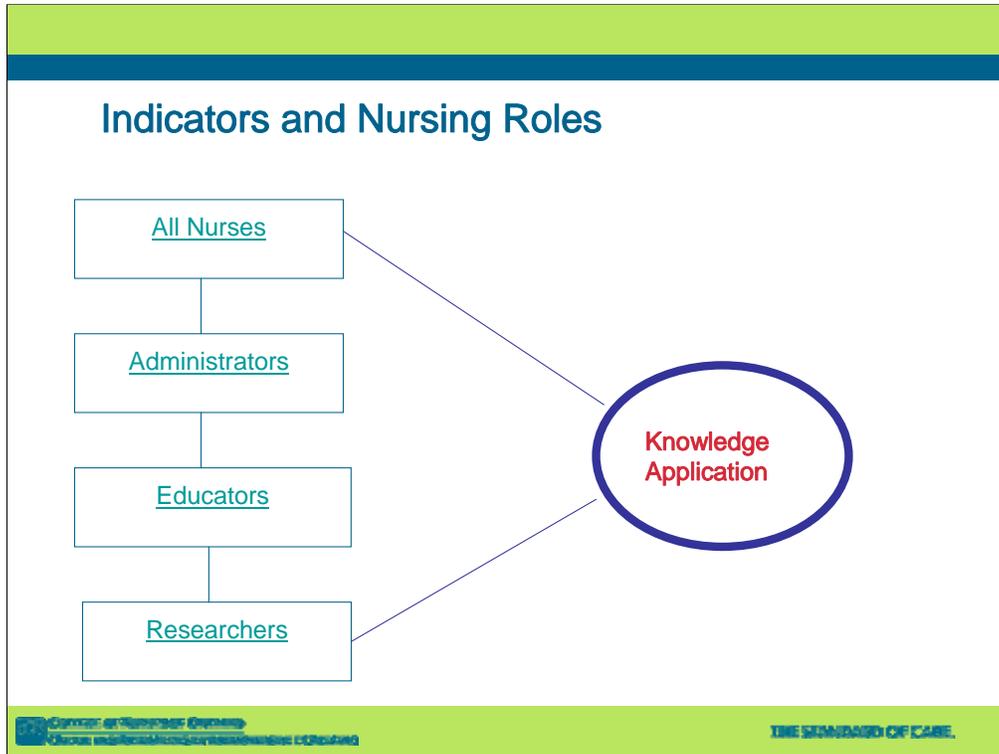
- analyse and interpret unusual client responses; and
- evaluate and apply theoretical and research-based approaches.



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THE STANDARD OF CARE.

The RN also demonstrates the standard by analysing and interpreting unusual client responses and evaluating theoretical and research-based approaches for application to 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

- create practice environments that support quality nursing practice;
- support nurses to seek and apply new knowledge and research; and
- articulate an evidence base for decisions and measure the impact.



In addition to the indicators for all nurses, nurse administrators have additional expectations. Nurse administrators meet the standard by: creating practice environments that support quality nursing practice; supporting nurses to seek and apply new knowledge and research; and making decisions based on evidence-based rational, and measuring the impact of the decisions.

## Indicators For The Educator Role

- plan and implement creative learning opportunities;
- create an environment where learning is encouraged; and
- analyse and evaluate nursing practice and education.



*Click here to read [Supporting Learners guideline](#)*

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

Nurses in the educator role should be directly involved in the learning process through consultation with the learner, preceptor and/or administrator. They plan and implement creative learning opportunities which are appropriate to the goals and objectives of the educational experience.

While planning the learning experience, the educator will place the safety and well-being of the client above all other objectives. Nurse educators also critically analyse and evaluate nursing practice and the education provided.

## Indicators For The Researcher Role

- secure resources to explore nursing research; and
- support, facilitate and communicate research in practice.



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

Nurses in the researcher role meet the standard by securing resources to explore nursing research, and by supporting and evaluating practice through research.

They also foster an atmosphere of inquiry and involve others in the research process. Researchers are required to ensure high standards are used in the research process and communicate research findings to decisions-makers. As well, they support and contribute to an environment that encourages the application of research findings to professional practice.

## 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.