

QUALITY ASSURANCE MODULE #2:

HOW TO ORGANIZE YOUR QUALITY ASSURANCE



Introduction to Quality Assurance

It is our responsibility to render professional services and nursing care to all patients and families. One of our significant goals of nursing care should be always to promote health and well-being.

As nurses, we are responsible and accountable for our own nursing practice. Nurses have a duty and obligation to comply with our professional specific codes of conduct, standards of practice, and to maintain our own nursing competence in the chosen field of our profession. It is the responsibility of each individual nurse to provide the highest standards of professional practice. This can only be achieved if we attain and maintain competence now and in the future.

Maintaining Nursing Competency

The College of Nurses of Ontario (2009) defines competence as, “the ability of a nurse to apply knowledge, skill, judgment, attitudes, values, and beliefs to practice safely and ethically in any designated role and setting.” Continuing competence in our nursing profession is a critical issue for the public and our nursing profession. It is every nurses’ responsibility to assure continuing competence in the best interest of quality, safe, and ethical client care.

Accountable healthcare professionals must engage in continuous lifelong learning to meet the ongoing challenges that are presented every day in our nursing practice. The expansion of knowledge, evidence-based practice, changes in client demographics, health systems enhancements, and redesign continue to evolve and we must be responsive to these dynamic changes to ensure safe and ethical care to our patients, clients, and families.

Nurses must keep abreast of new best practices and evidence through continuous lifelong learning, and participation in continuing education. This continuing education should be used to improve the quality of client care and meet the College of Nurses of Ontario’s Quality Assurance requirements. As integral members of the interprofessional healthcare team, nurses contribute enormously to quality client care.

Reflective practice is the key to maintaining our nursing competence! Reflective practice is a process that we continuously do every day when we enact nursing. Do you reflect on the clients you cared for? Do you think about what went well during that experience? Do you think of how you or your colleagues could have perhaps cared differently for a client and their family? This is reflective practice!

Reflective Practice and Competence

Reflective practice or self-assessment has gained popularity in nursing as a means to promote professional practice and assist nurses to maintain and improve their practice. For many nurses, self-assessment is acceptable as it is an independent way of improving one's own practice. It allows the individual nurse to consider his/her practice within the context of their own practice environment.

According to MacKay and Campbell (2001), defining competence can be challenging. Recognizing that this reference is somewhat dated, they did articulate what can be described in a variety of ways both within and outside the profession of nursing. Many authors acknowledge that defining competence is difficult because of the complexity of the concept. However, there appears to be three (3) common threads amongst all definitions of competence:

1. Competence relates to the ability of a nurse to practice in a specific role;
2. Competence is influenced by the practice setting;
3. Competence is the integration of knowledge, skills, judgment, and abilities.

The College of Nurses of Ontario defines individual competence as "the nurses' independent ability to use his/her knowledge, skill, judgment, values, attitudes, and beliefs to perform in a given role, situation, and practice setting (CNO, 2002). Standards of practice are "authoritative statements that describe the responsibilities for which practitioners are accountable; are used to protect the public, and monitor the quality of performance." (Campbell & Mackay, 2001). The College of Nurses of Ontario (2002) has clearly defined professional standards we as nurses must adhere to, one of which is competence. There are very specific indicators that we must ensure are embedded into our nursing practice.

QUALITY ASSURANCE – COLLEGE OF NURSES OF ONTARIO (2014)

Nurses are lifelong learners who continually assess and improve their practice. To help accomplish this, the College of Nurses of Ontario's QA Program guide reflection on day-to-day practice. Nurses then identify professional development opportunities based on their individual needs.

These professional development opportunities form the basis of a plan that guides the continuing competence activities nurses undertake. The activities occur every day and throughout the year in practice situations. Meeting this obligation is an important way to promote high practice standards and maintain the public's trust in registered nurses.

Case Study: A Practice Challenge for a Long-Term Care RPN

Erica is an RPN who works in a long-term care (LTC) facility who has been asked by a number of her residents and families if they should receive the flu vaccine this year. She has received a lot of questions lately about the side effects of immunizations and has had discussions with residents and families who are considering whether to get this vaccination. Erica identifies this as an area that she needs more information on to better answer the tough questions people are asking.

Erica does some self-directed research on the Public Health Agency of Canada (PHAC) and the Centre for Disease Control (CDC) and the World Health Organization (WHO) websites about the vaccine safety and common concerns from those that have received the immunization. She locates a nationally recognized resource that can be given to residents and families and checks with her employer if she can make it available when questions are asked.

The next time Erica is asked a tough question she feels better prepared to provide information to assist residents in their decision making. After checking in with a few of her residents about the helpfulness of

the information, Jane is pleased to find they appreciate receiving comprehensive information about their immunization.

Erica shares her approach with her colleagues, who decide to use the resource across the team. Erica is engaging in the continuous cycle of Quality Assurance and is meeting the College of Nurses of Ontario's requirements.

It is as simple as this! As nurses, we do this every day in our nursing practice.

Nursing is a Commitment to Lifelong Learning

Nurses are lifelong learners who continually assess and improve their practice. By participating in CNO's Quality Assurance Program throughout the year, nurses indicate to the public that they are maintaining their competence to practice and that they take their professional development obligation seriously. Meeting this obligation is an important way to maintain the public's trust in nurses.

The College of Nurses has determined for this year that nurses will only need to identify two (2) learning goals and record them accordingly. Unlike previous years, the CNO determined which standard or guideline we needed to reflect upon in order to meet our QA requirements. Once you have identified your learning goals, you then need to link them to the most appropriate standard and/or guideline.

The College's QA (Quality Assurance) Program (2014) is based on the principle that lifelong learning is essential to continuing competence.

Nurses in every setting demonstrate their commitment to continually improving their nursing practice by engaging in practice reflection, and by setting and achieving learning goals.

Every nurse registered in the General or Extended classes is required by law to participate in QA.

The College consulted with nurses across the province to develop its QA Program, which is designed to:

- Support nurses in practicing according to the College's standards of practice.
- Help nurses develop the practice areas in which they have identified learning needs.
- Increase the public's confidence in the nursing profession.

The CNO meets this obligation through its QA Program, which includes the following components:

1. Self-Assessment
2. Practice Assessment
3. Peer Assessment

Self-Assessment

Quality Assurance self-assessment is a self-directed, two-part process that results in a Learning Plan. You are required to complete your self-assessment every year.

Through the process of self-assessment, you identify your areas of strength and learning needs. You are required to develop two learning goals each year. Once you have a learning goal, you choose the College practice document to which it relates. Each goal may be based on the same practice document or two different ones, whichever meets your learning needs.

There are two parts to the self-assessment component:

Part A: Practice Reflection

By reflecting on your practice, you discover what your strengths and learning needs are. Getting peer input can help you identify strengths and learning needs that you missed or did not think about, building on your own reflection. This will help you to continually improve your competence as a nurse.

When reflecting, consider how the following elements have an impact on your practice:

Advances in technology: The introduction of new, innovative, or different skills, processes, or knowledge into a nurse's practice setting. For example, learning how to use a new electronic documentation system in your nursing practice may be an issue you have identified.

Changes in the practice environment: Changes that require additional knowledge, skill, and judgment for a nurse to deliver safe and ethical nursing care. For example, changes in the client population, nursing care delivery systems, or legislation.

Entry-to-practice competencies: Expectations that all nurses must maintain throughout their careers.

Interprofessional care: The provision of comprehensive health services to patients by multiple health caregivers who work collaboratively to deliver quality care within and across settings.

You will use the results of your practice reflection -- your identified learning needs -- to develop learning goals and your Learning Plan.

If you use the practice reflection worksheet in my QA, (www.cno.org) then your learning needs are automatically transferred to your Learning Plan.

Part B: Developing and Maintaining a Learning Plan to Meet your Learning Needs

The results of practice reflection will form the basis of your Learning Plan.

Your Learning Plan is a record of the activities you did to help you maintain your competence as a nurse.

You can use my QA to add your learning goals and learning activities to your plan. Remember, you must choose the practice standard your goal relates to.

The College expects nurses to update their Learning Plan regularly and to keep it for two years.

Component 1: Self Assessment

All members participate in this 2 step process

Part A:

This process involves:

- Reflecting on your practice
- Obtaining peer input to determine your strengths and areas for improvement
- Developing your learning goals

Part B: developing and maintaining a learning plan to meet your learning goals

If randomly selected you participate in components 2 and 3

Component 2: Practice Assessment

- Submit your learning plan to the college
- Participate in specified assessments

Component 3: Peer Assessment

A college assigned peer assessor will:

- Review your learning plan and practice assessment results
- Make recommendations to the QA Committee

The QA Committee will then decide if you are required to participate in remedial activities.

COLLEGE OF NURSES OF ONTARIO QUALITY ASSURANCE (2014)

Component One – Self-Assessment

Self-assessment is a self-directed, two-part process that results in a Learning Plan. You must participate in this component.

Part A: Practice Reflection

Determining your strengths and areas you need to improve by reflecting on your practice and obtaining peer input will help you to continually improve your competence as a nurse. Peer input builds on practice reflection by providing greater awareness of your strengths and opportunities for learning. Use the results of Practice Reflection to create your learning goals.

Part B: Developing and Maintaining a Learning Plan to Meet your Learning Goals

The results of Practice Reflection will form the basis of your Learning Plan. Your Learning Plan is a record of your ongoing participation in activities that help maintain your competence as a nurse. The plan outlines how you relate practice standards to your nursing practice. It articulates learning goals based on your Practice Reflection, and the activities you will undertake to achieve those goals.

The College expects you to continually update your Learning Plan and to keep each Learning Plan for two years.

Component Two - Practices Assessment

Each year, the College randomly selects nurses to participate in Practice Assessment, which includes a review of the nurse's completed Learning Plan and other specified assessments (such as objective multiple-choice tests based on selected practice documents).

Members become eligible for practice assessment after two years of registration. Members of the general and transitional class will be randomly selected to participate in practice assessment; once selected, the member will be exempt for 10 years.

Component Three – Peer Assessment

All nurses who are randomly selected to participate in Component Two – Practice Review will have their Learning Plan and assessment results reviewed by a peer assessor. The College of Nurses of Ontario's Quality Assurance (QA) Committee then reviews the peer assessor's report and can recommend or direct the nurse to complete follow-up activities like completing learning modules on

CNO's website.

Nurses who have successfully completed the process must continue to maintain and update their Learning Plan on an ongoing basis.

This is an excellent schematic that represents the key elements of quality assurance. In reviewing the nursing literature, the College of Registered Nurses British Columbia (CRNBC, 2013) developed this illustration that one may find helpful when thinking about QA!

A picture is worth a thousand words.

FEEDBACK

- Think about feedback from clients or peers
- Take time each year to ask others
- Validate and adjust your goals

SELF ASSESSMENT

- Reflect on day to day practice
- Where can you develop and grow professionally?

PROFESSIONAL DEVELOPMENT

- What areas did you identify in you self-assessment and feedback?
- Be specific about your learning needs and goals.

(CRNBC, 20013)



QA Self-Assessment: Quality Assurance

A Guide To Developing
Your Learning Goals
and Learning Plan 2011



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

THE STANDARD OF CARE.

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Self-Assessment: A Guide to Developing Your Learning Goals and Learning Plan 2011 Pub. No. 44005

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Introduction

This guide can help you meet the requirements of Component 1: Self-Assessment of the College's Quality Assurance (QA) Program. It explains the steps required to develop your learning goals and complete a Learning Plan.

Start the Self-Assessment process by going to the online QA Program at **www.cno.org**. The online site is secure; all your information will remain confidential. The interactive program is fast and easy to use. There, you can document your Practice Reflection and create, save, edit and review your learning goals for your Learning Plan. You will also find QA Program resources, including a glossary and examples of how to document your learning goals.

Self-Assessment

Self-Assessment is a self-directed, two-part process that **results in a Learning Plan**. Each year, the College will select two practice documents to be the focus of the year's QA Program. You must use these two documents to complete your Self-Assessment.

The College practice standards for 2011 are:

- *Infection Prevention and Control*
- *Documentation, Revised 2008.*

Are you an NP? You must also review the *Nurse Practitioners practice document*.

During the Self-Assessment process, you will identify your learning needs in relation to the selected practice documents. You should also reflect on how the following elements apply to your nursing practice while completing your learning goals—the information can be used in your Practice Reflection:

- advances in technology
- changes in the practice environment
- entry-to-practice competencies
- interprofessional care.

There are two parts to the Self-Assessment component. Part A, Practice Reflection, involves thinking about your practice and obtaining peer input to determine your strengths and the areas you need to improve.

Part B involves developing learning goals and creating and maintaining a Learning Plan.

TIPS ♦ Your QA Program activities must address the selected practice documents. Members can use other College practice documents for their QA Program activities, but only in addition to the selected practice documents.

♦ Definitions are provided in the glossary on page 6.

Part A: Practice Reflection

Think about your practice and obtain peer input to help you determine your strengths and the areas you need to improve. Reflecting on your practice helps you to continually improve your competence as a nurse. Obtaining peer input improves your awareness of your practice.

You can document your Practice Reflection activities online at www.cno.org, using the interactive Practice Reflection form. Or, you can print a blank Practice Reflection form from the website and fill it out by hand.

The Practice Reflection process will help you identify your learning goals that are required for Part B, developing your Learning Plan.

TIP ♦ If you are selected for Component 2: Practice Assessment you may be asked to identify the resources you used to reflect on your practice, but the College will not review your Practice Reflection form. However, the College will review your Learning Plan.

The chart below suggests a process for reflecting on your practice.

Steps to completing Practice Reflection

Step #1 Identify the resources and activities you will use to reflect on your practice.

Resources may include:

- discussions with colleagues and supervisors
- College practice standards and guidelines, online learning modules, teleconferences and practice consultations
- workplace resources (for example, performance assessments)
- academic and/or continuing education courses such as conferences
- podcasts and webinars
- nursing journals and magazines.

Step #2 Identify the peer(s) who you will ask for input.

You may choose to ask:

- What do you think I do well?
- What can I improve?
- Can you give me an example of how I effectively apply the *Infection Prevention and Control* and the *Documentation, Revised 2008* practice documents? In what areas could I improve?

Are you an NP?
Ask for input from a peer familiar with the *Nurse Practitioners* practice document.

Step #3 When developing your learning goals, consider:

- Your strengths and the areas you need to improve.
 - How do they relate to the two selected practice documents?

Consider how the following elements affect your practice:

- advances in technology
- changes in the practice environment
- entry-to-practice competencies
- interprofessional care.

TIP ♦ Definitions for the elements can be found in the glossary on page 6.

Part B: Learning Plan

Once you have completed Part A, Practice Reflection, you're ready to develop your learning goals.

Your Learning Plan is evidence of your participation in the QA Program. It documents your learning goals, the activities you plan to reach these goals and the changes to your practice from implementing the goals. You are expected to update the learning goals in your Learning Plan throughout the year as you complete the activities you identified.

TIPS ♦ You must complete at least one learning goal for each practice document selected for the QA Program.

You can complete your learning goals online using the interactive QA Program at www.cno.org. Your learning goals will be saved in your online Learning Plan Summary. You can easily access the Learning Plan Summary to review and update your goals and print any pages; the information will be saved automatically for two years.

If you want to fill out the Learning Plan by hand, then you can download and print blank forms at www.cno.org/qa. You will have to save the paper copy for two years.

You can incorporate information from professional development activities and workplace performance assessments into your learning goals.

Are you an NP?

You need to create an additional learning goal for the *Nurse Practitioners* practice document.

Steps to completing the online learning goal page

Step #1

Choose one of the selected practice documents.

Select the practice document box (*Infection Prevention and Control* or *Documentation, Revised 2008*) that relates to your goal. If you have additional goals that relate to different practice documents, then identify them by picking the box marked "Other." Then, select the title of the document from the drop-down menu.

Step #2

Document your learning goal.

Use the "goal" section of the page to document your learning goal. Your goal should be SMART:

- specific to your learning needs
- measurable within your practice
- attainable within your practice and with your skills
- relevant to your role and responsibilities
- have a timeline and deadline.

Are you an NP?

You must also choose the *Nurse Practitioners* practice document as the basis for one of your goals.

Step #3

Document the activities and timeframe for completing the activities necessary to achieve your goal.

Activities are actions you plan to take to achieve your goal. For example, you could plan to complete an online educational session; read nursing journals; attend conferences, seminars or workshops; or work with a preceptor. Set realistic, time-limited target dates to complete your activities.

Step #4

Document the changes to your practice.

Continually update your learning goal by documenting the changes you made to your practice after completing activities or achieving your goal. Describe how these changes affect client care and/or nursing practice. The information in this section can form the basis for completing your Practice Reflection next year.

Step #5 **Ensure the expected and actual goal completion dates are filled out.**
Document when you plan to achieve your goal in “expected goal completion date.” Document when you achieved your goal in “actual goal completion date.” If you cannot complete a goal in the current practice year, then you can carry it over to the next year. However, document any achievements you make toward completing the goal on the learning goal page.

Step #6 **Ensure you’ve considered how the following elements impact your practice:**

- advances in technology
- changes in the practice environment
- entry-to-practice competencies
- interprofessional care.

Step #7 **Review and edit your learning goal page if necessary.**

Step #8 **Go to the Learning Plan Summary link to review all your saved learning goals.**
Your learning goals will be saved on the Summary page for two years. During that time, you can review and edit any of the goals.

TIPS ♦ For more information on creating SMART goals, review the College’s *Developing SMART Learning Goals* guide at www.cno.org.

Glossary

Advances in technology: The introduction of new, innovative or different skills, processes or knowledge into a nurse’s practice setting. For example, learning how to use a new electronic documentation system.

Changes in the practice environment: Changes that require additional knowledge, skill and judgment for a nurse to deliver safe, effective and ethical nursing care. For example, changes in the client population, nursing care delivery systems or legislation.

Entry-to-practice competencies: Expectations that all nurses must maintain throughout their career. The RN, RPN and NP competency statements are at www.cno.org/qa.

Interprofessional care: The provision of comprehensive health services to patients by multiple health caregivers who work collaboratively to deliver quality care within and across settings.

Peer: A member of the interprofessional team who understands your role as a nurse. A peer does not have to be in the same role as you.

Practice standards: For the purposes of the QA Program, the term *practice standard* refers to a College practice standard or practice guideline. A practice standard outlines the knowledge, skill and judgment necessary for safe practice, and includes accountabilities and responsibilities. Practice standards and guidelines are at www.cno.org/publications.

QUALITY ASSURANCE LEARNING PLAN - SAMPLE

Name: Sally Smith RPN	CNO Registration # ABCD123
Area of Nursing Practice: Direct Practice	Position In Nursing: Surgical Nursing

Practice Document – Documentation Standard
Start Date – February 1
Completion Date – October 30

Goal	Activities to Achieve Goal	Evaluation of Changes to my nursing practice
In the next six months I want to be able to revise our inpatient surgical unit's documentation policy to reflect the CNO's Documentation (2008) standard.	<p>Discuss current policy at our monthly staff meeting and/or unit council by April 30</p> <p>Complete the CNO Documentation learning module on line at www.cno.org</p> <p>Contact CNO Outreach Consultant to arrange a teleconference/site visit to discuss documentation during Nurses Week in May</p> <p>By June 30, create a working group to include unit staff, educator, manager and a member from Nursing Council to review and revise current policy to reflect the changes in the CNO Documentation (2008) standard</p> <p>September 30 complete an initial draft of a revised documentation policy and seek approval at the monthly staff meeting.</p> <p>October 30 all staff will have received education on the revised documentation policy.</p>	<p>Completing the learning module on documentation enabled me to understand more comprehensively the changes in nursing documentation and generated new knowledge related to nursing documentation</p> <p>Requesting a CNO Outreach Consultant is a new way to share knowledge as well as learning more about CNO.</p> <p>Creating a working group enabled others to be engaged in creating change is a meaningful way as well as learning more about our documentation standards</p> <p>This gave me confidence in my ability to interpret and apply documentation standards and guidelines not only to my professional nursing practice but also in my practice setting</p>

QUALITY ASSURANCE LEARNING PLAN - SAMPLE

Name: Billy Rubin RPN	CNO Registration # 123 ABCD
Area of Nursing Practice: Direct Practice	Position In Nursing: Long Term Care

Practice Document – Therapeutic Nurse Client Relationship Standard
Start Date – March 1
Completion Date – November 30

Goal	Activities to Achieve Goal	Evaluation of Changes to my nursing practice
In the next eight months I want to be able to identify ways to coach nursing students in our facility to maintain therapeutic relationships with our clients during their clinical and pregraduate experience.	<p>To attend the CNO Teleconference in April on the Therapeutic Nurse Client Relationship Standard and encourage other students and colleagues to attend.</p> <p>Complete the CNO Therapeutic Nurse Client Relationship (TNCR) learning module on line at www.cno.org by May 15</p> <p>To develop some key strategies to maintain therapeutic nurse client boundaries and approve them at our staff meeting by the end of May.</p> <p>Provide education to all staff re: strategies in June.</p> <p>Meet with the Nursing Faculty in June, my manger and colleagues to discuss what education has been provided to students and share ideas with faculty on strategies we have developed to ensure boundaries are maintained.</p> <p>Therapeutic nurse client relationships with students are embedded in ongoing feedback during clinical and pre graduate as well as a standing agenda item at our monthly staff meetings</p>	<p>Attending the CNO teleconference and completing the learning module on documentation enabled me to understand more comprehensively the changes in the TNCR and generated new knowledge related to professional boundaries</p> <p>Developing key strategies enabled me to learn more about the TNCR standards.</p> <p>This gave me confidence in my ability to interpret and apply TNCR standards and guidelines not only to my professional nursing practice but also in my practice setting. I have learned new strategies for my professional practice to ensure I maintain therapeutic boundaries with my clients.</p>

QUALITY ASSURANCE LEARNING PLAN

Name:	CNO Registration #
Area of Nursing Practice:	Position In Nursing:

Practice Document -
Start Date -
Completion Date -

Goal	Activities to Achieve Goal	Evaluation of Changes to my nursing practice

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QA PROGRAM LEARNING PLAN FORM

Collection of Personal Information

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Name	
Registration Number	QA Year
Class	Current Practice Setting
Client Population	

Learning Needs: What learning needs did I identify through Practice Reflection?

1. Learn more about providing culturally sensitive care.
2. Learn about how social media can affect the nurse-client relationship.
3. Understand more about the increase in sexually transmitted diseases and strategies to address this concern

Haven't done Practice Reflection yet? Use the Practice Reflection worksheet to help you identify your strengths and learning needs.

Learning Goal #1: What do I want to learn? Which practice document does my goal relate to?

Culturally Sensitive Care practice guideline

As a NP working with a diverse client population, I want to identify resources to support staff in providing culturally sensitive care. I will achieve this goal by October 30.

Need help creating a goal? Review the Developing SMART Learning Goals guide. Your learning goal must be based on your current practice setting and one of the College's practice documents.

Goal #1: Activities and Timeframes: How am I going to achieve my goal?

1. By January 15, I will review the Culturally Sensitive Care practice guideline.
2. By April 1, I will complete a literature review on this topic using the CINAHL database in the workplace library.
3. By June 1, I will contact pastoral services to request a fall presentation for staff to include information about providing culturally sensitive care and client cultures we commonly encounter in practice.
4. By August, I will collaborate with the rest of the team to create a resource binder about providing culturally sensitive care for staff using relevant resources from the literature review and the organization.
5. By October 30, I will reflect on and document my own culture, values, beliefs and biases, and consider how this may affect my approach to client care.

Learning Goal #2 What do I want to learn? Which practice document does my goal relate to?

Therapeutic Nurse-Client Relationship practice standard

I want to develop an in-service session for nursing staff that identifies the risks associated with using social media, and the possible effect on the nurse-client relationship. I want to hold the session by the end of the fall.

*Need help creating a goal?
Review the Developing
SMART Learning Goals guide.*

*Your learning goal must
be based on your current
practice setting and one of the
College's practice documents.*

Goal #2: Activities and Timeframes How am I going to achieve my goal?

1. February: Review the *Therapeutic Nurse-Client Relationship* practice document and webcast.
2. May: Review workplace policies related to the use of social media.
3. July: Research and develop a glossary of various social media applications.
4. September: Complete a literature search on social media and nurse-client relationships, and identify the most relevant articles for review.
5. October: Develop and deliver an in-service presentation for nursing staff on the potential risks associated with using social media.

Learning Goal #3 What do I want to learn? Which practice document does my goal relate to?

Nurse Practitioner practice standard

I want to participate in the development of strategies to address the increase of sexually transmitted diseases (STDs) among teenagers in my community. I want to begin implementation by the late fall.

*Need help creating a goal?
Review the Developing
SMART Learning Goals guide.*

*Your learning goal must
be based on your current
practice setting and one of the
College's practice documents.*

Goal #3: Activities and Timeframes How am I going to achieve my goal?

1. January: Set up focus groups with teenagers in the community to better understand the reason for the increase in STDs.
 2. May: Conduct educational sessions at the local high schools on the risks of STDs.
 3. July: Submit a proposal to run a sexual health clinic on weekends and evenings at the local community centre.
 4. September: Meet with other members of the health care team to gain support to operate a full-time sexual health clinic.
-

How do my learning goals support my commitment to continuing competency?

How does my learning relate to the competencies of my practice?

I am remaining competent by learning about culturally sensitive care and how social media can affect the nurse-client relationship. I am also learning about and developing strategies to decrease the number of STDs in my community. This new knowledge will contribute to quality nursing practice and increase the public's confidence in the profession.

Continue to maintain and update your Learning Plan throughout the year.

Evaluation of changes/outcomes to my practice

What did I learn? What impact has my Learning Plan had on my practice?

- 1. The presentation by the community centre's Director has given many of the staff, including myself, the opportunity to reflect on our own cultures, values, beliefs and biases and how these can affect client care.*
- 2. Staff have been referencing the Culturally Sensitive Care resource binder I helped develop. The Nurse Educator and I have received positive feedback. Staff have also added resources to it, such as the contact information for the organization's interpreter services.*
- 3. I received positive feedback from my peers about my in-service presentation on social media.*
- 4. I have a better understanding of how nurses use social media and the adverse affect this technology can have on the nurse-client relationship if used inappropriately.*
- 5. I have begun to develop strategies with my colleagues and students to decrease the number of STDs. There has been an increase in clients coming into the clinic to be screened.*

College of Nurses of Ontario (2012). Quality Assurance: Program Requirements. Toronto: Author

SEIU "Nursing Division - Quality Assurance Workbook" (SEIU, Rothwell,2012).

SEIU "Nursing Division - Quality Assurance Workbook" (SEIU, Rothwell,2013)