



THE COLLEGE OF  
REGISTERED PSYCHIATRIC NURSES of MANITOBA

# Continuing Competence Program

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# PROVINCIAL LEGISLATION

## **Registered Psychiatric Nurses Act**

Registered Nurses Act

Licensed Practical Nurses Act

# Individual RPN's must Self Regulate

- Model of Self Regulation Downloads  
Responsibility to the RPN
- Increasing Demands and Expectations for  
Professional Accountability
  - From the Public
  - From the Profession
  - From the Regulator





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The COLLEGE must carry out its activities and govern its members in a manner that serves and protects the public interest.

The COLLEGE represents the accountability mechanism to the public.

# Ensuring Safety to Practice

- Graduation from an Approved Program
- Registration Examination
- Continuing Competence Programs
- Peer Review/Discipline Process



# Promoting Good Practice & Preventing Poor Practice

- Standards of Psychiatric Nursing Practice
- Code of Ethics
- Legislation
- Practice Consultation & Support
- Continuing Competence Programs -  
Proactive versus Reactive



# Continuing Competence Context

- Privilege of Self Regulation
- Public Protection Mandate
- Regulatory Body as the Accountability Mechanism to the Public
- Promote Good Practice, Prevent Poor Practice & Intervene When Necessary



# 9 TOOLS FOR COMPETENCE REVIEW

## *Required hours*

Certification

*Peer Feedback*

## *Self-Assessment*

Clinical Examinations

## *Professional Portfolio*

## *Continuing Education*

Written Examinations

Practice Interview

"A National Framework for Continuing Competence Programs for Registered Nurses" (CNA, 2000:12).







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## DESIRABLE CHARACTERISTICS OF THE PROGRAM

- Professional responsibility for career long maintenance & enhancement of competence
- Flexible to domains of practice & varied competencies
- Based on professional standards
- Require critical self-reflection on practice & impact of continuing competence activities on practice



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## COMPONENTS OF THE PROGRAM

- Practice hours
- Self-assessment of competence
- Learning Plan based on self-assessment
- Professional Portfolio



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## CRPNM CONTINUING COMPETENCE PACKAGE

- Instructions
- Self-Assessment Tool Worksheets
- Competency examples
- Learning Plan
- Portfolio example & instructions

Continuing Competence Programs  
depend on the RPN's ability to self assess  
(Reghr, 2004)



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# CRPNM Continuing Competence Audit: Accountability in Action



# Continuing Competence Audit

- Process
- Purpose
  - o To Ensure Engagement in the Continuing Competence Program
  - o Program Evaluation
  - o Reflect on Learning and Describe Impact on Practice

# Audit Cycle 2006-2010

- 20% of RPNs audited each year
- Each RPN selected once during audit cycle
- Audit Form was consistent; few changes implemented over 5 year cycle



# Changes to the Audit Process

- Online Database Implemented (2012)
- Audit Forms Re-evaluated and Changed
- Components added
- Submissions completely online for 2013





# Changes to the Audit Cycle

- No audit selection in 2011
- Current audit cycle runs from 2012-2016
- 25% of RPNs audited per year
- RPNs may be audited more than once during this cycle



# Example of Audit Cycle

- Jane Doe, RPN was selected for the audit in 2010 (part of first cycle 2006-2010)
- Jane was selected again in 2012 as part of the second cycle (2012-2016)
- Jane may be selected again in 2014, 2015 or 2016





# What is reflective practice?

“Reflection is a process of reviewing an experience of practice in order to describe, analyze, evaluate and so inform learning about practice.”

(Reid as cited in Bulman, 2004, p. 3)



# Theoretical Construct

- Donald Schon developed theory about the practice of reflective professionals
- Nursing has developed and expanded the concept of the reflective professional
- Schon differentiated between “reflection IN practice” & “reflection ON practice”



# Reflection in Practice

- Critical thinking done in the midst of everyday practice.
- Often done unconsciously
- Acquired knowledge & experience is compared against clinical issue in order to make decision on immediate action



# Reflection on Practice

- Takes places more deliberately at a point removed in time from the action
- There is time to reflect on events, feelings, reactions, thoughts, & outcomes



# Reflection on Continuing Competence Activity

- Engage in an educational activity
- Learn an approach to treatment
- Compare this with your experience
- Reflect, question, analyze, decide
- Take action
- Evaluate impact





# Benefits of Reflective Practice

- Personal & professional empowerment  
(Johns, 1999)
- Improvements in quality of client care
- Increased self-awareness within the  
therapeutic relationship (Atkins & Murphy, 1990)



# Benefits of Reflective Practice

- Critical to maintaining ethical boundaries
- Makes rational behind intuition explicit (Bailey, 1995)
- Critical for learning to take place
- Integrates theory into practice
- Critical to self-assessment of your own competence



# Barriers to Reflective Practice

- You don't know what, you don't know  
(Regehr, 2004, p. 167)
- Fear of weaknesses being exposed
- Perception that there is no time
- Burn-out



# Barriers to Reflective Practice

- Tendency to focus on the areas where we are already strongest (Regehr, 2004)
- Tendency for inertia rather than change



# Hierarchy of Reflective Skills

- Self-awareness
- Description
- Critical analysis
- Evaluation

(Atkins, 2004)



# Supports for Reflective Practice

- Supervision
- Mentoring
- Time & space to practice
- Acknowledgment



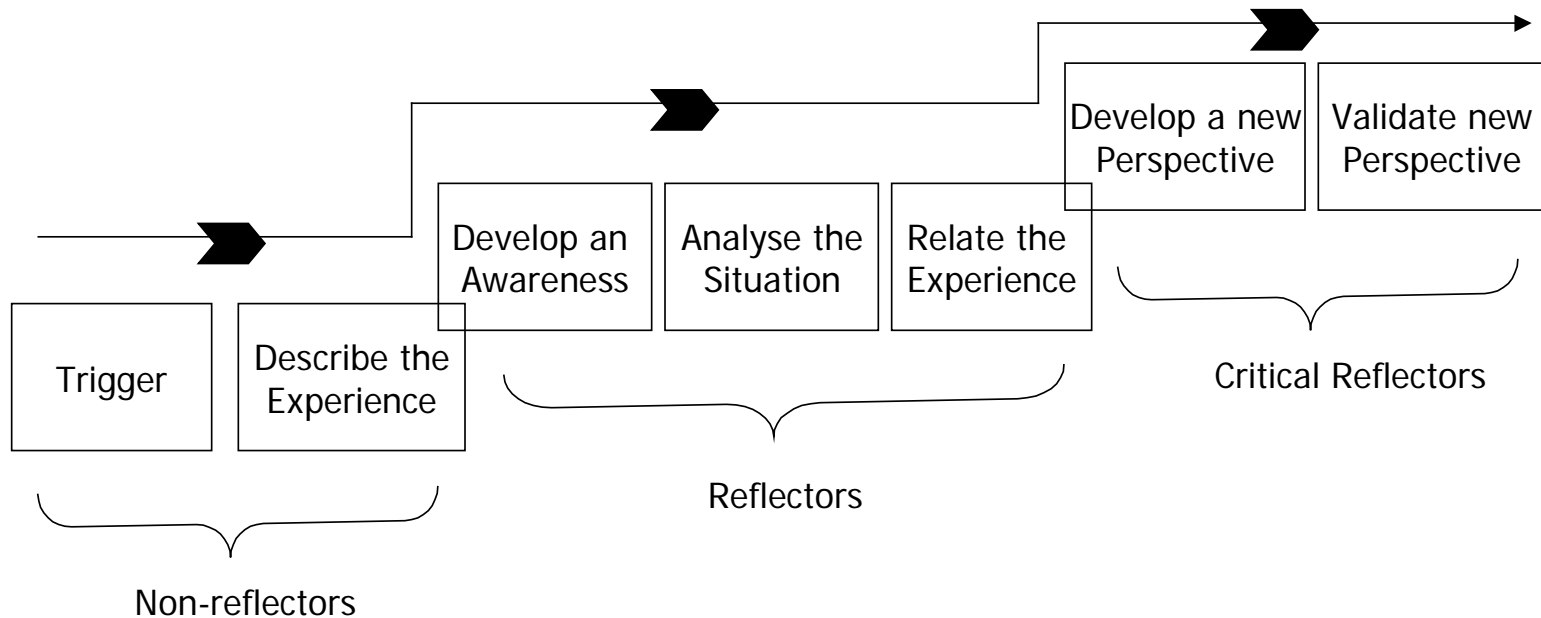
# Find us on the Web:

- <http://www.crpnm.mb.ca/>
- Click on “I am a RPN”
- Click on “Continuing Competence Program”



# A Suggested Model of Reflection

*An integration of the literature...*



*Asadoorian, 2005*



# Interested in a Presentation?

- If your worksite is interested in a live presentation:
- I am available for site presentations on the CRPNM Continuing Competence Program and Audit Process





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