

Continuing Competence Process



Program Guidelines,
Reporting Procedures and Forms

Developed by the Nursing Practice Committee and approved
by the Board of the Yukon Registered Nurses Association

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Continuing Competence Process

Welcome to the first edition of the YRNA Continuing Competence Process (CCP)

The Nursing Practice Committee has worked to design a process that will not only meet the needs of the regulatory body but will invite you to further explore your nursing profession. The goal of the Continuing Competence Process is to support you in your professional development and commitment to lifelong learning and excellence.

As each license year begins in April, read through the information and instructions. Then begin the self-assessment and goal setting process.

For renewal in 2011 and subsequent years, you will be required to submit a reporting form in order to complete the license renewal process.

This booklet marks the launch of the formal CCP through which you will plan and document your learning over the year.

Each year, to ensure processing and continuous licensure, renewal applications with reporting forms must be received by the March 1 deadline.

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You are invited to contact YRNA at any time for assistance with this process.



The YRNA Continuing Competence Process

As registered nurses, we have the professional and personal responsibility to provide safe, ethical, quality care. We are responsible and accountable for our professional practice not only to ourselves but to our colleagues, our employers, our regulatory body and most importantly to the public. Processes to facilitate the demonstration of Continuing Competence for registered nurses have been developed throughout Canada and internationally.

The Canadian Nurses Association (CNA) defines continuing competence as:

*"The ongoing ability of a nurse to integrate and apply the knowledge, skills, judgment and personal attributes required to practise safely and ethically in a designated role and setting". Maintaining this ongoing ability involves a continual process linking the code of ethics, standards of practice and life-long learning. The registered nurse reflects on his/her practice on an ongoing basis and takes action continually to improve that practice.*¹

The YRNA Continuing Competence Process is designed to reflect the values encompassed in this definition. It asks members to explore how they apply knowledge, skill and judgment acquired through nursing education and experience. It is through the application of these nursing attributes, rather than through a list of skills or tasks, that nursing practice is defined.

Foundational Principles:

- ◆ Yukon registered nurses maintain a high standard of practice and expertise and consistently demonstrate motivation to pursue ongoing learning. Through the Continuing Competence Process, YRNA will support members in

being "consciously competent" as they seek excellence in practice. This process will provide them with opportunities to demonstrate and recognize their own ongoing professional development.

- ◆ Enhancing continuing competence through life-long learning is essential to professional nursing practice because it contributes to the quality of patient outcomes and to the evidence base for nursing practice.
- ◆ Individual nurses, professional and regulatory nursing organizations, employers, educational institutions and governments share the responsibility to promote continuing competence.

In order to meet this purpose, the goals of the Continuing Competence Process are to:

1. Demonstrate to the public Yukon registered nurses' commitment to quality, evidence-based care.
2. Support registered nurses in their professional commitment to lifelong learning and excellence.

As a reflection of the unique nursing practice in the Yukon, the continuing competence process is designed to be flexible and adaptable and include formal, non-formal, traditional and non-traditional learning activities.

¹ *A National Framework for Continuing Competence Process for Registered Nurses: CNA: September 2000*



General Information on the Process

The Continuing Competence Process is mandatory for all nurses holding a practising license or temporary permit with the Yukon Registered Nurses Association (YRNA). The information and requirements in this document outline the minimal expectations/minimal standards to be upheld by each Yukon registered nurse.

Members of the YRNA Registration and Nursing Practice Committees will form the audit committee for the CCP. They will be responsible for monitoring and documenting member compliance with the CCP, and for providing information about the effectiveness of the process to individual members and to YRNA.

Members must keep all documents for a minimum of three years, to provide for audit if requested.

WHAT IS MANDATORY?

Beginning with the 2011 license renewal, completing the minimal expectations of the Continuing Competence Process will be mandatory.

WHAT ARE THE MINIMAL EXPECTATIONS?

There are no maximum expectations!!

Ongoing:

Each member is expected to maintain a "Portfolio" on an ongoing basis. The Portfolio is an ongoing record of learning. Members are strongly encouraged to be creative in creating a Portfolio that reflects their own style and priorities. Among the options for documentation to be included are:

- ⇒ records of attendance at formal courses and workshops
- ⇒ program outline of formal education opportunities
- ⇒ CEUs completed
- ⇒ course outlines for online education initiatives
- ⇒ records of journal subscriptions and articles reviewed (including online nursing journals)
- ⇒ workplace performance appraisals
- ⇒ records of comments from colleagues, clients and others that reflect practice
- ⇒ thank you cards and notes from clients
- ⇒ personal reflective notes about application of new learning
- ⇒ records of involvement in professional activities, community initiatives, volunteer work
- ⇒ anything that tells your learning stories
- ⇒ If you find it helpful, you may want to create a "Lifeline" (p. 17) to reflect your life journey.

Annually as you begin a new license year:

- ⇒ Begin a new self-assessment for the registration year just beginning
- ⇒ Using the Standards based checklists, identify strengths and learning goals related to your current practice
- ⇒ Reviewing the self-assessment, choose one learning goal to be a focus for that year's learning activities, on which you will report back in the next renewal
- ⇒ Develop a learning plan based on the identified standard-linked learning goal
- ⇒ Carry out your learning plan over the year; evaluate and revise as needed, using the familiar steps of the nursing process: assess, plan, implement, evaluate
- ⇒ Keep records of these activities in your portfolio

Annually as part of your license renewal:

- ⇒ Submit the Annual Reporting Form (pp 15-16) with your license renewal form. Renewal applications that do not include the CCP report form will be returned to the member for completion in order for the license renewal to be processed.



PEER REVIEW BY THE AUDIT COMMITTEE

If you are one of the members randomly selected for audit in a given year, your renewal package, sent out in late January, will include an audit notification.

5-10% of YRNA membership will be asked to provide their full Continuing Competence records, including the portfolio and self assessment pages. You may want to remove personal additions to your portfolio, such as a lifeline or thank you notes from clients. Be sure to retain records for three years, as the audit committee may request three years of documentation for review.

After the end of the renewal period, documents submitted for audit will be reviewed by the audit committee, made up of fellow registered nurses. If your records have been reviewed, you will receive feedback as to whether your documentation is complete and whether you have demonstrated effective use of the process.

The Committee will be particularly looking for evidence that you have not just engaged in education, but actually **applied learning to your practice**.

To demonstrate the application of acquired knowledge, when preparing your Annual Reporting for YRNA, ask yourself the questions:

- ⇒ How do I do things differently after this learning process?
- ⇒ Or, did I find evidence that my current approach is still best practice?
- ⇒ What do I understand better now?

Remember, the committee is seeking to assess your demonstrated commitment to learning.

The Registered Nurse profession is the only fully self-regulating health profession in the Yukon. It is in light of this privilege and responsibility that we have designed a Continuing Competence Process that is self-directed. Use it to recognize and value the formal and informal learning that goes on in your day-to-day world.



How-To Information

Step 1: *...an ongoing process* Portfolio

Throughout each year, maintain your Portfolio, adding all certificates, reading material, feedback, reflections and so on. Include records of any community/volunteer work related to health and wellness, as well as any work for your professional organization. As you develop your learning plan, these will support your reflection, self assessment and goal setting process. Later pages in this package will guide you in what activities and documents you might add to your Portfolio.

Step 2: *...at the beginning of the registration year* Self-Assessment Worksheets based on the *Standards for Registered Nursing Practice in the Yukon*

Read the *Standard* at the top of each worksheet page. It is important for nurses, as self-regulators, to be familiar with the Standards that guide their practice. Each Standard has indicators for practice; assess which are relevant to your area of practice.

Use the rating key provided, **rate your practice** at this time and place related to each indicator. Try to be honest with yourself! Remember, this assessment is for your own reflection and development – you will not be judged or criticized for recognizing areas where you need to learn more or develop skills – that is part of professional growth.

Step 3: *...at the beginning of the registration year* Strengths and Yearly Learning Plan

Once you have completed each worksheet, **identify an area you feel is a strength related to that standard** in your practice. This is your chance to reflect on the areas in which you feel you are particularly proficient. Link your area of strength to the Standards for Practice.

Now look back at your self-assessment worksheets. Note the areas you rated as 'Refining' or 'Developing' (see page 6 for an explanation of ratings). **Identify one of these areas marked refining or developing: as an area where you want to and can improve.**

Think about the different ways you can work towards improvement in this area as you review the list of appropriate learning activities (p.18). How could some of these learning activities facilitate an improvement? Which activities would work best for your goal? Think about ways in which you can achieve your goal - brainstorm and write down your thoughts.

Review the *SMART* acronym, the list of helpful action words and the appropriate learning activities in the '*Useful Resources*' section (p.18) to develop your goal. This goal should be appropriate to your area of practice and background, or an area where you are interested in moving toward. Once you have identified a learning goal, link it again to one of the Standards of Practice. This will help you stay within the framework of the *Standards for Registered Nursing Practice in the Yukon* that guide your practice.

Read on for Step 4 . . .



Step 4: ...as part of registration renewal each year Completion

Review your plan for the year, refer to this 'How To' section to make sure you are on track with the expectations of the process. Ideally your learning plan will hold personal interest for you and will:

- ▶ advance your knowledge of best practices
- ▶ help you to safely, competently and ethically deliver care
- ▶ improve your practice (there's always room for improvement!)
- ▶ build capacity for leadership.

Throughout the year, work toward your chosen goal, and document your progress and activities. Celebrate your successes and how you challenge yourself! Record evidence about how well you met your goal, and what might be next for you regarding that learning process.

Complete the Professional Development Checklist (p.14) to ensure you have completed all portions of the CCP for submission.

Complete the Annual Reporting Form (sample included in package pp.15-16), and sign the form. By signing this form, you are stating for the purposes of licensure that you have worked to complete your continuing competence requirements throughout the year.

(Eventually this process will be retroactive and you will have up to 3 years of information / portfolios / learning plans on file for review if required.)

Submit the Annual Reporting Form with your renewal application. You do not need to send in your entire learning plan and portfolio unless notified of audit. This process is based on personal responsibility to maintain/continue your education throughout your career. If you are notified that you are to be audited, you will be required to submit your learning plans and portfolios with your application as well, in order to meet renewal requirements.

RATING KEY FOR SELF ASSESSMENT WORKSHEETS¹

For completing the following self assessment checklists, here are rating guidelines:

1 Proficient

A skill or practice in which you feel you excel

2 Well Developed

A skill or practice in which you feel you are fully competent

3 Refining

A skill or practice in which you feel you are or could be improving

4 Developing

A skill or practice you do not currently use but which you could develop and apply in your role

5 Not Applicable

A skill or practice that you determine could not be part of your role.

Where possible, the Standards indicators are combined to apply to all domains of nursing: clinical practice / education / administration / research / policy. **Note that not all indicators will apply to your individual practice.**

¹ Adapted from: College of Nurses of Ontario Self-Assessment Tool (1996)



Step 2: Self Assessment Worksheet — Using Standards of Practice

STANDARD 1: RESPONSIBILITY AND ACCOUNTABILITY

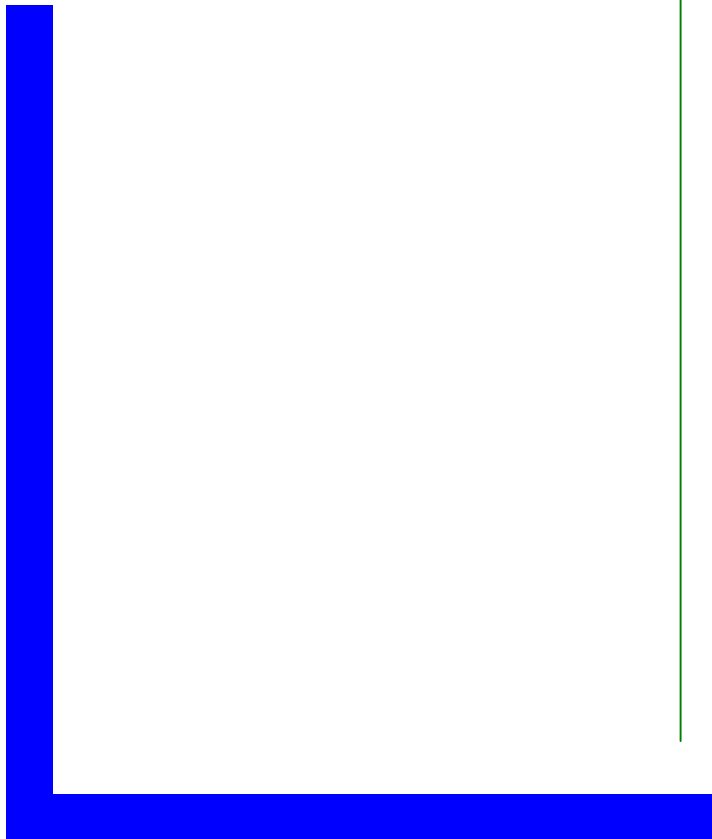
Maintains standards of nursing practice and professional conduct determined by YRNA and the practice setting.

Clinical Practice / Education / Administration / Research

| | 1 Proficient | 2 Well Developed | 3 Refining | 4 Developing | 5 Not Applicable |
|---|--------------|------------------|------------|--------------|------------------|
| 1. Is accountable and takes responsibility for own nursing actions and professional conduct. | | | | | |
| 2. Functions within the legally recognized scope of practice of nursing and within all relevant legislation. | | | | | |
| 3. Follows and/or helps to develop or change agency or department policies and evidence-based care standards. | | | | | |
| 4. Takes action to promote the provision of safe, appropriate and ethical care. | | | | | |

Area of Strength: Standard 1

Learning Opportunity: Standard 1



Step 2: Self Assessment Worksheet (continued)

STANDARD 2: SPECIALIZED BODY OF KNOWLEDGE

Bases practice on the best evidence from nursing science and other sciences and humanities.

Clinical Practice / Education / Administration / Research

| | 1 Proficient | 2 Well Developed | 3 Refining | 4 Developing | 5 Not Applicable |
|---|--------------|------------------|------------|--------------|------------------|
| 1. Knows how and where to find needed information to support the provision of safe, appropriate and ethical client care / nursing and health education / nursing practice. | | | | | |
| 2. Shares nursing knowledge with clients, colleagues, students and others including, for those involved in research, the scientific community. | | | | | |
| 3. Interprets and uses current evidence from research and other credible sources to make practice / education / administrative decisions and, for those involved in research, to plan and conduct research. | | | | | |
| 4. Understands and communicates nursing's contribution to the health of clients, and for those in administration, the delivery of nursing services. | | | | | |
| 5. Uses relationship and communication theory appropriately in interactions with clients, colleagues and others / to create a professional learning environment / to create an environment in which cooperation, professional growth and mutual respect can flourish / to share the practice implications and policy relevance of research in a meaningful way with registered nurses and others. | | | | | |

Area of Strength: Standard 2

Learning Opportunity: Standard 2



Step 2: Self Assessment Worksheet (continued)

STANDARD 3: COMPETENT APPLICATION OF KNOWLEDGE

Makes decisions about actual or potential problems and strengths, plans and performs interventions, and evaluates outcomes.

Clinical Practice / Education / Administration / Research

| | 1 Proficient | 2 Well Developed | 3 Refining | 4 Developing | 5 Not Applicable |
|---|--------------|------------------|------------|--------------|------------------|
| 1. Collects information on client status / on individual and group learning needs / about organizational status / from a variety of sources using assessment skills including observation, communication and, in the case of clinical practice, physical assessment; in the case of research, using valid and reliable data collection instruments and methods. | | | | | |
| 2. Identifies, analyzes and uses relevant and valid information — when making decisions about client outcomes and reporting client outcomes / when planning education / when determining organizational problems or status / in nursing research projects. | | | | | |
| 3. Communicates — client status / learning needs of individuals and groups / organizational problems and status — using verifiable information in terminology used in the practice setting. In the case of research — develops and communicates research questions or hypotheses that are relevant and researchable. | | | | | |
| 4. Develops — plans of care that include data about assessments, decisions about client status, planned interventions and evaluation criteria for client outcomes / education plans that address learning needs and strengths and include evaluation criteria / administrative and other strategies to address organization problems and strengths with accompanying evaluation criteria. In the case of research — writes research proposals to address stated questions/hypotheses. | | | | | |
| 5. Sets priorities — when planning and giving care / when planning and providing education / when planning and implementing administrative and other strategies / when planning and conducting research. | | | | | |
| 6. Carries out interventions in accordance with policies, guidelines and care standards. / Teaches using appropriate instructional methods and relevant learning theory. / Implements administrative and other identified strategies. / Conducts research in accordance with accepted research methods and procedures and/or supervises research assistants. | | | | | |
| 7. Evaluates — client’s response to interventions / attainment of learning objectives using valid and reliable measures / process and/or outcomes of strategies — and revises the plan or strategies as necessary. In the case of research — analyzes and interprets qualitative and quantitative data. | | | | | |
| 8. Documents / establishes / maintains appropriate reports of assessments and decisions about client status, plans, interventions and outcomes / education records / systems to manage clinical and administrative information. In the case of research — writes appropriate reports and articles for publication. | | | | | |
| 9. Initiates, maintains and terminates professional relationships in an appropriate manner. | | | | | |

Area of Strength: Standard 3

Learning Opportunity: Standard 3



Step 2: Self Assessment Worksheet (continued)

STANDARD 4: CODE OF ETHICS

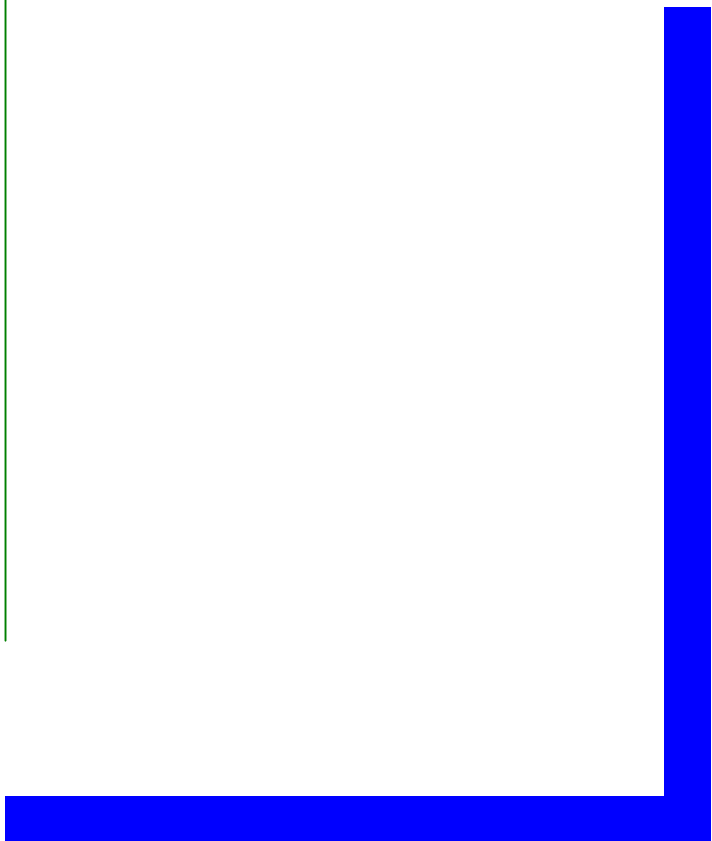
Adheres to the ethical standards of the nursing profession.

Clinical Practice / Education / Administration / Research

| | 1 Proficient | 2 Well Developed | 3 Refining | 4 Developing | 5 Not Applicable |
|---|--------------|------------------|------------|--------------|------------------|
| 1. Upholds / supports others to uphold the values contained in the Canadian Nurses Association (CNA) <i>Code of Ethics for Registered Nurses</i> , namely: <ul style="list-style-type: none"> • Providing safe, compassionate, competent and ethical care • Promoting health and well-being • Promoting and respecting informed decision making • Preserving dignity • Maintaining privacy and confidentiality • Promoting justice • Being Accountable | | | | | |
| 2. Consistently practises / and supports others to practice according to the responsibility statements in the CNA <i>Code of Ethics for Registered Nurses</i> . | | | | | |

Area of Strength: Standard 4

Learning Opportunity: Standard 4



Step 2: Self Assessment Worksheet (continued)

STANDARD 5: PROVISION OF SERVICE IN THE PUBLIC INTEREST

Provides nursing services and collaborates with other members of the health care team in providing health care services to the ethical standards of the nursing profession.

Clinical Practice / Education / Administration / Research

| | 1 Proficient | 2 Well Developed | 3 Refining | 4 Developing | 5 Not Applicable |
|---|--------------|------------------|------------|--------------|------------------|
| 1. Communicates, collaborates and consults — with other members of the health care team / with registered nurses and others / other researchers — about the client’s care / education / provision of health care services / research. | | | | | |
| 2. Assigns and delegates appropriately to other members of the health care team. / Advocates and provides education for registered nurses and others regarding assignment and delegation. / Advocates and develops policies that clearly outline the responsibility and accountability for all involved in assignments and delegations. / Interprets research evidence to guide policy regarding assignment and delegation. | | | | | |
| 3. Guides / supervises as appropriate — other members of the health care team / educational staff and students / staff and others involved in planning the delivery of health care services / members of the research team. | | | | | |
| 4. Advocates and participates / takes action / directs — changes to improve client care and / nursing practice / educational practice / administrative practice / improved conduct of research. | | | | | |
| 5. Reports unsafe practice or professional misconduct to appropriate person or body. In the case of administration — takes appropriate action or reports unsafe practice or professional misconduct to appropriate person or body. | | | | | |
| 6. Assists clients / colleagues, students and others to learn about the health care system and accessing appropriate health care services. In the case of research — assists colleagues, students and others to learn about the health care system and the influence of research on nursing practice and health care services. | | | | | |

Area of Strength: Standard 5

Learning Opportunity Standard 5



Step 2: Self Assessment Worksheet (continued)

STANDARD 6: SELF-REGULATION

Assumes primary responsibility for maintaining competence and fitness to practice.

Clinical Practice / Education / Administration / Research

| | 1 Proficient | 2 Well Developed | 3 Refining | 4 Developing | 5 Not Applicable |
|--|--------------|------------------|------------|--------------|------------------|
| 1. Maintains current registration. | | | | | |
| 2. Practises within own level of competence. | | | | | |
| 3. Meets the requirements for continuing competence, including investing own time, effort or other resources to meet identified learning goals. | | | | | |
| 4. Maintains own physical, psychological and emotional fitness to practice. | | | | | |
| 5. Sets priorities — when planning and giving care / when planning and providing education / when planning and implementing administrative and other strategies / when planning and conducting research. | | | | | |
| 6. Carries out interventions in accordance with policies, guidelines and care standards. / Teaches using appropriate instructional methods and relevant learning theory. / Implements administrative and other identified strategies. / Conducts research in accordance with accepted research methods and procedures and/or supervises research assistants. | | | | | |

Area of Strength: Standard 6

Learning Opportunity: Standard 6

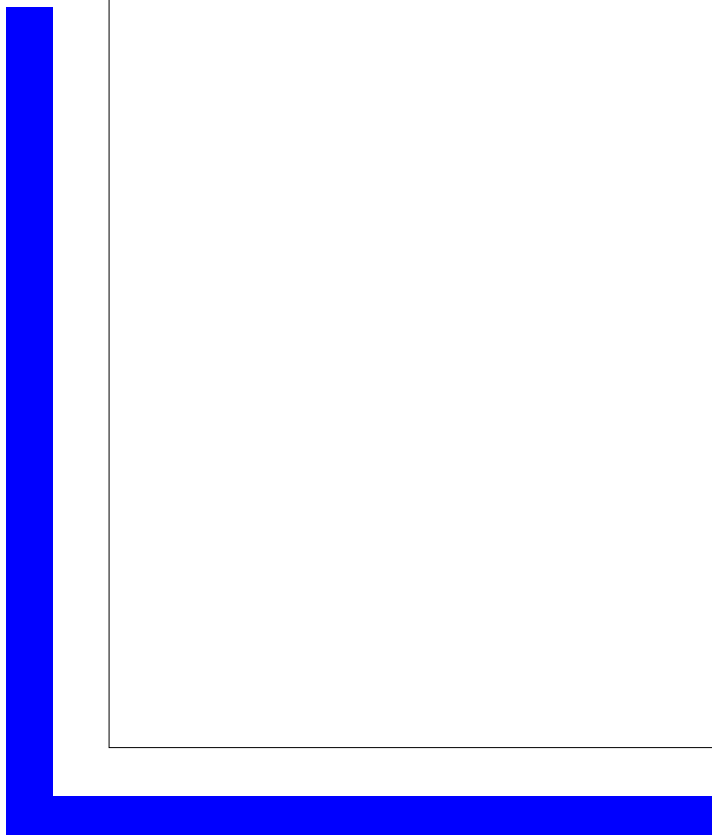


Step 3: Learning Goal and Yearly Plan

One area of strength and how it impacts my practice (*relates to Standard #_____*):

One area in which I can learn more—my learning challenge (*relates to Standard #_____*):

My plan to address this learning challenge/goal:



Professional Development Checklist

1. HAVE I COMPLETED ALL REQUIREMENTS OF THE CONTINUING COMPETENCE PROGRAM (CCP)?

Self Assessment based on the Standards for Nursing Practice in the Yukon

► **Complete the self assessment at the beginning of the registration year. Keep it in your portfolio with records of learning activities.**

- Use the self-assessment worksheets, based on the Standards for Registered Nursing Practice in the Yukon.

Develop and Implement Learning Goal and Plan

- After completing the self assessment, identify your learning needs and think about how they can be met and the opportunities available to you to enhance your practice
- Review the list of suggested learning activities (p.18) and plan your approach
- Complete 'Step 3: Learning Goal and Yearly Plan' (p. 13) outlining the specific strategies you will implement during the year to address your learning needs
- Participate in and record your learning activities throughout the year

Evaluate the effects of your learning activities on your practice

- Ask yourself if the activities in which you participated are enhancing your practice
 - YES NO → Are you satisfied with how well you met your learning goal?
 - YES NO → Did you find that your goal changed as you progressed through the year?
- Keep a record of activities, ideas and their impact on your practice in a portfolio
- Keep your Continuing Competence Program records for a minimum of three years.

2. DO I HAVE ENOUGH PRACTICE HOURS?

- To renew your license each year, you must have 1125 hours of recognized nursing practice in the previous five year period (a January 1 — December 31 year). If you have any question as to whether you meet this requirement, or about whether your practice is recognized as nursing hours, contact YRNA.

3. HAVE I COMPLETED THE ANNUAL REPORTING FORM AND INCLUDED IT WITH MY LICENSE RENEWAL APPLICATION?

► **Complete the CCP Annual Reporting Form as the end of the license year approaches. Submit the signed form with your application for registration/licensure.**

Each year, YRNA will audit a sample of practising registrants to monitor compliance with the Continuing Competence Program.



ANNUAL REPORTING FORM

Registration Year: _____

NAME: _____

YRNA REGISTRATION # _____

- ◆ Submit this form each year with your annual license application. If you have been selected for an audit, you will have received notice to that effect and more detailed reporting instructions will be provided.
- ◆ It is important that you answer all of the questions on both sides of this audit form, and print or write legibly. If any of the questions are not answered, this form will be returned for completion prior to processing of your license application.

A. SELF-ASSESSMENT (refer back to page 13)

1. What strength(s) did you identify after your self assessment?

2. Under which standard and indicator(s) did you identify this strength?

B. SELF-DEVELOPMENT (refer back to page 13)

1. What area for development and learning did you identify after your self-assessment?

2. Under which standard and indicator(s) did you identify this learning need?

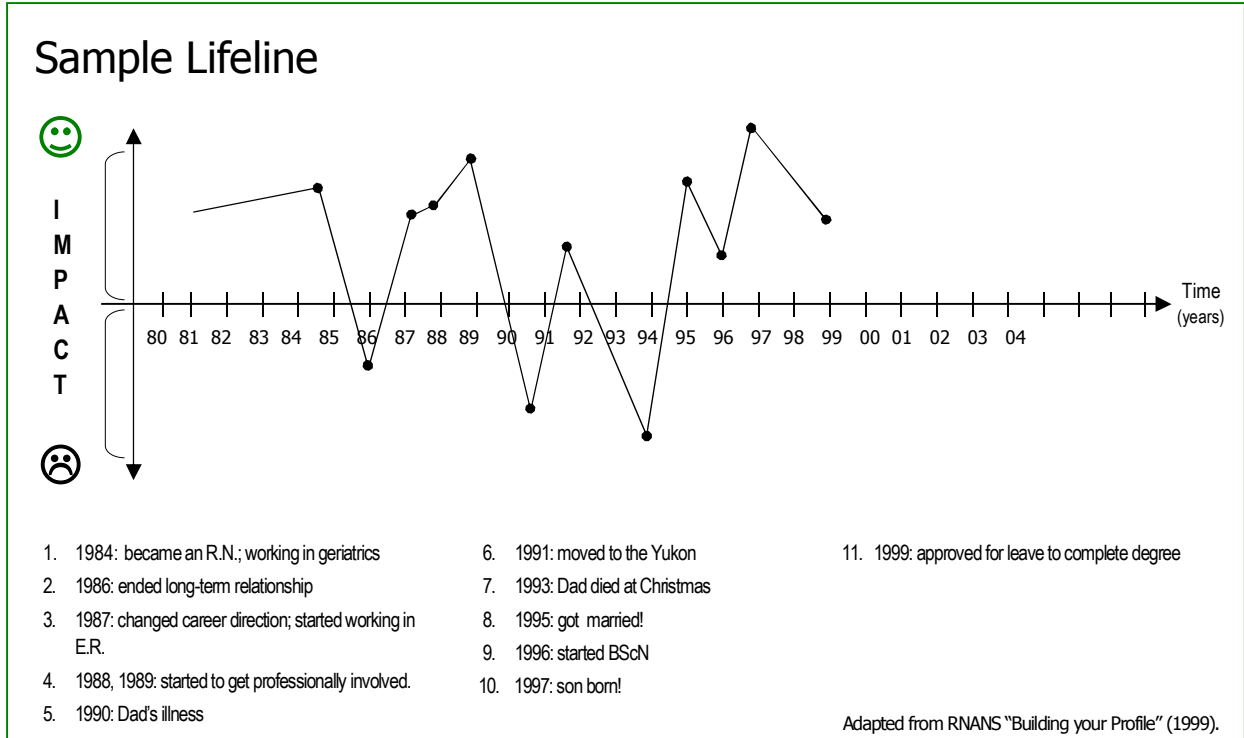
3. What did you wish to accomplish through your learning plan? Indicate all that apply.

- Increased nursing knowledge/skills/judgment
- Improved documentation
- Reduced stress/positive effect on personal health
- Improved interpersonal communication
- Improved understanding of the Standards of Practice and/or Code of Ethics
- Enhanced advocacy role
- Enhanced leadership role
- Better understanding of legislation and/or policies
- Other (specify): _____

An Optional Exercise

The Personal Lifeline

You may find this tool helpful as you reflect on your life-long learning and growth:



Reflecting on Your Life Experiences

- Once you have developed your lifeline, ask yourself:
 - What were the most happy/exciting/satisfying events of your life? Why?
 - What makes you feel most positive about yourself? What gives you a sense of accomplishment? What are you best at?
 - What makes you feel least positive about yourself? Why? How can you change?
 - What aspects of your employment and/or volunteer positions give you the most satisfaction? Least satisfaction?
- Choose at least one significant experience from your lifeline. Reflect on this experience and how it has affected your work and personal life experiences.
- As you continue your learning journey, revisit your lifeline and reflect on additional life experiences.



Useful Resources

Suggestions for Appropriate Learning Activities

- ⇒ Self-directed reading
- ⇒ NurseOne
- ⇒ Professional activities
- ⇒ CNA certification
- ⇒ Journal club
- ⇒ In-services
- ⇒ Conferences
- ⇒ Workshops
- ⇒ Teleconferences
- ⇒ Telehealth sessions
- ⇒ Professional association meetings
- ⇒ Journal subscriptions
- ⇒ Consultations with professionals
- ⇒ Web based courses/CEUs
- ⇒ Formal courses and programs (Baccalaureate, Masters etc.)
- ⇒ Volunteer activities (e.g. Canada Winter Games)
- ⇒ Community involvement with a health focus
- ⇒ On-line journals and resources

SMART Learning Objectives

As much as possible, learning objectives should be written to be **SMART**:

- S**pecific
- M**easurable
- A**cceptable to you
- R**ealistic to achieve
- T**imely, with a deadline

Some helpful action verbs

- | | | |
|-------------|------------|------------|
| demonstrate | apply | organize |
| develop | teach | advocate |
| design | implement | share |
| interpret | coordinate | create |
| deliver | maintain | anticipate |
| identify | contribute | evaluate |
| communicate | | plan |



At no time does your practice environment negate your professional accountability.





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