the learning plan

Make a plan

A blank learning plan is provided inside. This blank plan is for your use to assist you in meeting this part of the continuing competence requirements.

In section 2 you will find self-assessment worksheets. Once you identify competency areas that are a high priority, enter your learning objective right onto the learning plan. A sample learning plan is enclosed (1.1) to give you some ideas on how to write your learning plan.

How do I set objectives?

At the end of each self-assessment worksheet, you will be asked to identify if that competency area is a priority for you. If it is, you will answer "yes". Once you have gone through the seven self-assessment sheets, go back to the worksheets where you stated that "yes", this was a priority for you.

For those areas, ask yourself what it is you need. Is it knowledge, skills or both? How will you meet the learning objective? Could you read a book, take a course, ask for instruction from a colleague, and/or search the Internet for information? These ideas for action become part of your learning plan. The ideas for action (continuing competence activities) are aimed at meeting your identified learning objectives.

State your learning objective right onto the learning plan. The sample learning plan inside might give you some ideas as to how to write the objective.

How many objectives and continuing competence activities will I have to plan and do in a year?

The Continuing Competence Program does not mandate a certain number of activities nor does the program assign a value (like a credit system) to one activity over another.

The requirements are that a RPN engage in the self-assessment process and in the development, implementation and evaluation of a learning plan. The implementation of a learning plan implies an action or a group of actions or activities. The number and type of activities will depend on your learning objective(s).

It is expected that every RPN will work on AT LEAST ONE LEARNING OBJECTIVE each year.

How do I decide?

Because the self-assessment worksheets are grouped into competence areas, the worksheets will provide you with a picture of your strengths and the areas you need to develop. What you plan to work on in the next year will be an individual choice and will in part be determined by the opportunities that arise. Not all planned learning opportunities will be possible and some learning opportunities can occur unexpectedly. Examine your learning objectives and establish priorities based on what you need to enhance your practice.

What if I didn't meet my learning objective?

You may discover that your plans and the opportunities that presented themselves or that were available were not sufficient in assisting you to meet your learning objective.

Example 2, in the sample learning plan (1.1), illustrates a learning objective that was not met. In this example, the RPN revised the learning objective to more accurately reflect what he or she felt was needed. The RPN determined that the outstanding piece of the learning objective had to do with the skills required in dealing with boundaries. He or she revisited the plan to identify opportunities that would allow the practice of the particular skill. The result was the achievement of the learning objective and an increased level of both competence and confidence.

the learning plan – sample

ASSESSMENT	PLANNING	INTERVENTION	DATE	EVALUATION
What did you assess you needed? Was it knowledge, skills or both? State your learning objective:	What kinds of things *could* you do to meet your learning objective?	What kinds of things *did* you do to meet your learning objective?		Were you able to meet your objective? What is the impact to your practice?
Example 1: January 1/ I ncrease my knowledge of the atypical antipsychotic medications, clinical indications and side effects.	• I nternet research • presentations put on by the pharmaceutical companies • referencing a pharmacological text • discussion with colleagues	• began to gather and read printed materials about the second generation antipsychotics • attended a presentation put on by one of the drug companies • spoke with the resident psychiatrist about clinical indications (how they choose) between the different atypicals	March 7 May 19 July 8	• objective was met • I understand why a particular medication is chosen and I am able to provide my clients with appropriate teaching about their medications
Example 2: January 1/ I ncrease my knowledge and the skills needed in addressing boundary issues in the therapeutic relationship.	• researching references about boundaries • incorporating interventions re: boundaries into client care plans where needed • discussion with colleagues	• began to gather and read printed materials about boundaries • discussed with another RPN skills in setting limits and defining boundaries • worked with a client to address boundary issues and included the interventions in the care plan	March 7	• knowledge of boundaries increased but still not comfortable setting limits and defining bourndaries in my relationships with clients
March 7/ Revised learning objective: I ncrease my skills in addressing boundary issues in the therapeutic relationship	• providing a presentation to my peers about boundaries based on my research of the topic • role playing exercises to practice skills based on the research and increased knowledge • continued practice in defining boundaries and setting limits with clients	• did a presentation to my peers about boundaries that included a role playing activity to practice the skills • did a second role playing exercise at the request of my peers which allowed for further practice • worked with a client to address boundary issues in the therapeutic relationship	July 5 July 30	• I feel increasingly comfortable in defining boundaries and setting limits with my clients and my co-workers have given me feedback to suggest an improvement in this area • I feel more confident in setting limits • Objective met

1.1

the learning plan

ASSESSMENT	PLANNING	INTERVENTION	DATE	EVALUATION
What did you assess you needed? Was it knowledge, skills or both? State your learning objective:	What kinds of things *could* you do to meet your learning objective?	What kinds of things *did* you do to meet your learning objective?		Were you able to meet your objective? What is the impact to your practice?

1.2