

NURSE PRACTITIONERS AND REGISTERED NURSES

# Professional Standards



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## Revision Log

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November 2012	Published
November 2020	Applied BCCNM branding and updated references to BCCNM

## BCCNM's mandate

BCCNM's mandate is to ensure that all individuals seeking entry to practice and maintaining registration are competent and ethical professionals. The college does this by setting standards, supporting nurses to meet standards and acting if standards are not met.

## BCCNM's Purpose

BCCNM's purpose is to protect the public by effectively regulating licensed practical nurses, nurse practitioners, registered nurses and registered psychiatric nurses.

## About this document

This document provides information on BCCNM's four Professional Standards for registered nurses and nurse practitioners, which fall under the umbrella of all BCCNM Standards of Practice for RNs and NPs.

The **Introduction** (p. 5) explains what standards are, why they are important and who has responsibility for them. It also defines Professional Standards and Indicators (i.e., how each Professional Standard is met).

The section on **Professional Standards** (p. 8) presents each of the four standards:

- Standard 1: Professional Responsibility and Accountability
- Standard 2: Knowledge-Based Practice
- Standard 3: Client-Focused Provision of Service
- Standard 4: Ethical Practice

This section also illustrates with Indicators how each Professional Standard is applied in four main areas of practice:

- Clinical
- Education
- Administration
- Research

Finally, the **Appendices** comprise two helpful sections: a glossary of terms and information about other relevant resources.

## Where to get assistance

For further information on the Professional Standards or any nursing practice issue, contact BCCNM Practice Support at:

- Tel: 604.742.6200
- Toll-free 1.866.880.7101
- [practice@bccnm.ca](mailto:practice@bccnm.ca)

## BCCNM standards of practice

The College is responsible under the Health Professions Act for setting Standards of Practice for its registrants. BCCNM Standards of Practice comprise:

- **Professional Standards** (this document): These Standards provide an overall framework for the practice of registered nursing in British Columbia. They set out minimum levels of performance that nurses<sup>1</sup> are required to achieve in their practice.
- **Practice Standards:** Requirements related to specific aspects of registered nurses' practice. These standards complement the Professional Standards and provide additional information on specific topics.
- **Scope of Practice Standards:** Standards, limits and conditions related to the scope of practice for registered nurses and nurse practitioners.

BCCNM Standards of Practice are available online at [www.bccnm.ca](http://www.bccnm.ca)

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<sup>1</sup> "Nurse" refers to the following BCCNM nursing registrants: registered nurses, nurse practitioners and licensed graduate nurses.

# Table of Contents

BCCNM's mandate .....	3
BCCNM's Purpose .....	3
About this document .....	3
Where to get assistance .....	4
BCCNM standards of practice .....	4
Introduction .....	7
What is a standard?.....	7
Professional standards.....	7
Indicators.....	7
Why have professional standards? .....	8
Nurses .....	8
Public .....	8
Employers .....	8
BCCNM .....	8
Who has responsibility for the professional standards? .....	9
Standard 1: Professional Responsibility and Accountability .....	10
Clinical Practice .....	10
Education.....	10
Administration .....	11
Research .....	11
Standard 2: Knowledge-Based Practice .....	12
Clinical Practice .....	12
Education.....	13
Administration <sup>9</sup> .....	13
Research <sup>9</sup> .....	14
Standard 3: Client-Focused Provision of Service .....	15
Clinical Practice .....	15
Education.....	15
Administration <sup>12</sup> .....	16
Research <sup>12</sup> .....	16
Standard 4: Ethical Practice .....	17
Clinical Practice .....	17
Education.....	17
Administration <sup>16</sup> .....	18
Research <sup>16</sup> .....	19

Appendix 1: Glossary ..... 20

Appendix 2: Resources ..... 22

    BCCNM RESOURCES ..... 22

        Standards of Practice ..... 22

        Other BCCNM Resources ..... 23

        Practice Support ..... 23

        Other resources ..... 23

## Introduction

Nursing has a proud history of service to the public, and the public expects competent nurses to provide safe and ethical nursing care. In British Columbia, the public has entrusted the BC College of Nurses and Midwives (BCCNM), through the *Health Professions Act*, with the responsibility for establishing, monitoring and enforcing standards of practice and professional ethics for registered nurses and nurse practitioners.

### WHAT IS A STANDARD?

A standard is an expected and achievable level of performance against which actual performance can be compared. It is the minimum level of acceptable performance.

### Professional standards

The Professional Standards, which are one set of standards under the umbrella of BCCNM Standards of Practice, are statements about levels of performance that nurses are required to achieve in their practice. The Professional Standards:

- Reflect the values of the nursing profession
- Clarify what the profession expects of nurses
- Represent the criteria against which nurses' practice in British Columbia is measured by clients, employers, colleagues, themselves and others

### Indicators

Indicators provide specific criteria for meeting each Professional Standard in each of the four main areas of practice: clinical, education, administration and research. Indicators are used to measure the actual performance of an individual nurse. The Indicators are not written in order of importance, nor are they intended to be an exhaustive list of criteria for each Professional Standard.

The Indicators will be especially helpful for nurses who assume responsibilities in practice areas outside their primary area of responsibility. For example, a nurse whose primary responsibility is for clinical practice may at times assume responsibilities for education (e.g., teaching a student in practicum). Or a nurse who usually works in administration may sometimes be responsible for research (e.g., collecting data for a research or quality improvement study). In these cases, nurses will find helpful direction in the Indicators for the relevant practice areas.

## WHY HAVE PROFESSIONAL STANDARDS?

The primary purpose of the Professional Standards is to promote, guide and direct professional practice. The Professional Standards are used by individual nurses, the public, employers, BCCNM and other stakeholders.

### Nurses

The Professional Standards are used by registered nurses and nurse practitioners to:

- Better understand their professional obligations
- Support their own continuing competence and professional development
- Explain what nursing is and what nurses do
- Advocate for changes to policies and practices
- Define and resolve professional practice problems
- Include in nursing education courses/programs

### Public

The public can use the Professional Standards to understand the expectations for professional nursing practice.

### Employers

Employers can use the Professional Standards to develop systems that support nurses to meet BCCNM's Standards of Practice. Examples include:

- Developing job descriptions that identify expectations for practice
- Developing orientation programs
- Creating performance appraisal tools

### BCCNM

BCCNM uses the Professional Standards to meet its legal responsibility to protect the public by regulating nurses' practice. Examples include:

- To recognize entry-level and re-entry education programs for registered nurses and nurse practitioners in the province
- To clarify to the public and other health care professionals what the profession expects of its members
- To provide guidance to nurses regarding their professional obligations

- To provide a foundation for the assessment of professional performance
- To address incompetent, impaired or unethical practice among nurses

### WHO HAS RESPONSIBILITY FOR THE PROFESSIONAL STANDARDS?

The responsibility for ensuring the Professional Standards are adhered to rests with nurses themselves, employers and BCCNM.

- **Individual nurses**, as self-regulating professionals, are responsible for acting professionally and being accountable for their own practice. All nurses are responsible for understanding the Professional Standards and applying them to their practice, regardless of their setting, role or area of practice. The policies of employers or other organizations cannot relieve individual nurses of accountability for their own actions or their primary obligation to meet these Professional Standards.
- **Employers** have a responsibility to provide essential support systems, including human and material resources, which allow nurses to meet these Professional Standards.
- **BCCNM** is responsible for assuring that the profession as a whole carries out its commitment to the public. This is achieved in part by establishing and regularly reviewing the Professional Standards, by providing resources to support nurses in understanding and applying them, and by developing other Standards of Practice that provide more specific information on a particular topic (e.g., nurse-client relationships, scope of practice).

# Professional Standards

## Standard 1: Professional Responsibility and Accountability

Maintains standards of nursing practice and professional conduct determined by BCCNM.

### CLINICAL PRACTICE

1. Is accountable and takes responsibility for own nursing actions and professional conduct.
2. Functions within own level of competence, within the legally recognized scope of practice and within all relevant legislation.<sup>2</sup>
3. Assesses own practice and undertakes activities to improve practice and meet identified learning goals on an ongoing basis.<sup>3, 4</sup>
4. Takes action<sup>5</sup> to promote the provision of safe, appropriate and ethical care to clients.
5. Advocates for and/or helps to develop policies and practices consistent with the standards of the profession.
6. Maintains own physical, psychological and emotional fitness to practice.
7. Maintains current registration.
8. Understands the role of the regulatory body and the relationship of the regulatory body to one's own practice.

### EDUCATION

1. Is accountable and takes responsibility for own nursing actions and professional conduct.
2. Functions within own level of competence, within the legally recognized scope of practice and within all relevant legislation.<sup>2</sup>
3. Assesses own practice and undertakes activities to improve practice and meet identified learning goals on an ongoing basis.<sup>3,4</sup>
4. Takes action<sup>5</sup> to promote the provision of safe, appropriate and ethical care.

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<sup>2</sup> Examples of relevant legislation include the Health Professions Act and the regulations under it, and other legislation governing nursing practice, such as the *Health Care (Consent) and Care Facility (Admission) Act*. Nurses are also required to comply with other federal and provincial legislation that may not be within BCCNM's regulatory mandate, but which may be enforceable by other regulatory bodies, tribunals or the courts. For an overview of legislation relevant to nursing practice, refer to the BCCNM document *Legislation Relevant to Nurses' Practice*.

<sup>3</sup> Requires investment of own time, effort and other resources.

<sup>4</sup> Requires investment of own time, effort and other resources.

<sup>5</sup> Taking action includes advocacy. Nurses advocate in ways that are consistent with their role and responsibilities. For example, nurses in clinical practice are expected to advocate for their client if the client's perspective is not being considered by another professional involved in their care, but not expected to lobby for legislative change

5. Advocates for and/or helps to develop policies, practices and education consistent with the standards of the profession.
6. Maintains own physical, psychological and emotional fitness to practice.
7. Maintains current registration.
8. Understands the role of the regulatory body and the relationship of the regulatory body to one's own practice.

### ADMINISTRATION

1. Is accountable and takes responsibility for own nursing actions and professional conduct.
2. Functions within own level of competence, within the legally recognized scope of practice and within all relevant legislation.<sup>2</sup>
3. Assesses own practice and undertakes activities to improve practice and meet identified learning goals on an ongoing basis.<sup>3,4</sup>
4. Takes action<sup>5</sup> to promote the provision of safe, appropriate and ethical care.
5. Advocates for and develops policies and practices consistent with the standards of the profession.
6. Maintains own physical, psychological and emotional fitness to practice.
7. Maintains current registration.
8. Understands the role of the regulatory body and the relationship of the regulatory body to one's own practice.

### RESEARCH

1. Is accountable and takes responsibility for own nursing actions and professional conduct.
2. Functions within own level of competence, within the legally recognized scope of practice and within all relevant legislation.<sup>2</sup>
3. Assesses own practice and undertakes activities to improve practice and meet identified learning goals on an ongoing basis.<sup>3,4</sup>
4. Takes action<sup>5</sup> to promote the provision of safe, appropriate and ethical care.
5. Advocates for and/or helps to develop policies and practices that support research and the integration of research findings and other evidence into client care.
6. Maintains own physical, psychological and emotional fitness to practice.
7. Maintains current registration.
8. Understands the role of the regulatory body and the relationship of the regulatory body to one's own practice.

## Standard 2: Knowledge-Based Practice

Consistently applies knowledge, skills and judgment in nursing practice.

### CLINICAL PRACTICE

1. Bases practice on current evidence from nursing science and other sciences and humanities.
2. Knows how and where to access information to support the provision of safe, competent and ethical client care.
3. Uses critical thinking when collecting and interpreting data, planning, implementing and evaluating nursing care.
4. Collects information on client status from a variety of sources<sup>6</sup> using assessment skills, including observation, communication, physical assessment and a review of pertinent clinical data.
5. Identifies, analyzes and uses relevant and valid information when making decisions about client status.
6. Communicates client status, using verifiable information, in terminology used in the practice setting.
7. Develops and communicates plans of care that include assessment data, decisions about client status, planned interventions and measurement of client outcomes.
8. Sets client-centred priorities when planning and providing care.
9. Uses decision support tools appropriately to assess and make decisions about client status and plan care.
10. Implements the plan of care, evaluates client's response and revises the plan as necessary.
11. Documents timely<sup>7</sup> and appropriate reports of assessments, decisions about client status, plans, interventions and client outcomes.
12. Shares nursing knowledge with clients, colleagues, students and others.
13. Communicates appropriately<sup>8</sup> in interactions with clients, colleagues, students and others.

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<sup>6</sup> Whenever possible, nurses involve clients in assessment, decision-making about client status, care planning, implementation and evaluation.

<sup>7</sup> The timeliness of documentation will vary. When client acuity, complexity and variability is high, more frequent documentation is required than when clients are less acute, less complex and/or less variable.

<sup>8</sup> Involves applying knowledge and skills related to such things as relationship-building, assertiveness, problem-solving and conflict resolution.

**EDUCATION<sup>9</sup>**

1. Bases education on current evidence from nursing science and other sciences and humanities.
2. Knows how and where to access information to support the delivery of safe, competent and ethical nursing and health education.
3. Uses critical thinking when collecting and interpreting data on learning needs and planning, implementing and evaluating nursing and health education programs.
4. Collects information on individual and group learning needs from a variety of sources.
5. Identifies, analyzes and uses relevant and valid information when planning education.
6. Communicates learning needs of individuals and groups using verifiable information.
7. Uses appropriate processes to plan education that address learning needs and strengths and include evaluation criteria.
8. Sets priorities when planning and providing education.
9. Engages learners using appropriate instructional methods, educational technologies and relevant learning theory.
10. Evaluates attainment of learning objectives using valid and reliable measures, and revises strategies as necessary.
11. Establishes and maintains appropriate education records.
12. Shares nursing knowledge with clients, colleagues, students and others.
13. Uses knowledge about learning and communications<sup>8</sup> to create a professional learning environment.

**ADMINISTRATION<sup>9</sup>**

1. Bases administrative decisions on current evidence from nursing science and other sciences and humanities.
2. Knows how and where to access information to support the provision of safe, competent and ethical nursing practice and client care.
3. Uses critical thinking when collecting and interpreting data to make administrative decisions and planning, implementing and evaluating organizational strategies.
4. Collects information about organizational status from a variety of sources.

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<sup>9</sup> The Indicators in the education, administration and research areas describe criteria for meeting the standard in an educator, administrator or research role. If clients are involved during the course of performing these roles, the Indicators in the clinical practice area would also apply.

5. Identifies, analyzes and uses relevant and valid information when determining organizational problems or status.
6. Communicates organizational problems and status using verifiable information.
7. Plans administrative and other strategies to address organizational problems and strengths with accompanying evaluation criteria.
8. Sets priorities when planning and implementing administrative and other strategies.
9. Implements administrative and other identified strategies appropriately.
10. Evaluates process and/or outcomes of strategies and revises as necessary.
11. Establishes and maintains appropriate systems to manage clinical and administrative information.
12. Shares nursing knowledge with clients, colleagues, students and others.
13. Uses knowledge of organizational behaviour and communication<sup>8</sup> to create an environment in which cooperation, professional growth and mutual respect can flourish.

## RESEARCH<sup>9</sup>

1. Conducts or participates in research to create or refine evidence in the field of nursing science and/or other sciences and humanities.
2. Knows how and where to access information to support knowledge development for evidence-informed, safe, competent and ethical nursing practice.
3. Uses critical thinking when collecting and interpreting data to plan, conduct and evaluate research.
4. Develops and communicates research questions or hypotheses that are relevant and researchable.
5. Writes research proposals to address stated questions or hypotheses.
6. Collects research information from a variety of sources using valid and reliable data collection instruments and methods.
7. Identifies, analyzes and uses relevant information in conducting research.
8. Conducts research in accordance with accepted research methods and procedures.
9. Analyzes and interprets qualitative and quantitative data.
10. Writes appropriate reports and articles for publication.
11. Uses knowledge of communication<sup>8</sup> to share the practice implications and policy relevance of research in a meaningful way with nurses and others.
12. Shares nursing knowledge with clients, colleagues, students and others.

## Standard 3: Client-Focused Provision of Service

Provides nursing services and works with others to provide health care services in the best interest of clients.

### CLINICAL PRACTICE

1. Communicates, collaborates and consults with clients and other members of the health care team<sup>10</sup> about the client's care.
2. Coordinates client care in a way that facilitates continuity for the client.
3. Assigns<sup>11</sup> clients and client care activities to other members of the health care team to meet client care needs.
4. Delegates appropriately to other members of the health care team.
5. Provides appropriate regulatory supervision of student activities.
6. Instructs and guides other members of the health care team to meet client care needs.
7. Participates in changes that improve client care and nursing practice.
8. Reports incompetent or impaired practice or unethical conduct to appropriate person or body.
9. Understands and communicates the role of nursing in the health of clients.
10. Assists clients to learn about the health care system and accessing appropriate health care services.

### EDUCATION<sup>12</sup>

1. Communicates, collaborates and consults with nurses, students and others about education.
2. Educates students and others about the nurse's role in the coordination of client care.
3. Educates nurses, students and others regarding assignment of clients and client care activities to meet client needs.
4. Educates nurses, students and others regarding appropriate delegation of nursing activities to other members of the health care team.
5. Educates others about appropriate regulatory supervision.
6. Instructs, guides and directs educational staff and students to meet client care needs.

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<sup>10</sup> Team members may be from more than one practice setting.

<sup>11</sup> Nurses are frequently involved in assignment. Delegation and authorization under supervision, on the other hand, are legal terms for authorizing another person to carry out an aspect of practice. Both entail distinct responsibilities and accountabilities for all parties involved. For advice regarding delegation and regulatory supervision, contact a BCCNM nursing practice consultant.

<sup>12</sup> The Indicators in the education, administration and research areas describe criteria for meeting the standard in an educator, administrator or research role. If clients are involved during the course of performing these roles, the Indicators in the clinical practice area would also apply.

7. Acts to implement changes that improve client care and educational practice.
8. Reports incompetent or impaired practice or unethical conduct to appropriate person or body; educates nurses and students to recognize and report such practices.
9. Understands and communicates the role of nursing in the health of clients.
10. Assists colleagues, students and others to learn about nursing practice and health care services.

## ADMINISTRATION<sup>12</sup>

1. Communicates, collaborates and consults with nurses and other members of the health care team about the provision of health care services.
2. Educates others about the nurse's role in the coordination of client care.
3. Develops policies that outline the responsibility and accountability for all involved in the appropriate assignment of clients and client care activities.
4. Develops policies that provide direction for nurses on appropriate delegation of nursing activities to other members of the health care team.
5. Develops supporting policies for appropriate regulatory supervision.
6. Guides, directs and seeks feedback from staff and others involved in the planning, delivery and evaluation of health care services as appropriate.
7. Directs and participates in changes to improve client care and administrative practice.
8. Takes appropriate action in situations of incompetent or impaired practice or unethical conduct up to and including reporting to the regulatory body; guides others in reporting such practices.
9. Understands and communicates the role of nursing in the health of clients.
10. Assists clients, colleagues, students and others to learn about nursing practice and health care services.

## RESEARCH<sup>12</sup>

1. Communicates, collaborates and consults with nurses and others to plan, conduct and evaluate research.
2. Articulates and supports the translation of knowledge gained from research into policy and practice.
3. Guides and directs members of the research team as appropriate.
4. Participates in changes that promote evidence-based nursing practice.
5. Reports incompetent or impaired practice or unethical conduct to appropriate person or body.
6. Understands and communicates the role of nursing in the health of clients.
7. Assists colleagues, students and others to learn about the influence of research on nursing practice and health care services.

## Standard 4: Ethical Practice

Understands, upholds and promotes the ethical standards of the nursing profession.<sup>13</sup>

### CLINICAL PRACTICE

1. Makes the client the primary concern in providing nursing care.
2. Provides care in a manner that preserves and protects client dignity.
3. Demonstrates honesty and integrity.
4. Clearly and accurately represents self with respect to name, title and role.
5. Protects client privacy and confidentiality.
6. Recognizes, respects and promotes the client's right to be informed and make informed choices.
7. Promotes and maintains respectful communication in all professional interactions.<sup>14</sup>
8. Treats colleagues, students and other health care workers in a respectful manner.
9. Recognizes and respects the contribution of others on the health care team.
10. Makes equitable decisions about the allocation of resources<sup>15</sup> under one's control based on the needs of clients.
11. Identifies the effect of own values, beliefs and experiences in carrying out clinical activities; recognizes potential conflicts and takes action to prevent or resolve.
12. Identifies ethical issues; consults with the appropriate person or body; takes action to resolve and evaluates the effectiveness of actions.
13. Initiates, maintains and terminates nurse-client relationships in an appropriate manner.

### EDUCATION<sup>16</sup>

1. Educates others to learn about ethical practice.
2. Educates others to provide care in a manner that preserves and protects client dignity.
3. Demonstrates honesty and integrity.
4. Clearly and accurately represents self with respect to name, title and role.

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<sup>13</sup> This standard, along with several Practice Standards (e.g., *Duty to Provide Care*, *Boundaries in the Nurse-Client Relationship*, *Privacy and Confidentiality*), articulate requirements for ethical behaviour. The Canadian Nurses Association's [Code of Ethics for Registered Nurses](#) contains additional information about professional ethics (e.g., ethical values, ethical decision-making).

<sup>14</sup> This includes interactions with clients, colleagues, students and others. It includes appropriate recognition of power differentials.

<sup>15</sup> The term "resources" is used broadly and includes the nurse's time and skills as well as equipment and supplies.

<sup>16</sup> The Indicators in the education, administration and research areas describe criteria for meeting the standard in an educator, administrator or research role. If clients are involved during the course of performing these roles, the Indicators in the clinical practice area would also apply.

5. Educates others to protect client privacy and confidentiality.
6. Educates others to recognize, respect and promote the client's right to be informed and make informed choices.
7. Promotes and maintains respectful communication in all professional interactions;<sup>14</sup> educates others to do the same.
8. Treats colleagues, students and other health care workers in a respectful manner; educates others about respectful communication and ways to effect positive behaviour change in the workplace.
9. Recognizes and respects the contribution of others on the health care team.
10. Makes equitable decisions about the allocation of resources<sup>15</sup> under one's control based on the needs of learners.
11. Identifies the effect of own values, beliefs and experiences in carrying out educational activities; recognizes potential conflicts and takes actions to prevent or resolve.
12. Assists others in identifying ethical issues; consults with the appropriate person or body; takes action to prevent or resolve and evaluates the effectiveness of actions.
13. Implements educational activities that support the initiation, maintenance and termination of nurse-client relationships in an appropriate manner.

#### ADMINISTRATION<sup>16</sup>

1. Actively supports the creation of a practice environment that enables nurses to meet their ethical obligations.
2. Guides nurses and others in providing care in a manner that preserves and protects client dignity.
3. Demonstrates honesty and integrity.
4. Clearly and accurately represents self with respect to name, title and role.
5. Protects client privacy and confidentiality.
6. Creates a practice environment that supports the client's right to be informed and make informed choices.
7. Promotes and maintains respectful communication in all professional interactions;<sup>14</sup> guides others to do the same.
8. Treats colleagues, students and other health care workers in a respectful manner; addresses concerns related to disrespectful behaviour<sup>17</sup> in the workplace.
9. Recognizes and respects the contribution of others on the health care team.

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<sup>17</sup> Includes bullying, harassment and inappropriate use of power.

10. Makes equitable decisions about the allocation of resources<sup>15</sup> under one's control based on the needs of clients.
11. Identifies the effect of own values, beliefs and experiences in carrying out administrative activities; recognizes potential conflicts and takes actions to prevent or resolve.
12. Supports the establishment of mechanisms that assist nurses in recognizing and resolving ethical issues.
13. Guides nurses to initiate, maintain and terminate nurse-client relationships in an appropriate manner.

## RESEARCH<sup>16</sup>

1. Advocates for and participates in processes that promote ethical and accountable research practices.
2. Ensures ethical guidelines are followed to protect research participants.
3. Demonstrates honesty and integrity.
4. Clearly and accurately represents self with respect to name, title and role.
5. Protects client privacy and confidentiality.
6. Ensures clients have the information necessary to make informed choices about their participation in research.
7. Promotes and maintains respectful communication in all professional interactions.<sup>14</sup>
8. Treats colleagues, students and other health care workers in a respectful manner.
9. Recognizes and respects the contribution of others on the research and health care teams.
10. Identifies the effect of own values, beliefs and experiences in carrying out research activities; recognizes potential conflicts and takes actions to prevent or resolve.
11. Identifies ethical issues; consults with the appropriate person or body; takes action to resolve and evaluates the effectiveness of actions.
12. Initiates, maintains and terminates nurse-client relationships in an appropriate manner.

## Appendix 1: Glossary

**Assignment:** Allocation of clients or client care activities among care providers in order to meet client care needs. Assignment occurs when the required care falls within the employing agency's policies and role descriptions and within the regulated health care provider's scope of practice. Assignment to unregulated care providers occurs when the required care falls within the employing agency's policies and role description.

**Client:** An individual, family, group, population or entire community that requires nursing expertise. In some clinical settings, the client may be referred to as a patient or resident. In research, the client may be referred to as a participant.

**Collaboration:** A joint communication and decision-making process with the expressed goal of working together toward identified outcomes while respecting the unique qualities and abilities of each member of the group or team.

**Competence:** The integration and application of knowledge, skills and judgment required for safe and appropriate performance in an individual's practice.

**Critical thinking:** A purposeful, disciplined and systematic process of continual questioning, logical reasoning and reflecting through the use of interpretation, inference, analysis, synthesis and evaluation to achieve a desired outcome.

**Decision support tools:** Evidence-based documents used by registered nurses to guide the assessment, diagnosis and treatment of client-specific problems.

**Delegation:** Sharing authority with other health care providers to provide a particular aspect of care. Delegation to unregulated care providers occurs when the required task is outside the role description and training of the unregulated care provider.

**Evidence:** Data derived from various sources including research, national guidelines, policies, consensus statements, expert opinion and quality improvement.

**Fitness to practice:** All the qualities and capabilities of an individual relevant to his or her capacity to practise as a nurse, including, but not limited to, any cognitive, physical, psychological or emotional condition, or a dependence on alcohol or drugs, that impairs his or her ability to practise nursing.

**Health care team:** Clients, health care professionals, unregulated care providers, students and others who may be involved in providing care.

**Indicator:** Illustration of how a Standard is applied and met. Indicators provide specific criteria that are used, when applicable, to measure the actual performance of an individual nurse.

**Nursing science:** Knowledge (e.g., concepts, constructs, principles, theories) of nursing derived from systematic observation, study and research.

**Professional conduct:** Behaving in a way that upholds the profession. This includes, but is not limited to, practising in accordance with BCCNM's Standards of Practice.

**Regulatory supervision:** The process by which a nurse may authorize an activity to be performed by another person who does not otherwise have authority to perform the activity.

**Scope of practice:** The activities nurses are educated and authorized to perform as set out in the Nurses (Registered) and Nurse Practitioners Regulation under the Health Professions Act and complemented by standards, limits and conditions established by BCCNM.

**Standard:** An expected and achievable level of performance against which actual performance can be compared. It is the minimum level of acceptable performance.

## Appendix 2: Resources

### BCCNM RESOURCES

BCCNM resources are available from the Nursing Standards section of the BCCNM website

[www.bccnm.ca](http://www.bccnm.ca)

#### Standards of Practice

##### **Scope of Practice Standards**

Set out standards, limits and conditions related to the scope of practice of registered nurses and nurse practitioners.

- [Scope of Practice for Nurse Practitioners: Standards, Limits and Conditions](#)
- [Scope of Practice for Registered Nurses: Standards, Limits and Conditions](#)

##### **Practice Standards**

Set out requirements related to specific aspects of nurses' practice.

- [Boundaries in the Nurse-Client Relationship](#)
- [Communicable Diseases: Preventing Nurse-to-Client Transmission](#)
- [Conflict of Interest](#)
- [Consent](#)
- [Delegating Tasks to Unregulated Care Providers](#)
- [Documentation](#)
- [Duty to Provide Care](#)
- [Duty to Report](#)
- [Employed Student Registrants](#)
- [Medication](#)
- [Privacy and Confidentiality](#)
- [Regulatory Supervision of Students](#)
- [Use of Title](#)

### Other BCCNM Resources

#### [Legislation Relevant to Nurses' Practice](#) (pub.328)

Provides an overview of provincial and federal laws that may be relevant to the practice of College registrants.

#### [Taking action on concerns about practice](#)

Addresses the responsibility nurses have to take forward concerns related to the practice of any health care provider.

### Practice Support

Information, education and consultation about Professional Standards are available from BCCNM's Practice Support Department. Email [practice@bccnm.ca](mailto:practice@bccnm.ca) or telephone 604.736.7331 (ext. 332) or 1.800.565.6505 (ext. 332).

### OTHER RESOURCES

[Code of Ethics for Registered Nurses](#), Canadian Nurses Association, June 2008.

[Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans](#), Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada, December 2014.

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