Mental Health, Addictions and CNO Practice Standards

April 29, 2014
Objectives

- To increase understanding of accountability from a regulatory perspective
- To understand obligations related consent and confidentiality
- To increase awareness of how the College of Nurses of Ontario (CNO) can work in partnership with nurses to support excellence in practice
Legislative Framework

- Regulated Health Professions Act, 1991
  - Scope of practice model
  - Identifies controlled acts
- Nursing Act, 1991
  - Scope of practice statement
  - Identifies the controlled acts authorized to nurses
Regulatory Functions

Vision
Leading in regulatory excellence

Mission
Regulating Nursing in the Public Interest

Regulatory Functions
- Entry to Practice
- Standards
- Quality Assurance
- Enforcement

Operating Functions
Nursing Regulation

- The nursing profession in Ontario governs itself through the CNO
- Members of CNO are responsible for practicing in accordance with the standards and keeping current and competent throughout their careers
- Title protection and credibility with the public
What do Standards do?

- Provide a guide to the knowledge, skill and judgement needed to practice safely
- Describe what each nurse is accountable for in practice
- Interpret nursing’s scope of practice to the public and other health care professionals
- Establish performance criteria for nurses
- Stimulate peer feedback
Accountability

- Each nurse is accountable to:
  - Public
  - CNO
  - Colleagues
  - Employer
Accountability: Indicators

- Identify yourself
- Best possible care
- Advocacy
- Sharing knowledge
- Seeking assistance
- Maintaining competence
Continuing Competence

- Each nurse maintains and continually improves her/his competence by participating in the CNO Quality Assurance Program
Continuing Competence : Indicators

- Professional development
- Enhancing practice
- Work place improvements
- Participating in QA process
Ethics

- Each nurse understands and promotes the values and beliefs described in CNO’s Ethics practice standard.
Ethics : Indicators

- Identify and communicate
- Options for resolution
- Evaluate
- Identify personal values
Scenario: Substance Abuse

- You have noticed that your colleague is exhibiting signs of having a substance abuse issue. You are concerned for their welfare as well as how this is impacting on their practice. What would you do in this scenario?
Knowledge

- Each nurse possesses, through basic education and continuing learning, knowledge relevant to her/his professional practice.
Knowledge : Indicators

- Theoretical and evidence based rationale
- Informed and objective about roles
- Legislation
- How to access learning resources
Knowledge Application

- Each nurse continually improves the application of professional knowledge
Knowledge Application: Indicators

- Practice based in theory and evidence
- Recognize limits of practice
- Plans of care address client needs, preferences, wishes
- Using best practice guidelines
- Evaluating outcomes
Leadership

- Each nurse demonstrates her/his leadership by providing, facilitating and promoting the best possible care/service to the public.
Leadership : Indicators

- Role modelling
- Collaborating with clients and health care team
- Advocating
- Sharing knowledge
- Participation in associations, committees, interest groups
- Resolving conflict
Scenario : Role Clarity

- Your team is comprised of nurses, social workers, addictions counsellors, and community support workers. A nursing student is placed with you and on his first day he comments, “It looks like you all do the same work. Other than medication administration, why do they need nurses here?” What would your response be?
Relationships

- Each nurse establishes and maintains respectful, collaborative, therapeutic and professional relationships.
Relationships: Indicators

- Therapeutic relationships
  - Respect, empathy, interest
  - Boundaries
  - Client’s needs are the focus
  - Collaborate with clients (and families)
  - Abuse awareness and action
Scenario : Boundaries

- Your colleague has been working closely with a client for several weeks and you notice that recently the colleague seems to be defensive when the client’s progress is discussed in team meetings. You also notice that your colleague is beginning to dress differently on days when the client will be coming in. What should you do?
When a Colleague Crosses Boundaries

- What was observed
- How behaviour is perceived
- Impact on client
- Practice Standards
Relationships : Indicators

- Professional Relationships
  - Collegial relationships
  - Communications skills
  - Interpersonal skills
  - Conflict resolution skills
  - Respect roles
  - Network development
Confidentiality and Privacy

Personal Health Information
Overview

- Ethical and legal responsibility
- Boundaries and trust
- PHIPA
Personal Health Information Practices

- Maintaining confidentiality of client’s personal health information
- Composition of the team
- Information needed to provide care
- Professional purpose
- Safeguarding
Knowledgeable Consent and SDM

- Express consent before disclosure
- Opportunity to withdraw consent
- Substitute Decision Maker (SDM)
Client’s Right to Access

- Awareness of rights
- Facilitating access
Potential for Harm

- Harm related to disclosure
- Reporting information as required by law
- Consult with team
Scenario: Privacy

A client who you have not seen for a couple of weeks comes into your clinic. You begin your assessment and ask why the client has been absent. The client states, “I have been dealing again and the cops are after me.” You know the client has sold drugs on the street in the past. Do you have an obligation to inform the police you have had contact with the client?
Get involved!

- Join an Outreach Advisory Group
- Address issues related to application of the Standards in your setting
- One hour monthly teleconference meetings
- Apply on-line at www.cno.org
When you have standards, you have accountability.
Contact me

- Resources available at www.cno.org

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