

We acknowledge with respect the history, customs and cultures of the Coast Salish peoples whom we are able to share our time and learning on their unceded territories.

Decision-Making

For

BSN Student Activities:

STANDARDS, LIMITS, CONDITIONS

Or

How do I know what I can and cannot do??

Parts 1 and 2

This document has been designed in partnership with North Island College, Camosun College, Vancouver Island University and University of Victoria School of Nursing. An original version of Part 1 was adapted from University of British Columbia Okanagan document titled "Scope of Practice: Psychomotor Skills for BSN Students" (2015). Part 2 was developed by the University of Victoria School of Nursing.

Table of Contents

PART 1

A. PURPOSE of DOCUMENT	3
B. SCOPE of PRACTICE of REGISTERED NURSES	3
C. CONTROLS on NURSING and BSN STUDENT PRACTICE	4
D. REGULATORY SUPERVISION.....	8
E. CONCLUSION	9

PART 2: The Workbook

A. PURPOSE OF DOCUMENT	10
B. REFERENCES AND RESOURCES	13

APPENDICES

1. <i>Appendix 1: Activities with Limits and Conditions in the BSN Student Scope of Practice</i>	16
2. <i>Appendix 2: High Alert and Restricted Medications</i>	17
3. <i>Appendix 3: Independent Double Check Procedure for Medication Administration</i>	18

PART 1

A. PURPOSE of DOCUMENT

The purpose of this document entitled “Scope of Practice Decision-Making for BSN Students: Standards, Limits, Conditions Part 1” is to provide direction for students, faculty, and practice agency Registered Nurse (RN) partners of the BSN programs on Vancouver Island in interpreting and understanding professional standards, limits, and conditions in the context of BSN education. This document is modeled on the British Columbia College of Nursing Professionals (BCCNP) [Scope of Practice for Registered Nurses](#) (BCCNP, 2018c) that details the legislated scope of practice of the RN in British Columbia. BSN students and faculty can use the document to explore, understand, and apply the Scope of Practice guidelines in clinical practice courses during their degree programs. Although BSN students are not considered Registered Nurses, the BSN students’ educational journey includes developing proficiency in decision making in regard to professional responsibilities and activities.

Following Part 1 of this document is “Part 2: The Workbook,” which provides opportunities to work through seven different scenarios that require a Scope of Practice decision. Parts 1 and 2 are meant to support, not substitute for, student and faculty interpretation of BCCNP and various health agency documents.

Note that the newly formed BCCNP is in the process of updating relevant documents published by the previous college (College of Registered Nurses of British Columbia or CRNBC).

B. SCOPE of PRACTICE of REGISTERED NURSES

As detailed in the [BCCNP Scope of Practice](#) (2018c), the scope of registered nursing practice in British Columbia specifies:

- 1) General Practice: Activities that are **Restricted** and Activities that are **Not Restricted**
 - Not Restricted Activities, e.g., assisting a client with activities of daily living, collaborating with the team, pronouncing death
 - Restricted Activities Without an Order, e.g., making a nursing diagnosis identifying a condition, establishing and maintaining IV access to manage hypovolemia, immunization administration in a Public Health Setting
 - Restricted Activities With an Order, e.g., administering substances by injection
- 2) BCCNP Certified Practice
 - nurses require BCCNP certification to carry out these activities
- 3) Restricted Activities Outside RN Scope of Practice
 - activities that are delegated

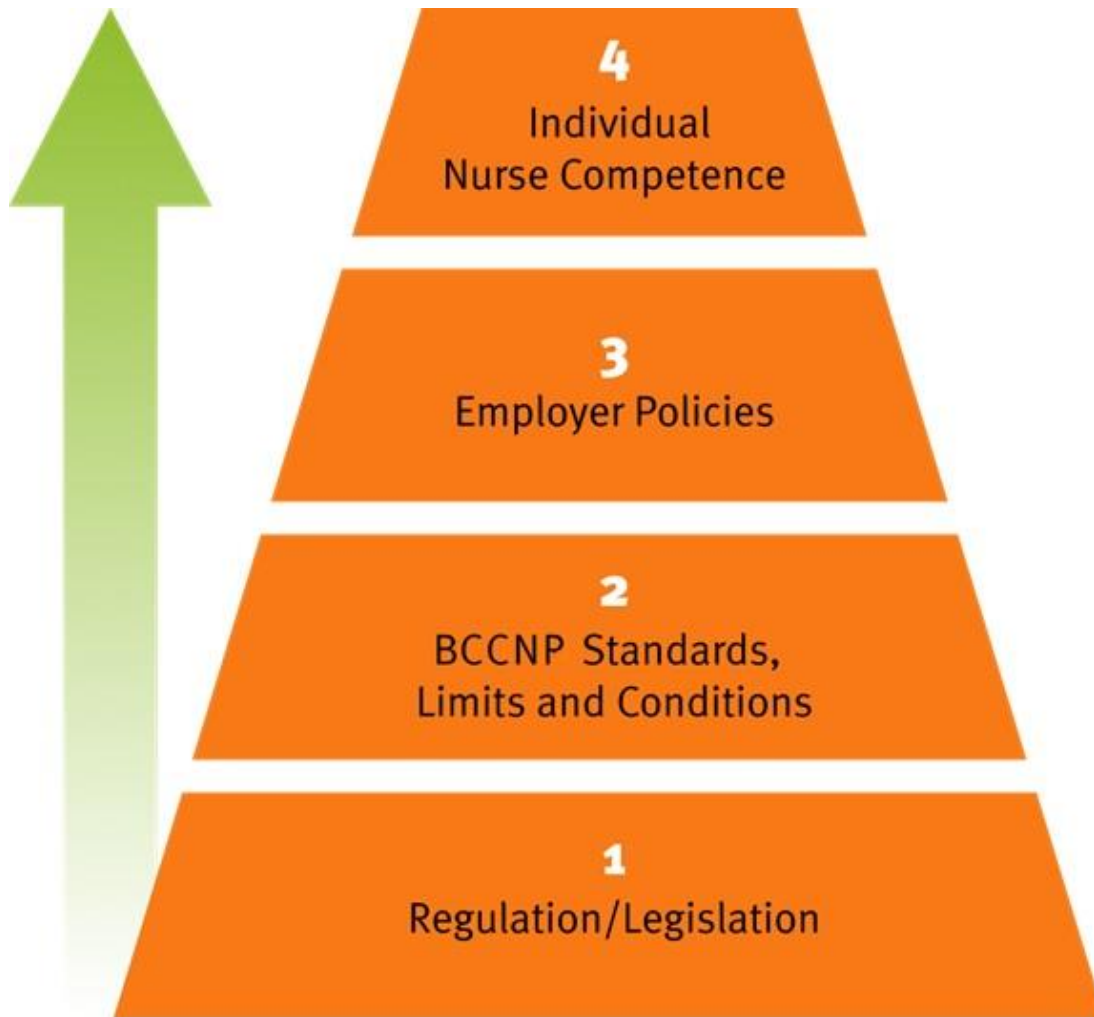
The **autonomous scope of practice** of a Registered Nurse includes Not Restricted Activities (e.g., assisting a client with activities of daily living, collaborating with the team, pronouncing death) and Restricted Activities Without a Client-Specific Order (e.g., making a nursing diagnosis identifying a condition, establishing and maintaining IV access to manage hypovolemia).

In addition to Generalist Practice, BCCNP also specifies BCCNP Certified Practice and Out of Scope activities for Registered Nurses. Categories of Certified Practice include *Remote Nursing Practice*, *Reproductive Health*, and *RN First Call*. Registered Nurses are encouraged to meet high standards of practice in all activities within their scope.

Many of the activities described within the legislated scope of practice of Registered Nurses are subject to specific limits and conditions. Scope of practice, standards, limits, and conditions in the context of BSN education are discussed using the BCCNP Controls on Practice Model pictured below. Practice activities undertaken within the course of BSN education follow a “sliding scale” approach in that they are dependent on the education and learning experience the student has had to date.

C. CONTROLS on NURSING and BSN STUDENT PRACTICE

[BCCNP \(2018c\)](#) describes four levels of control on registered nurses’ practice, as diagramed in the model: “Controls of Practice of a Registered Nurse.” To be used by both registered nurses and BSN students, this framework supports decision-making regarding the completion of nursing activities. All factors explicated in the diagram, must be addressed **before performing any activities**. At **level 3**, BSN students adhere to both employer (practice site) **and** educational agency policies and procedures. BSN students, like Registered Nurses, need to recognize their individual limitations, act responsibly within those limits, and ensure their personal continuing competency and learning. Figure 1 ([BCCNP, 2018c, p. 7](#)) illustrates the four levels of control on nursing practice set forth by BCCNP.



The four levels of control on the practice of a Registered Nurse are outlined below.

1. GOVERNMENT REGULATION:

In all contexts, government regulations must be adhered to. This includes, but is not limited to, the [Health Professions Act](#) and [FIOPPA Acts](#), as well as other relevant legislation (see [Legislation Relevant to Nurses' Practice](#), CRNBC, 2018a; [Jurisprudence Module](#)). All Registered Nurses and BSN students should be familiar with relevant legislation and documents listed by BCCNP. Next, the standards, limits and conditions on practice are interpreted in the context of nursing education.

2. BCCNP STANDARDS, LIMITS, and CONDITIONS in the CONTEXT OF BSN EDUCATION:

BSN Student Competencies: consistent with the relevant Vancouver Island BSN programs curricula and program requirements, all BSN students must meet specific competencies designed to ensure students are prepared as generalists, and able to practice in accordance with the standards, limits, and conditions of RN practice.

Standards: BCCNP (2018b) defines a standard as “an expected and achievable level of performance against which actual performance can be compared. It is a minimal level of acceptable performance” (p. 70). In preparation for meeting BCCNP standards all BSN students are expected to practice in accordance with [BCCNP Professional Standards](#) (2018b) and Canadian Association (CNA) [Code of Ethics](#) (2017).

Limits: Limits describe the activities that BSN students or registered nurses are not permitted to perform. For example, BSN students may not, under any circumstances, take blood for an arterial blood gas analysis. Another example, according to Federal legislation, BSN students may not, under any circumstances take responsibility for carrying narcotic cupboard keys or independently access narcotic and controlled substances for administration to patients.

Conditions: Conditions describe the specific circumstances in which BSN students may perform particular activities. For example, one condition is that when in practice, BSN students must always be provided regulatory supervision by a qualified nurse (see “[Regulatory Supervision of Nursing Student Activities](#)”, BCCNP, 2018a). Another example refers to the use of the Registered Nurse (RN) title:

Example 1: TITLES

In accordance with BCCNP Practice Standard “[Appropriate Use of Titles](#)” (CRNBC, 2015b) the title of Registered Nurse or RN is a protected title not used by BSN students, by employed student nurses, or by graduate nurses with provisional registration .

Students enrolled at North Island College, Vancouver Island University, Camosun College (CC) (Year 1,2, and 3) and University of Victoria (UV) (Year 3 & 4) should use the following title:

☞ BSN student

When charting, nursing students should indicate their status by using the abbreviation for their institution followed by “SN”(student nurse) and then their year in the nursing program:

e.g. -----A. Smith, UV SN 3 B Smith CCSN 2

When signing their names, students should indicate their school, i.e., CC, NIC, VIU or UV, to differentiate between students from other BSN programs. E.g.,

Date	Printed Name	Initials	Signature	Profession
<i>dd/mm/yyyy</i>	<i>Adam Smith</i>	<i>AS</i>	<i>Adam Smith</i>	<i>UV SN 4</i>

Note: Initials should only be used on flowsheets (not in narrative charting).

3. EMPLOYER POLICY AND PROCEDURES IN THE CONTEXT OF BSN EDUCATION:

At this level, the BSN student scope of practice is controlled by practice and educational agency policy and procedures.

a. BSN Program SPECIFIC POLICIES AND PROCEDURES:

Specific guidelines, policies, and procedures are outlined in college or university Calendars, handbooks, and/or Course Syllabi, including supporting documents of each course (e.g., detailed directions or templates for completing assignments; this Scope-of-Practice Decision-Making for BSN Students). As well as illustrating a BCCNP standard, *Example 1* states a policy specific to the School of Nursing program (e.g. UVic, NIC, VIU or CC) by specifying the requirement to include initials for the school of nursing and level or year following the student’s signature. Note that there may also be college or university-specific guidelines, policies, and procedures identified within Calendars, Course Syllabi, and associated supporting documents.

b. EMPLOYER (PRACTICE PLACEMENT) PROCEDURES:

In the context of BSN education, the policies and procedures of practice partners must be adhered to. While most student-practice placements are situated with the Island Health Authority, some

placements occur in other sites. Students and faculty must be familiar with the policies and procedures in the health region/agency within which they are practicing. One such example specific to Transfusion Processes can be found in Island Health policies and procedures Transfusions page. See Example 2. Moreover, agencies such as Island Health house **decision support tools** relevant to the performance of specific activities on their intranet sites.

*Example 2 (Restricted Activity with a Client-Specific Order): **BLOOD PRODUCT ADMINISTRATION:***

The following excerpts are taken from the Island Health Authority Interprofessional Practice and Clinical Standards, titled "[Roles of Health Professionals in the Blood Administration Process](#)" on the intranet link, which opens a pdf document "Professional Responsibilities in the Transfusion Process" #12920100 (Jan 2010)

"Before student RNs and LPNs participate in the transfusion process in any capacity:

- Students must have completed transfusion instruction and be competent in correct technique and safe practice*
- The educational institution must have deemed the activity to be within the student's scope of practice"*

As well within the Practice and Clinical Standard, limits and conditions of the RN student scope of practice are specified in relation to procedures of ordering blood products, confirming documentation of informed consent, delivering blood products, identifying patients for crossmatch, serving as primary identifier or second witness/checker, administering, monitoring, and discontinuing transfusions, and managing transfusion reactions.

Note: not all such documents specify limits and conditions of the RN/BSN student. **This does not necessarily mean the BSN student cannot perform the activity.** BSN students practice within the scope of Registered Nurse practice, which includes completing certification or additional education when specified. Additionally, BSN students undertake activities in accordance with limits and conditions of the education agency policy and BSN student individual competencies.

*Example 3: **MEDICATION ADMINISTRATION:***

Another example of employer specific policy & procedure is seen in the identification of high alert medications. Island Health outlines all High Alert Medications in a current chart, located on the Pharmacy Web page, under Medications policy and procedures. Refer to the most recent version to ascertain if a medication is determined to have a "high alert" status. The link is: https://intranet.viha.ca/departments/pharmacy/medpp/Documents/section_d/medpp_d_22_appendix_1.pdf

c. RECENT POLICY/PROCEDURE CHANGES AT ISLAND HEALTH

It is important to keep up to date on policy and procedure refinements and interpretations of such documents within the health care agency. For example, recent refinements to Island Health Professional Practice interpretation of their policy on Independent Double Check procedures is that two *licensed* Health Professionals engage in an Independent Double Check.

Island Health "Rules Governing Administration of Medication D. 22" specifies:

"An independent double-check and signature/initial by a licensed Health Care Professional (HCP) of certain high alert medications as outlined in Appendix I shall be performed prior to administration. Exceptions shall only be provided in emergency situations or where there are no other HCPs to perform the double-check."

A student may still participate in an Independent Double Check, but does so with a licensed Health Professional who completes and initials the double check.

Another change in practice centers around administration of opioids. Released in 2017, the Island Health procedure specifying the actions involved related to access to opioids and administration of opioids have been revised. Section 2.4 of the 27.1 PR states:

“2.4 Nursing students, nursing faculty and ESNs (Employed Student Nurses) do not have independent access to remove narcotics and controlled drugs from either narcotic cupboards/lockboxes or Automated Dispensing Cabinets.

2.4.1 The Island Health nurse who is providing regulatory supervision must remove the narcotics and controlled drugs.

2.4.2 The Island Health nurse may provide the student/ESN with the narcotics and controlled drugs but must witness the preparation and administration of the narcotics (new action) and co-sign the administration record the Narcotic Control Record book with the student.”

4. BSN STUDENT INDIVIDUAL COMPETENCIES:

Individual students within the BSN program have both shared and unique experiences, learning needs and goals, as well as existing knowledge, skills, and attitudes. Students will track competencies by various means: learning plans, records of skill completion, certifications, and other related documents.

In accordance with Government Regulations; BCCNP Standards, Limits, and Conditions; and Practice Placement Policies, and **prior to performing an activity**, BSN students need to discern if they can:

1. Ensure relevant government and Registered Nursing regulations are upheld.
2. Verify that the activity is within the BSN scope of practice and that there are no additional conditions placed on this activity by the placement agency or the educational institution or program.
3. Comply with agency policies and procedures relating to the activity.
4. Establish and support individual competence in the delivery of safe, ethical, compassionate, and competent care. This means
 - Demonstrate relevant knowledge (e.g., through certification, meeting specific agency requirements, or through informal verbal or written testing)
 - Demonstrate competence in performing the activity, such that the activity is undertaken in a timely manner, with due regard for patient comfort and safety. This may include the completion of prerequisites (such as performance in simulation, lab, workshop). For any activities that have not been examined in a simulated setting, students should observe the skilled performance/example of the activity prior to undertaking the skill themselves.
 - Arrange for direct supervision when necessary (e.g., as specified by agency policy; until BSN student regulatory supervisor authorizes that the activity may be undertaken independently and in accordance with agency policy)

D. REGULATORY SUPERVISION

What constitutes regulatory supervision and who does it are two questions frequently posed in the practice setting. BCCNP provides a practice standard describing what this entails. In the [Practice Standard for the Regulatory Supervision of Nursing Student Activities](#), authored by BCCNP (2018a), specifies that it must be a BCCNP registrant (i.e. Registered Nurse, Nurse Practitioner, or Licensed Graduate Nurse) who is responsible for supervising all activities of BSN students that may affect clients.

In an instructor-led practicum, the nurse with the primary responsibility for supervising the practice of a BSN student is the instructor. In Preceptorship or Collaborative Learning Unit (CLU) models, this responsibility is shared between the student’s practice instructor and preceptor/CLU registered nurse.

This regulatory supervision involves:

1. Knowing the BSN student's competence
2. Authorizing the activity
3. Setting conditions on how/when/where the activity is performed
4. Managing risks to the client

The [Practice Standard](#) (BCCNP, 2018a) on regulatory supervision of nursing student activities states that the Registered Nurse who is responsible for supervising the practice of a BSN student may decide to involve a member of the interprofessional team (e.g., LPN, physiotherapist, social worker) and/or another student in the regulatory supervision process. In this case, the Registered Nurse must clearly communicate the activities authorized and conditions set to both other members of the team and the student. However, the Registered Nurse who is primarily responsible for supervising the student (e.g., the nursing instructor, staff nurse, nurse leader) remains accountable and responsible for the process and for decisions associated with the process.

The Vancouver Island BSN programs recommend the following guidelines for student supervision:

1. Performance of an activity for the first time in a clinical setting: student is supervised (i.e., close observation) by their clinical instructor or preceptor/most responsible nurse.
2. Subsequent supervision may or may not require close or direct observation. The precise nature of supervision is consistent with the student's proficiency and determined by the nurse providing regulatory supervision.

A student is deemed to be competent to perform an activity after demonstrating adequate, relevant knowledge, dexterity, problem-solving capacity, and critical thinking in the context of the client and situation.

E. CONCLUSION

BSN students work toward undertaking the full scope of Registered Nurse practice upon graduation. As with Registered Nurse practice, BSN student practice requires the use of decision-making processes to determine activities that may be carried out. Nested within the four levels of controls set forth by government regulation, BCCNP and employer policies and procedures, student scope of practice also features a spectrum of competence, based on the student's education and unique experiences to date. Not unlike a sliding scale method used to determine medication dosing, student scope of practice is dependent on factors that must be determined prior to attempting to perform an activity that falls within the scope of Registered practice. Hence there is no one answer, no immediate answer that can be situated within a defined list of tasks. There are a few parameters of what a student may NOT do. We know, for example that a BSN student cannot do anything that is outside the scope of Registered Nurse practice. But as for what they *may* do?? As this document outlines.... It depends....

Part 2 of this document provides working examples. Students, instructors, and practice partners alike are invited to use Part 2 as a workbook to accompany the content within Part 1.

PART 2: The Workbook

Purpose of Document

Part 2 is designed to provide BSN students, their instructors, and practice partners an opportunity to work through clinical scenarios that require a Scope of Practice decision based on the levels of control outlined in the *Scope of Practice for BSN Students Part 1*.

Work through the following examples using the levels of control for BSN students to guide your responses.

To help provide guidance to students, instructors, and practice partners regarding skills and activities that are within the BSN scope of practice, refer to the following Appendices:

- Appendix 1: Skills/activities with limits and conditions in the BSN student scope of practice
- Appendix 2: High alert and restricted medications
- Appendix 3: Independent Double Check procedure for medication administration

Example 1:

A BSN student is caring for a patient who requires basic care of a malignant wound. The student has studied the relevant theory, has demonstrated they have the necessary motor skill, has been directly supervised by the practice instructor previously, and assessed to be competent in stable situations. Can the student change this patient's dressing?

Answer. Yes:

1. *The Health Professions Act or other legislation (see [Legislation Relevant to Nurses' Practice](#), CRNBC, 2018a) does not preclude performance of this activity by BSN students of an accredited program of study.*
2. *BSN students work within CRNBC standards, limits, and conditions. Wound care is a restricted activity that does not require an order (see [Scope for Practice for Registered Nurses](#), BCCNP, 2018c). No additional education is required for completing this particular wound care.*
3. *The student reviews the relevant site of practice agency resources and policies (e.g., [Island Health Intranet](#)) and demonstrates familiarity with Malignant Wound Decision Tree. There are no BSN program and unit guidelines or policies that preclude performance of this activity by BSN students.*
4. *Completing wound care, including an assessment of the wound, is within the scope of practice for this Individual student. The student can perform this activity with the consent of the patient and upon determining the situation is stable.*

Example 2:

A BSN student is caring for a patient who needs to be transferred with a ceiling lift system. The student has been educated to use a variety of lifts, but is not familiar with the type of ceiling track system used in this facility. Can the student independently transfer this patient?

Answer. No:

1. *Although this activity is within the scope of an RN's practice, follows employer and educational institutional policies, and the student has been taught to use another type of lift in a previous practice course, the student has judged themselves as not competent with this particular system. The student must arrange for direct supervision or to observe and assist a competent practitioner in this activity.*

Example 3:

A BSN student is completing a 1st-year practice experience in a Residential Care setting. A Registered Nurse offers to coach the student through the procedure of re-starting intravenous access for a client, whose previous intravenous infusion became interstitial. May the student perform this skill?

Answer. No:

1. The Health Professions Act or other legislation (see [Legislation Relevant to Nurses' Practice](#), CRNBC, 2018a) does not preclude performance of this activity by BSN students of an accredited program of study.
2. BSN students work within CRNBC standards, limits, and conditions. Establishing and maintaining IV access is a restricted activity that does not require an order (see [Scope for Practice for Registered Nurses](#), BCCNP, 2018c).
3. The BSN student is working within Island Health, which specifies that RNs must be certified and maintain certification ([Intravenous \(IV\) Therapy](#)) in order to initiate peripheral IVs. The certification materials do not reference BSN students, thus they apply to BSN students as long as there are no contravening policies within the educational institution.
4. Students study relevant theory, have the opportunity to practice this skill in the nursing lab, and may receive approval to complete certification requirements in third year of the BSN program. At 1st-year the student does not have the necessary knowledge or skill level to perform this activity.

Example 4:

A BSN student is spending the day in the operating room as an 'off-unit' experience. The anaesthesiologist offers to allow the nursing student insert an Endotracheal Tube (ETT) into the patient and states that he will coach the student through the procedure. Can the student perform this activity?

Answer. No:

1. The Health Professions Act interpreted in the CRNBC Scope of Practice for Registered Nurses (2017) sets a limit that endotracheal intubation is not within the scope of practice of registered nurses. Therefore, a BSN student would **never** perform this activity.

Example 5:

A BSN student in his final Nursing Practice course in Island Health is preparing for meeting [Competencies in the Context of Entry Level RN Practice in BC](#) (CRNBC, 2015a). The BSN student wonders aloud with his RN preceptor if the RN may delegate to an LPN the ordered insertion of a foley catheter in one of the RNs assigned clients. The RN explains:

Tricky Question:

1. This is not a situation of delegation, as defined within the Health Professions Act and BCCNP. Within the Health Professions Act, LPNs are self-regulating professionals. LPNs have Controls on Practice similar to those of RNs, i.e., Government, College, Employer, Individual LPN. Delegation by "regulated care providers occurs when an activity is within the scope of the delegating profession and outside the scope of the other profession" ([Delegating Tasks to Unregulated Care Providers](#), CRNBC, 2005)
2. Foley catheter insertion is within the scope of LPN practice.
3. The 2018 BCCNP Scope of Practice document specifically addresses the notion of delegation and reinforces that it is done on an exceptional and rare basis. Until forthcoming "legislative amendments are implemented and BCCNP has established bylaws on delegation, BCCNP board-approved Standards provide direction for delegation" (CRNBC, 2018, p. 56) RN's and RN students do delegate certain tasks to unregulated care providers. [Delegating tasks to Unregulated Care Providers](#), CRNBC, 2005)
4. Island Health Interprofessional Practice & Clinical Standard Guideline entitled [Guideline for Use of Urinary Catheters](#) (ensure most up-to-date document is accessed), related procedures, and other practice support

documents (e.g., [Core Skills: Acute Care](#)) indicate LPNs are generally qualified for insertion and removal of urinary catheters, and care of persons with and post removal of urinary catheters.

5. The LPN determines his/her personal competence to perform the activity, and collaborates with the RN as necessary. The RN is responsible for providing support to the LPN.

Answer: Delegation is neither required nor appropriate. This is an act of coordination of care or collaboration, not one of delegation.

Example 6:

A BSN student is caring for a 2-year-old child on the pediatric ward of Victoria General Hospital who needs an immunization. There is a doctor's order for the immunization, and the RN is willing to supervise the student. Can the student perform this activity?

1. Although the U Vic BSN Scope of Practice permits a student to administer immunizations with direct supervision, Island Health has set forth interim policy that outlines what BSN student may immunize a child between ages of 2 months- 5 years within Public Health locations. This situation however, is not one of Public Health location, nor is the immunization based upon a population-based protocol. Rather, it is a client-specific order by a physician attending this client, this 2-year-old child.

Answer: Yes. A client specific order exists for this child. The order is for this specific immunization for this child by the attending physician.

IF it were a public health location, a client-specific order may not exist, and the conditions specified after Example 7 would apply.

Example 7:

A BSN student is in a practicum placement in Public Health. She has taken the additional education required for practice in the Public Health setting, i. e., the BCCDC Immunization Competency Modules and Basic Competency Exam. She has not yet observed any child health clinics. Her RN preceptor is encouraging her to conduct childhood immunizations at clinic this afternoon under her supervision. Can the student perform this activity?

1. Although the BSN Scope of Practice permits a student to administer immunizations with supervision, Island Health representatives and BSN faculty have consulted to set forth interim policy that is consistent with BCCNP Scope of Practice for Registered Nurses specific to what is required of BSN students to immunize a child between ages of 2 months- 5 years in a Public Health setting.

Answer: No. After the student has observed 3 child health clinics and the process of obtaining consent from parents and witnessed the RN administering the vaccine, then the BSN student will be eligible to proceed with vaccinations for children between the ages of 2 months-5 years. But not now.

Before a BSN student administers early childhood immunizations, the student must:

- a. Be in their 4th year final practicum **in a practice setting where early childhood immunizations are routinely provided.**
- b. Describe elements of preparing and delivering a PHN-led child health clinic.
- c. Accurately apply knowledge of child growth and development is assessment, relational, and teaching activities.
- d. Complete all requirements of the BC Centre for Disease Control (BCCDC) Immunization Competency Modules and Basic Competency exam, which includes accurately applying the Canadian

Immunization Guide.

- e. Complete orientation to the electronic health record/paper documentation. Review BCCNP practice standard on [Documentation](#) (CRNBC, 2018b) and Island Health documentation policy.
- f. Review BCCNP practice standards on [Medication Administration](#) (CRNBC, 2010), [Dispensing Medications](#) (CRNBC, 2017), and [Consent](#) (CRNBC, 2013).
- g. Observe **at least** three child health clinics, with a focus on activities of assessing, teaching, gaining consent, safely administering vaccines, and documenting in the PH context.

Once the student has met all of the above criteria and in collaboration with the supervising PHN, the student will then be able to administer the immunization to children under the following conditions.

Students:

- a. Ensure **PHN is present** to obtain informed consent from the client for **the student** to provide an immunization.
- b. Must be in consultation with and **under the direct regulatory supervision of a PHN** at all times when beginning to take on the responsibility of providing immunizations for uncomplicated early childhood schedules (for example informed consent, teaching, administration, and documentation).
- c. Will advance gradually in taking the lead to obtain informed consent and conduct childhood assessments before administering the immunizations.
- d. Follow all BCCDC Decision Support Tools.

Congratulations! You have worked through 7 scenarios in relation to the Scope of Practice activities of the BSN. These comprise some common situation types that you will encounter in your practice.

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<http://www.uvic.ca/hsd/nursing/undergraduate/transfer/index.php>

Appendix 1: Activities with Limits and Conditions in the BSN Student Scope of Practice

Refer to the full *BCCNP Scope of Practice for Registered Nurses* statement for more information for BSN activities in practice in relation to the RN scope of practice, including the standards, limits, and conditions placed on practice, and the requirement for regulatory supervision.

Category A: Activities that are outside the scope of RN practice. E.g.:

- Endotracheal intubation
- Administering medications for a Medically Assistance in Dying (MAID)
- Certified practices without BCCNP certification

Category B: Restrictions to student activity

- Taking a phone order from a physician before fourth year eg. Is to be taken at 4th year, and only with RN validation
- Acting as first or second witness for completing a narcotic and controlled drugs count (federal limitation)

Category C: Activities that require additional education AND direct supervision by a Registered Nurse:

Students must complete the following additional education prior to performing, under direct supervision, the activities listed below. These include **but are not limited to**:

PERINATAL/NEONATAL SPECIALTY SETTING:

- ☐ VAGINAL EXAM WHEN THE MEMBRANES ARE NOT INTACT
 - o Must have completed a recognized Perinatal Level 1 theory course AND have a current practice placement in a Perinatal/Neonatal setting

COMMUNITY PRACTICE SETTINGS:

- ☐ IMMUNIZATION FOR ADULTS AND CHILDREN OVER THE AGE OF 2 months
 - Must complete the full British Columbia Centre for Disease Control (BC CDC) immunization competency course *
 - Must be in 4th year final practicum, within context of a Public Health setting and supervision of a Public Health Nurse
 - Must meet the **10 criteria** set forth, from the Student Practice Consultant, Professional Practice, Andrea Taylor, specific to immunization of children over 2 months age. (See *BSN Scope of Practice Decision Making Part 2: Workbook*)
- For the following skills, students must complete the relevant agency education module prior to performing these skills under supervision:
 - ANKLE-BRACHIAL INDEX (ABI) MEASUREMENT
 - ASPECTS OF CENTRAL VENOUS ACCESS DEVICE (CVAD) CARE AND MAINTENANCE
 - OPERATION OF THE GEMSTAR (OR OTHER MODEL) INFUSION PUMP
 - PERIPHERAL VENOUS ACCESS DEVICE (PVAD) INITIATION
 - SUBCUTANEOUS LIDOCAINE INFUSION FOR THE PURPOSE OF CHRONIC PAIN MANAGEMENT
 - VACUUM ASSISTED CLOSURE (VAC) THERAPY
 - WOUND COMPRESSION THERAPY
 - PATIENT CONTROLLED ANALGESIC (PCA), PATIENT CONTROLLED EPIDURAL ANALGESIC (PCEA) AND EPIDURAL INFUSION MONITORING

* For students practicing in a health authority other than Island Health, students must complete the equivalent training required by the host health authority

Reference

Taylor, Andrea. (January 26, 2017). email communication to Dr. Carol McDonald, University of Victoria.
Subject title : Professional Practice-Recommendation 4th yr. BSN student Immunizing in Island Health clinics.

Appendix 2: High Alert and Restricted Medications

The following lists describe medications that have a high risk for patient harm when administered in error and/or medications that are commonly administered in error. The lists are congruent with Island Health policies, the Vancouver Island BSN programs policies, and Practice Education Guidelines of the BC Academic Health Council. Use discretion when referring to these lists, as policy changes occur frequently—become familiar with health authority resources so that you **refer to current policies**.

High-Alert Medications: Students must have the following medications independently double-checked and co-signed by a qualified RN

Anticoagulants:

- ☐ Unfractionated heparin
- ☐ Low molecular weight heparins
- ☐ Anticoagulants that require regular blood testing (e.g. warfarin)

Insulin (all types)

Methotrexate, any route

Narcotics and controlled substances

Intravenous medications/solutions:

- ☐ Solutions containing potassium chloride
- ☐ Hypertonic saline (greater than 0.9% concentration)
- ☐ All medications (excluding saline/dextrose solutions)

Parenteral nutrition solutions, including:

- ☐ IV dextrose at a concentration of 10% or greater

Epidural or intrathecal medications

Additional Safety Precautions exist for Medication Infusions (including IV, PCA, epidural, intrathecal, nerve plexus infusions, etc.)

Care of medication infusions includes monitoring, hanging new bags, changing infusion rates, and administering bolus doses

In addition to double-checking and co-signing:

- ☐ Narcotics and controlled substances (per Island Health including but not limited to: Tylenol #2, #3; Tramacet; Zopiclone; Lorazepam): *The nurse must always supervise preparation and administration at the client's bedside.*
- ☐ Non-narcotics: *The nurse must supervise administration at the client's bedside until the student is deemed competent*

Restricted Medications: Students **MAY NOT** administer the following classes of medications*

IV adrenergic agonists

IV adrenergic antagonists

IV antiarrhythmics

IV radiocontrast agents

General anesthetic agents, inhaled or IV

Cardioplegic agents

Chemotherapy agents by ANY route

Neuromuscular blocking agents

**Refer to a current drug reference for a full list of medications within each class*

For Island Health list of high alert medications and requirements see:

https://intranet.viha.ca/departments/pharmacy/medpp/Documents/section_d/medpp_d_22_appendix_1.pdf

Reference

Institute for Safe Medication Practices (2012). *ISMP's list of high-alert medications*. Retrieved from <http://www.ismp.org/tools/highalertmedications.pdf>

Appendix 3: Independent Double Check Procedure for Medication Administration

To promote safety in medication administration, students must follow this procedure when administering a high alert medication. * *Note that some health authorities may have their own policies or procedures relating to independent double checks. Students should follow the policy that is the most restrictive.*

WHO CAN COMPLETE THE INDEPENDENT DOUBLE CHECK FOR A STUDENT?

- Vancouver Island BSN program instructor (RN)—confirm with agency policy
- Agency RN (employed)
- Registered psychiatric nurse
- If a RN is not available, a licensed practical nurse (LPN) **might** be able to perform the Independent Double Check, in the following circumstances:
 - o If the medication administration is within the scope of practice of the LPN (e.g., NOT intravenous route)
 - o AND if the nursing instructor or nurse providing regulatory supervision follows the BCCNP Regulatory Supervision guidelines
 - o AND if the LPN is not limited from performing the Independent Double Check by agency or unit policy

WHEN SHOULD CHECKS BE COMPLETED?

- ☐ Students complete 3 checks when administering medications:
1. When removing medications from the med cart or Accudose system
 2. When preparing medications prior to administration (this is when the independent double check takes place)
 3. At the bedside, right before medication administration

WHAT “RIGHTS” MUST BE CHECKED?

ALL MEDICATIONS

- | | | |
|------------------------|---------------------------------|-------------------------------|
| 1. Right CLIENT | 5. Right ROUTE | 9. Right DOCUMENTATION |
| 2. Right TIME | 6. Right REASON | 10. Right EVALUATION |
| 3. Right DRUG | 7. Right ASSESSMENT | |
| 4. Right DOSE | 8. Right CLIENT TEACHING | |

ADDITIONAL RIGHTS FOR PARENTERAL MEDICATIONS

- | | | |
|--------------------------|-------------------------------|--|
| 1. Right DILUTION | 2. Right COMPATIBILITY | 3. Right RATE OF ADMINISTRATION |
|--------------------------|-------------------------------|--|

ADDITIONAL RIGHTS FOR AN INFUSION DEVICE (IV PUMP, PCA, EPIDURAL)

- | | | |
|---------------------------------|--------------------------|----------------------------------|
| 1. Right INFUSION DEVICE | 2. Right PROTOCOL | 3. Right PROGRAM SETTINGS |
|---------------------------------|--------------------------|----------------------------------|

INDEPENDENT DOUBLE CHECK PROCEDURE FOR STUDENTS

Step 1	BEFORE taking out medications: <ul style="list-style-type: none">▪ Look up relevant drug information▪ Assess client to see if medication administration is appropriate▪ Perform dosage calculations▪ If any medications requiring an Independent Double Check will be removed from their original packaging (e.g. pouring a liquid or drawing a medication into a syringe), have the nurse performing the Independent Double Check watch the full procedure, beginning at Step 2.
Step 2	STUDENT PERFORMS CHECK 1 <p>Gather Medication Administration Record (MAR) system and medications (e.g. from med cart)</p> <p><i>* Note that for narcotics: The nurse performing the Independent Double Check MUST see the narcotic being removed from the original packaging to verify the correct drug and dose</i></p>
Step 3	STUDENT PERFORMS CHECK 2 <p>Prepare medications for administration and verify the rights</p> <ul style="list-style-type: none">▪ Leave all unit dose medications within their packages▪ Ensure all other medications removed from their packages are labeled with the drug name, dose, route, and 2 patient identifiers▪ After completing the second check, place a small dot to the right of the med administration time on the MAR, indicating the med has been poured (e.g. 0900 _____)
Step 4	NURSE PERFORMS INDEPENDENT DOUBLE CHECK (VERIFYING CHECK 2) <p>FOR INJECTABLE MEDICATIONS:</p> <ul style="list-style-type: none">▪ Be sure to prepare injectable medications in front of the nurse completing the Independent Double Check, so that the correct drug and dose can be verified as the medication is being withdrawn from the ampoule or vial <p>WHEN A MEDICATION DOSAGE MUST BE CALCULATED:</p> <ul style="list-style-type: none">▪ Ask the nurse performing the Independent Double Check to calculate the required dose independently BEFORE the student reveals the results of his/her own calculations <p>WHEN A PROTOCOL OR PRE-PRINTED ORDER IS USED:</p> <ul style="list-style-type: none">▪ The student provides the required orders (e.g. insulin or heparin orders) and the relevant data (e.g. blood glucose documentation or lab results) to the nurse performing the Independent Double Check
Step 5	STUDENT PERFORMS CHECK 3 <p>Note: For some high-alert medications the nurse performing the Independent Double Check must supervise medication administration at the bedside</p> <p>Take MAR and medications to the bedside and verify the rights</p> <ul style="list-style-type: none">▪ When checking the patient's identity, also check for an allergy band▪ Inform the patient about each medication while pouring the medications▪ Observe the patient take all of the medications▪ Document the medication administration immediately
Step 6	DOCUMENTATION <p>Documentation of the Independent Double Check on the MAR must include the student and the nurse completing the Independent Double Check:</p> <ul style="list-style-type: none">▪ Student: Immediately after administration of the medication, sign in the first position: (e.g. Student Initials / _____)▪ Nurse: After completing the Independent Double Check, sign in the second position: (e.g. ____/ Nurse Initials)