

# RPN Scope of Practice in Manitoba

Reserved Acts, Limits and Conditions for Practice

Approved by CRPNM Council  
*June 9, 2022*

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## Background and Purpose

The regulations that transition the Registered Psychiatric Nurse (RPN) profession to regulation under *The Regulated Health Professions Act* (the “RHPA”) came into force on June 1, 2022.

Persons who practice registered psychiatric nursing are regulated under *The Regulated Health Professions Act*, the *Practice of Registered Psychiatric Nursing Regulation* (the “Practice Regulation”), the College of Registered Psychiatric Nurses of Manitoba General Regulation (the “General Regulation”), and the CRPNM’s by-laws and practice directions. An RPN may engage in the practice of registered psychiatric nursing only if they are legally permitted, competent, and fit to do so. An RPN must acknowledge their limitations in skill, knowledge, and judgment, and must ensure they practice registered psychiatric nursing within those limitations.

The Practice Regulation includes provisions for the CRPNM to continue operating under the RHPA, transitions members of the profession to regulation by the college under the RHPA and sets out the scope of practice of the RPN profession in Manitoba. The Practice Regulation also sets out the Reserved Acts that RPNs are authorized to perform, subject to terms and conditions set out in the General Regulation. The General Regulation defines the registration classes, membership requirements, continuing competency requirements, and standards of practice of the psychiatric nursing profession in Manitoba. The General Regulation also sets out which Reserved Acts may be performed by an RPN of a membership class, and under what conditions. This Regulation includes the rules for delegating the performance of Reserved Acts to others, and for supervising students.

## The Reserved Acts

Reserved Acts are any activity performed while providing healthcare that are limited to health professions and professionals who are qualified and competent to perform them. There are twenty-one (21) Reserved Acts in the RHPA that include activities such as ordering screening and diagnostic tests, making a diagnosis, and prescribing, dispensing, or administering drugs, among others.

The Practice and General Regulations identify eleven (11) Reserved Acts that the RPN profession is authorized to perform. An RPN may perform a Reserved Act only if they are legally permitted and competent to do so, and if the conditions to perform the procedure are appropriate and safe. Performance of a Reserved Act is subject to the conditions, limitations and requirements for additional education identified in the General Regulation. These are also identified in this document.

The purpose of this document is to:

- Explain the Regulations and those parts of the Health Professions Act that affect RPN scope of practice;
- Set out the standards, limits and conditions that impact RPN scope of practice as it relates to performing Reserved Acts;
- Explain restricted activities or Reserved Acts for RPNs.

The CRPNM *Code of Ethics and Standards of Psychiatric Nursing Practice* also underpin the practice and the performance of Reserved Acts. Additional standards of practice are outlined in the General Regulation. As well, CRPNM Practice Directions further expand on concepts in the Regulations and outline specific practice expectations for the performance of Reserved Acts. RPNs are encouraged to familiarize themselves with Practice Directions by visiting our website at [www.crpnm.mb.ca](http://www.crpnm.mb.ca).

This document may be amended from time to time to reflect revisions to the Reserved Acts. RPNs are responsible for reading and understanding any supporting documents and amendments communicated by the College.

Questions may be directed to the practice consultant at 204-888-4841 ext: 4 or [crpnm@crpnm.mb.ca](mailto:crpnm@crpnm.mb.ca)

## Establishing Scope of Practice

*Scope of practice* refers to the full range of activities that RPNs are both educated and authorized to perform. The legal authority for Manitoba RPN scope of practice resides in the regulations under the RHPA. The RPN profession's scope of practice outlines boundaries of practice for the RPN profession.

Our profession's Scope of Practice Statement is broad by design to ensure it fully applies to the wide range of client populations, roles and settings an RPN may serve or work in. It articulates the education that RPNs receive at entry level, and the experience and education RPNs receive as their practice grows:

**The practice of registered psychiatric nursing is the application of registered psychiatric nursing skill, knowledge and judgment with a focus on mental health, addictions and neurodevelopmental disorders:**

- (a) to assist individuals, families, groups, and communities and populations to achieve, maintain and restore their optimal physical, mental, emotional, social and spiritual health;
- (b) to assess, diagnose, plan and provide treatment and interventions, to evaluate their effectiveness and to make referrals;
- (c) to teach clients, and advocate with or on their behalf to enhance health and well-being;
- (d) to provide counseling to clients;
- (e) to coordinate, supervise, monitor, deliver and evaluate the provision of health care and psycho-social services;
- (f) to manage, administer and develop systems related to registered psychiatric nursing and the provision of health care and psycho-social services;
- (g) to teach nursing theory and the practice of registered psychiatric nursing; and
- (h) to engage in research related to health and the practice of registered psychiatric nursing.

## What Guides Psychiatric Nursing Practice?

Four levels of controls and requirements shape psychiatric nursing practice in Manitoba. Because these operate in conjunction with one another, it is imperative that RPNs remain aware at all times of how they guide RPN practice in Manitoba:

1. The Regulated Health Professions Act and Registered Psychiatric Nurses Regulations, which set out the broad scope of practice for the RPN profession.
2. CRPNM RPN standards, limits and conditions as set out within the Reserved Acts, which complement and further define and limit the RPN scope of practice set out in the Regulations.
3. The CRPNM Code of Ethics and Standards of Psychiatric Nursing Practice, which provide guidance for psychiatric nursing practice.
4. Employer/organization policies, which may further restrict what activities an RPN may perform in the workplace. (These apply only to RPNs working at that workplace.)

*All four levels of control contribute to an individual RPN's competence in carrying out a Reserved Act. RPN's competence is determined by their level of education, knowledge, skills, experience, and currency.*

The government, CRPNM, employers, and RPNs work together to ensure that members of the public receive safe, competent, and ethical care.

Legislation provides the authority for the RPN profession's scope of practice. Limits to scope of practice are defined in the General and Practice Regulations.

Legislation also sets out the standards of practice which all RPNs must meet in all areas of their individual scope of practice.

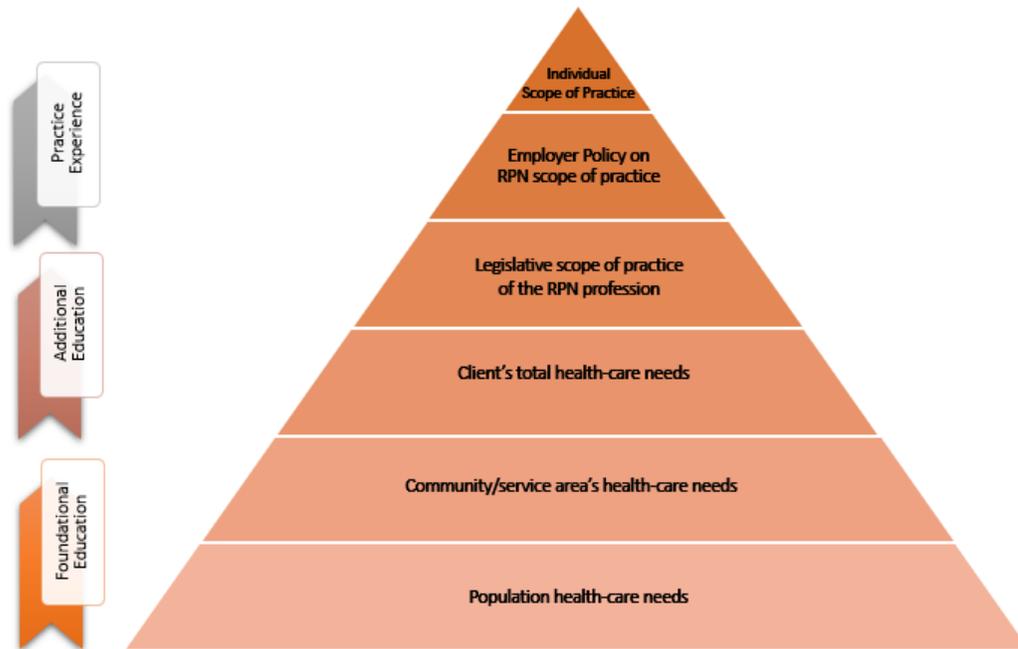
Employer policies provide further direction on an RPN's practice. An employer may place still further limits on RPNs in their employ. An employer's policies must be consistent with the RHPA, regulations, by-laws, standards of practice, code of ethics and practice directions.

An individual RPN's scope of practice cannot exceed the RPN profession's legislated scope of practice. At the same time, each individual RPN must be qualified and competent within their own scope of practice. Together, these factors determine the place of an RPN's individual expertise and scope of practice within the RPN profession's broader scope of practice.

The diagram below illustrates where an individual RPN's scope of practice fits within the profession's scope of practice. It demonstrates how an individual RPN's scope of practice, based on foundational

psychiatric nursing education, continues to expand with professional experience and continuing education.

However, a client's needs will always be broader than the scope of any individual RPN. Meeting the needs of the populations, communities, service areas and clients we serve are strong motivators for RPNs to move towards the top level of the RPN profession's scope of practice.



An RPN may only perform a Reserved Act if:

- The Reserved Act is listed in the College's regulations;
- The RPN meets the criteria listed for that Reserved Act;
- The Reserved Act falls within the individual RPN's scope of practice; and
- The RPN works within their workplace's practice setting policies, and that policy is consistent with the RHPA, College regulations, bylaws, practice directions, and Code of Ethics.

Even though much of the discussion in the remainder of this document describes the Reserved Acts that fall within the RPN profession's scope of practice, it is important to remember that an RPN profession's scope of practice is not solely encompassed by these Reserved Acts. The full breadth and depth of an RPN profession's scope of practice cannot be described by Reserved Acts alone.

These are some examples of RPN practice that do not fall under a Reserved Act. This list is not comprehensive and reflects only a sample of RPN practice:

- Assessing health status of clients
- Planning client care
- Evaluating outcomes of client care
- Applying critical inquiry
- Analyzing data obtained from client assessment
- Promoting and supporting activities of daily living
- Communicating with clients and families
- Counselling
- Collaborating with the client's care team
- Coordinating care and care services
- Developing professional and therapeutic relationships
- Documenting timely, accurate reports
- Promoting health equity
- Providing or facilitating group therapy
- Advocating for clients and client care
- Maintaining client safety during care
- Mentoring and preceptoring students
- Developing programs of care
- Pronouncing death
- Providing disease prevention and health promotion services
- Recommending medications

## Authorization Mechanisms for Practice

Authorizing mechanisms are how RPNs obtain the authority to perform a Reserved Act. The following authorization mechanisms are applied to Reserved Acts.

### Orders

Scope of practice refers to activities that registered psychiatric nurses are educated and authorized to perform. Acting within autonomous scope of practice means:

- assuming accountability and responsibility for making decisions about client care, and
- performing activities that you are educated, competent, and allowed to perform without an order.

To ensure they are providing safe care, RPNs need to know when they are allowed to act within autonomous scope of practice, and when they require an order before performing a Reserved Act. Certain Reserved Acts require an order as an authorization mechanism before the RPN can perform them. An order is an instruction or authorization for a specific client given by a healthcare provider with expert knowledge who is legally permitted, competent to give an order, and is making a decision about care based on an assessment (e.g. RN(NP), physician, midwife, podiatrist, dentist, RN (authorized prescriber), RPN (authorized prescriber) or physician assistant).

For Reserved Acts that require an order, the RPN must ensure the order includes:

- the date the order was written;
- two client identifiers (e.g. client's full name and another unique identifier such as birthdate or provincial health number);
- a specific description of the order (e.g. for medication orders, this includes medication name, dose, route or administration);
- the time and frequency the order is to be implemented; and
- the signature of the regulated health-care provider who is making the order.

The RPN must take appropriate action if the order does not appear to be evidenced-informed or in consideration of client needs. Appropriate action might include obtaining additional information from the client, consulting with a colleague, manager or pharmacist where medications are to be administered, or questioning the healthcare provider who provided the order to determine the best course of action.

Reserved Acts that do not require an order can be initiated by RPNs, as long as the client's condition warrants the performance of the Reserved Act and the RPN can meet the standards of practice, applicable practice directions and employer policies: i.e. administration of over-the-counter (OTC) medications.

## Over-the-Counter Medications (OTCs) or Unscheduled Drugs

Under the RHPA, RPNs can now administer Over-the-Counter Drugs (OTCs) without an order. These medications are listed under NAPRA as Unscheduled Drugs and can be sold without professional supervision. These drugs are not included in Schedules I, II or III and may be sold from any retail outlet. If you are unsure whether a medication is classified as an Unscheduled Drug, you may consult NAPRA: <https://napra.ca/national-drug-schedules>. It is important to remember that your employer may have specific controls about administering these types of medications.

## Additional Education

Pursuant to the General Regulation, additional education refers to a course, program of study, training, or other structured process that meets the approved criteria and provides a member with the competency to perform a Reserved Act. The focus of the additional education is to support safe, competent, client-centered practice.

Reserved Acts requiring additional education have been identified as those activities that:

1. require knowledge beyond entry-level competencies;
2. require theory and technical skills; and
3. pose a high risk to client safety.

The criteria for performing Reserved Acts that require additional education can be found in the practice direction entitled [Reserved Acts that Require Additional Education](#).

## Clinical Decision Tools

A Clinical Decision Tool (or CDT) is a document whose purpose is to guide the assessment, diagnosis or treatment of a client-specific clinical problem.

RPNs must follow a CDT when it is in place as the authorizing mechanism for specific practices. CDTs are developed in collaboration with other authorized healthcare providers who have the authority to order laboratory or diagnostic screening tests and to prescribe medications or treatments.

Other authorized healthcare providers may include:

1. a registered nurse (nurse practitioner);
2. a registered nurse or registered psychiatric nurse (authorized prescriber);
3. a physician;
4. a physician assistant;
5. a clinical assistant; or
6. a pharmacist

In usual clinical care situations, these providers provide client-specific orders to RPNs. However, in circumstances where an authorized provider is not present or available, a CDT can act as the authorizing mechanism.

The Clinical Decision Tool:

1. Is based on a theoretical body of knowledge;
2. Uses the best available evidence in clinical decision-making;
3. Uses standardized outcome measures to evaluate the care that is provided; and
4. Considers each of the client's unique circumstances, including baseline risk, comorbid conditions, and personal preferences.

Evidence-informed practice is an ongoing process that incorporates research, clinical expertise, client preferences, and other available resources to make decisions with clients (definition provided by the Canadian Nurses Association).

Additional information on Clinical Decision Tools can be found in [Using a Clinical Decision Tool \(CDT\)](#).

## Glossary

**Activity:** specific action(s) intended directly or indirectly to improve or maintain a health state.

**Client:** individual, groups, families and communities (Registered Psychiatric Nurses Entry-Level Competencies, Registered Psychiatric Nurses Canada, 2014).

**Client-Centered Care:** ways of thinking and doing things that sees the people using health and social services as equal partners in planning, developing and monitoring care to make sure it meets their needs. This means putting people and their families at the center of decisions and seeing them as experts, working alongside professionals to get the best outcome ([http://healthinnovationnetwork.com/system/ckeditor\\_assets/attachments/41/what\\_is\\_person-centred\\_care\\_and\\_why\\_is\\_it\\_important.pdf](http://healthinnovationnetwork.com/system/ckeditor_assets/attachments/41/what_is_person-centred_care_and_why_is_it_important.pdf)).

**Clinical Practice Guidelines:** statements that include recommendations intended to optimize patient care that are informed by a systematic review of evidence and an assessment of the benefits and harms of alternative care options. <https://www.aafp.org/family-physician/patient-care/clinical-recommendations/cpg-manual.html#:~:text=Definition%3A%20Clinical%20practice%20guidelines%20are%20state%20ADments%20that%20include,the%20Obenefits%20and%20harms%20of%20alternative%20care%20options.>

**Controls:** measure(s) or action(s) taken to manage risk and increase the likelihood that established objectives will be achieved.

**Entry Level Competencies:** prepare entry-level Registered Psychiatric Nurses to practise safely, competently and ethically in a variety of practice settings, in situations of health and illness, and with diverse populations of individuals, families, groups and communities. All entry-level Registered Psychiatric Nurses enter practice with competencies that are transferrable across practice settings, even though their psychiatric nursing education program may not have exposed them to all practice environments or client types. (Registered Psychiatric Nurses Entry-Level Competencies, Registered Psychiatric Nurses Canada, 2014).

**Evidence Informed:** care based on the collection, interpretation and integration of valid, important and applicable patient-reported, clinician-observed, and research-derived evidence (Halter, 2014).

**Orders:** instruction or authorization for a specific client given by a health-care provider with expert knowledge who is legally permitted, competent to give an order and who is making a decision about care based on an assessment.

**Practice Directions:** may be used to enhance, explain, add to, or guide members with respect to the content described in the standards of practice or other matters not dealt with in the standards which are relevant to the practice of the profession. These also carry the force of regulation. (Manitoba Health, 2014).

**Provisions:** the action of providing or supplying something for use (Oxford Languages, 2020).

**Regulated Health Professional:** in Manitoba, there are just over 20 regulated health colleges. Registrants who belong to each of these professions are regulated by a regulatory health college for their specific profession. More information can be found here: [www.mahrc.net](http://www.mahrc.net)

**Regulated Health Professions Act (RHPA):** legislation proclaimed in 2014 that will replace more than 20 statutes and bring all regulated health professions under one umbrella act. The RHPA sets out consistent rules and processes for governance, registration, complaints and discipline, and regulation and by-law making authority. Professional self-governance will continue under the RHPA and each profession will have a college, regulations, a code of ethics and standards to govern its members. (Manitoba Health, 2014).



# CRPNM Reserved Acts for RPN Practice

June 2022

**COLLEGE OF REGISTERED PSYCHIATRIC NURSES OF MANITOBA**

**Reserved Act 1**

***Make a diagnosis that is appropriate to the practice of the registered psychiatric nurse’s practice and communicate it to an individual or the individual’s representative in circumstances in which it is reasonably foreseeable that the individual or representative will rely on the diagnosis to make a decision about the individual’s health care.***

Required Competencies	Entry to Practice Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<p>The collection and assessment of data that includes a client’s health history, medication history, physical and mental health assessment, and lab data. This is done across practice settings.</p> <p>A specific framework for care planning called the nursing process is used by RPNs and consists of:</p> <ul style="list-style-type: none"> <li>• Client assessment and analysis of data;</li> <li>• Development of a care or treatment plan;</li> <li>• Determine interventions;</li> <li>• Evaluation of care or treatment plan;</li> <li>• Modification of care or treatment plan as required.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of disorders of developmental health and mental health.</li> <li>• Demonstrate knowledge of resources and diagnostic tools (e.g., standardized assessment scales, The Diagnostic and Statistical Manual of Mental Disorders).</li> <li>• Select an evidence-informed framework applicable to the type of assessments required (e.g., bio-psychosocial, cultural model, community assessment model, multi-generational family assessment).</li> <li>• Perform an in-depth psychiatric evaluation (e.g., suicide, history of violence, trauma, stress, mental status, self-perception, adaptation and coping, substance use and abuse).</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Identify psychiatric signs and symptoms that are commonly associated with psychiatric disorders, using current nomenclature (e.g., The Diagnostic and Statistical Manual of Mental Disorders).</li> <li>• Incorporate data from other sources (e.g., laboratory tests, collateral information).</li> <li>• Use critical thinking to analyze and synthesize data collected to arrive at a clinical judgment.</li> <li>• Share relevant information with team members, clients and stakeholders in a timely manner.</li> <li>• Recognize and intervene to stabilize clients experiencing medical emergencies (e.g., shock, hypoglycemia, management of neuroleptic malignant syndrome, cardiac events)</li> </ul>	<p>Must be appropriate to the practice of the RPN.</p>	<p>RPNs working as psychiatric emergency nurses or psychiatric liaison nurses assess, interpret laboratory and diagnostic findings and diagnose episodes of delirium. They also are required to make a differential diagnosis between delirium and dementia based on a client’s presentation.</p> <p>RPNs working in early psychosis intervention programs work in a multi-disciplinary team setting to assess, interpret findings, implement screening tools and diagnose psychosis/psychotic episodes.</p> <p>RPNs working in long term care settings work in a collaborative team setting to assess, interpret laboratory and diagnostic findings, and gather collateral information to diagnose the incidence of diabetes.</p>

**Reserved Act 2**

**Order or receive reports of screening or diagnostic tests.**

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate data from other sources (e.g., laboratory tests, collateral information);</li> <li>• Use critical thinking to analyze and synthesize data collected to arrive at a clinical judgement; and</li> <li>• Collect, analyze and synthesize data to evaluate the outcomes from the plan of care.</li> </ul>	<p>A RPN may order or receive reports of screening or diagnostic tests for the purpose of assessing, diagnosing or resolving a health condition that is appropriate to the RPN's practice if the RPN practices in an approved practice setting and the RPN uses:</p> <p>a clinical decision tool in place at the approved practice setting; or</p> <p>(a) collaborates with</p> <ul style="list-style-type: none"> <li>(i) a registered nurse (nurse practitioner);</li> <li>(ii) a registered nurse (authorized prescriber);</li> <li>(iii) a registered psychiatric nurse (authorized prescriber);</li> <li>(iv) a physician;</li> <li>(v) a clinical assistant; or</li> <li>(vi) a pharmacist</li> </ul> <p>who is legally permitted and competent to order or receive those reports.</p>	<p>RPNs working in various settings order, receive and interpret routine laboratory monitoring; i.e. White Blood Cell (WBC) and ANC counts as part of the GenCAN Hematological Monitoring Guidelines (CBC) associated with Clozaril protocols.</p> <p>RPNs working as psychiatric emergency nurses or psychiatric liaison nurses order blood work to establish Lithium levels or Valproic Acid (VPA) levels, for example.</p> <p>RPNs working as psychiatric liaison nurses or community mental health settings order diagnostic tests such as urinalysis for drug screening purposes.</p>

**Reserved Act 3(a)**

***Perform a procedure on tissue below the dermis.***

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Perform required nursing interventions to address physical conditions, including, but not limited to, intravenous therapy and drainage tubes, skin and wound care, metabolic screening and management of withdrawal symptoms.</li> </ul>	<p>Subject to 3(a) (i) to (iv), an RPN may perform a procedure on tissue below the dermis.</p> <p>If an RPN has completed additional education, the RPN may perform a procedure on tissue below the dermis for the following purposes:</p> <ul style="list-style-type: none"> <li>(i) Sharp wound debridement</li> <li>(ii) Suturing</li> <li>(iii) Venipuncture</li> <li>(iv) Establishing intravenous (IV) access</li> </ul>	<p>RPNs practising in a variety of settings are required to do wound care procedures as part of the care they provide to their clients, for example, treating a pressure ulcer.</p> <p>RPNs practising in settings such as acute psychiatry, geriatric psychiatry and long-term care are required to perform venipuncture and establish IVs as part of their practice.</p> <p>RPNs practising in correctional facilities, for example, assess and treat lacerations, including suturing when indicated.</p>

**Reserved Act 3(b)**

***Perform a procedure on tissue below the surface of a mucous membrane.***

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Perform required nursing interventions to address physical conditions, including, but not limited to, intravenous therapy and drainage tubes, skin and wound care, metabolic screening and management of withdrawal symptoms.</li> </ul>	<p>None</p>	<p>RPNs are performing Reserved Act 3(b) in their practice as part of providing wound care treatment when indicated such as the packing of a deep wound.</p>

**Reserved Act 3(c)**

***Perform a procedure on the surface of the cornea.***

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Perform required nursing interventions to address physical conditions, including, but not limited to, intravenous therapy and drainage tubes, skin and wound care, metabolic screening and management of withdrawal symptoms.</li> </ul>	<p>Additional education is required for RPNs to perform a procedure on the surface of the cornea for the purpose of fluorescein staining.</p>	<p>An RPN practising in a correctional facility would perform Reserved Act 3(c) in the course of examining the eye of an inmate complaining of pain, irritation and blurred vision to assess the eye for a corneal abrasion or foreign body as the cause of the symptoms.</p>

**Reserved Act 4 (a)**

***Insert or remove an instrument or a device, hand or finger into the external ear canal.***

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Perform required nursing interventions to address physical conditions, including, but not limited to, intravenous therapy and drainage tubes, skin and wound care, metabolic screening and management of withdrawal symptoms.</li> </ul>	<p>None</p>	<p>RPNs as part of their practice routinely insert digital thermometers into the external ear to take a client's temperature.</p> <p>RPNs practising in a long-term care setting insert or adjust hearing devices in the external ear of a client as part of their practice.</p>

**Reserved Act 4(b)**

***Insert or remove an instrument or a device, hand or finger beyond the point in the nasal passages where they normally narrow.***

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure;</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Perform required nursing interventions to address physical conditions, including, but not limited to, intravenous therapy and drainage tubes, skin and wound care, metabolic screening and management of withdrawal symptoms.</li> </ul>	<p>None</p>	<p>RPNs practising in settings such as developmental habilitation perform nasopharyngeal suctioning as part of their practice on the residents who have difficulty removing mucous and secretions on their own.</p> <p>RPNs will insert and remove nasogastric tubes as part of their practice in settings such as medically managed chemical withdrawal units and long-term care.</p>

**Reserved Act 4(c)**

***Insert or remove an instrument or a device, hand or finger beyond the pharynx.***

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Perform required nursing interventions to address physical conditions, including, but not limited to, intravenous therapy and drainage tubes, skin and wound care, metabolic screening and management of withdrawal symptoms.</li> </ul>	<p>A RPN may insert or remove an instrument or a device, hand or finger beyond the pharynx but the RPN must complete additional education for the purpose of establishing an advanced airway.</p>	<p>RPNs who are part of code teams in settings such as geriatric psychiatry, long-term care or developmental habilitation will insert an airway if indicated in an emergency situation to maintain the airway of a client who has had a respiratory arrest or requires resuscitation.</p> <p>RPNs may also perform reserved 4(c) in a practice setting, such as developmental habilitation, when deep suctioning is required for clients who are unable to effectively clear their airways of mucous on their own.</p>

**Reserved Act 4(d)**

***Insert or remove an instrument or a device, hand or finger beyond the opening of the urethra.***

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Perform required nursing interventions to address physical conditions, including, but not limited to, intravenous therapy and drainage tubes, skin and wound care, metabolic screening and management of withdrawal symptoms.</li> </ul>	<p>None</p>	<p>RPNs practising in long term care facilities and acute geriatric psychiatry settings routinely insert and remove catheters beyond the opening of the urethra for residents requiring catheterization to eliminate urine.</p> <p>RPNs practising in a community mental health setting will do swabs beyond the opening of the urethra of male clients for sexually transmitted infection (STI) testing.</p>

**Reserved Act 4(e)**

***Insert or remove an instrument or a device, hand or finger beyond the labia majora.***

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Perform required nursing interventions to address physical conditions, including, but not limited to, intravenous therapy and drainage tubes, skin and wound care, metabolic screening and management of withdrawal symptoms.</li> </ul>	<p>An RPN may insert an instrument or a device, hand or finger beyond the labia majora but for the purpose of cervical cancer screening or pelvic examination the RPN must complete additional education.</p>	<p>RPNs practising in a sexual assault clinic are inserting a vaginal speculum as part of the examination of the individual, taking vaginal and cervical swabs for the purpose of evidence collection and sexually transmitted and blood borne infections (STBBI) screening.</p> <p>RPNs practising in a PAP/STI clinic or in a sexual health clinic/trans health clinic are inserting a vaginal speculum as part of the examination of the individual, taking vaginal and cervical swabs for the purpose of STI screening and PAP smears for the purpose of cervical cancer screening.</p>

**Reserved Act 4(f)**

***Insert or remove an instrument or a device, hand or finger beyond the anal verge.***

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Perform required nursing interventions to address physical conditions, including, but not limited to, intravenous therapy and drainage tubes, skin and wound care, metabolic screening and management of withdrawal symptoms.</li> </ul>	<p>None</p>	<p>PRNs practising in a variety of settings will perform Reserved Act 4(f) for purposes such as taking a temperature, fecal disimpaction and administering an enema.</p>

**Reserved Act 4(g)**

***Insert or remove an instrument or a device, hand or finger into an artificial opening in the body.***

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Perform required nursing interventions to address physical conditions, including, but not limited to, intravenous therapy and drainage tubes, skin and wound care, metabolic screening and management of withdrawal symptoms.</li> </ul>	<p>None</p>	<p>RPNs will perform Reserved Act 4(g) as part of their practice in a number of settings such as long-term care, acute psychiatry, and developmental habilitation when inserting a jejunostomy tube into the abdomen for the purposes of the delivery of a diet.</p>

**Reserved Act 5(a)**

***Administer a substance by injection.***

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Perform required nursing interventions to address physical conditions, including, but not limited to, intravenous therapy and drainage tubes, skin and wound care, metabolic screening and management of withdrawal symptoms.</li> </ul>	None	Administering a substance by injection is routinely performed by RPNs in their practice such as injecting NaCl or D5NS into an intravenous or central line for rehydration.

**Reserved Act 5(b)**

***Administer a substance by inhalation.***

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Perform required nursing interventions to address physical conditions, including, but not limited to, intravenous therapy and drainage tubes, skin and wound care, metabolic screening and management of withdrawal symptoms.</li> </ul>	<p>None</p>	<p>Administering a substance such as 0.9% Sodium Chloride (normal saline) into a nebulizer or an oxygen concentrator for long-term oxygen therapy is a routine part of RPN practice in settings such as acute and geriatric psychiatry and developmental habilitation.</p>

**Reserved Act 5(c)**

***Administer a substance by mechanical ventilation.***

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Perform required nursing interventions to address physical conditions, including, but not limited to, intravenous therapy and drainage tubes, skin and wound care, metabolic screening and management of withdrawal symptoms.</li> </ul>	<p>None</p>	<p>Administering a substance such as 0.9% Sodium Chloride (normal saline) by mechanical ventilation is a part of RPN practice in settings such as long-term care and developmental habilitation.</p>

**Reserved Act 5(d)**

***Administer a substance by irrigation.***

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Perform required nursing interventions to address physical conditions, including, but not limited to, intravenous therapy and drainage tubes, skin and wound care, metabolic screening and management of withdrawal symptoms.</li> </ul>	<p>None</p>	<p>Administering a substance by irrigation is a part of RPN practice such as in the performance of a wound care procedure; i.e. flushing or irrigating a pressure ulcer or irrigating a feeding tube following the administration of a feeding with 0.9% Sodium Chloride (normal saline).</p>

**Reserved Act 5(e)**

**Administer a substance by enteral instillation or parenteral instillation.**

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Perform required nursing interventions to address physical conditions, including, but not limited to, intravenous therapy and drainage tubes, skin and wound care, metabolic screening and management of withdrawal symptoms.</li> </ul>	<p><u>Enteral Instillation:</u> None</p> <p><u>Parenteral Instillation:</u></p> <ol style="list-style-type: none"> <li>1. None to administer normal saline.</li> <li>2. To administer a substance other than normal saline by parenteral instillation an order is required.</li> </ol>	<p>RPNs practising in settings with clients requiring rehydration such as geriatric psychiatry, eating disorders units, acute addictions, and developmental habilitation will administer a substance by enteral or parenteral instillation as part of their practice; i.e. 0.9% Sodium Chloride (normal saline) irrigation as part of an enteral feeding.</p>

**Reserved Act 5(f)**

***Administer a substance by transfusion.***

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Perform required nursing interventions to address physical conditions, including, but not limited to, intravenous therapy and drainage tubes, skin and wound care, metabolic screening and management of withdrawal symptoms.</li> </ul>	<p>If a registered psychiatric nurse has completed additional education and there is an order, a registered psychiatric nurse may administer a substance by transfusion.</p>	<p>RPNs practising in acute addiction settings will administer albumin for clients with critically low blood (serum) albumin levels. RPNs also occasionally administer blood and plasma transfusions in these settings for clients in acute withdrawal.</p>

**Reserved Act 9**

**Administer a drug or vaccine by any method.**

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Perform safe medication administration by a variety of methods (e.g., oral, parenteral).</li> </ul>	<p><u>Drug</u> A RPN may administer a drug (except a vaccine) by any method (except by intravitreal administration) in any of the following circumstances:</p> <ol style="list-style-type: none"> <li>1. There is an order for the drug to be administered; and</li> <li>2. The drug is a non-prescription drug.</li> </ol> <p><u>Vaccine</u> A RPN may administer a vaccine by any method in accordance with the provincial requirements in any of the following circumstances:</p> <ol style="list-style-type: none"> <li>1. The vaccine is included in a publicly-funded provincial immunization program;</li> <li>2. The vaccine is required as part of a communicable disease response;</li> <li>3. There is an order for the vaccine to be administered.</li> </ol>	<p>Administering drugs by any method is performed routinely by RPNs in all practice settings.</p> <p>Administering a vaccine by any method, for example, a flu-shot clinic, is performed by RPNs practising in community mental health and long-term care settings.</p>

**Reserved Act 10(a)**

***Apply the application of ultrasound.***

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Identify clinical indicators that may negatively impact the client's well-being (e.g., pain, hyperglycemia, hypertension).</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Incorporate data from other sources (e.g., laboratory tests, collateral information).</li> <li>• Provide complex psychiatric nursing interventions (e.g., facilitating group process, conflict resolution, crisis interventions, individual, group and family counselling, assertiveness training, somatic therapies, pre- and post-ECT (electroconvulsive therapy) care, milieu therapy and relaxation).</li> </ul>	<p>There are no requirements or conditions for RPNs to perform bladder volume measurement but for the purposes of performing</p> <ol style="list-style-type: none"> <li>1. Blood flow monitoring; and</li> <li>2. Fetal heart monitoring</li> </ol> <p>an order is required and the RPN must complete additional education.</p>	<p>RPNs practising in a variety of settings but particularly in long term care, will measure bladder volume on their clients diagnosed with a urinary tract infection or who are incontinent but having difficulty urinating.</p> <p>RPNs practising in settings such as long-term care or geriatric psychiatry will have clients with vascular disease and lower leg ulcers and will apply doppler ultrasound to assess and monitor blood flow. It is also performed by RPNs practising in acute addictions to determine intravenous placement on a client.</p> <p>RPNs practising in settings such as acute psychiatry and medically managed chemical withdrawal units perform fetal heart monitoring on their clients who are pregnant.</p>

**Reserved Act 10(b)**

**Apply the application of electricity for:**        **(iv) defibrillation.**  
    **(vi) electroconvulsive therapy**  
    **(x) transcutaneous cardiac pacing**

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Identify clinical indicators that may negatively impact the client's well-being (e.g., pain, hyperglycemia, hypertension).</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Incorporate data from other sources (e.g., laboratory tests, collateral information).</li> <li>• Provide complex psychiatric nursing interventions (e.g., facilitating group process, conflict resolution, crisis interventions, individual, group and family counselling, assertiveness training, somatic therapies, pre &amp; post electroconvulsive therapy care, milieu therapy and relaxation).</li> </ul>	<p>If a RPN has completed additional education and there is an order, the RPN may apply electricity for the following purposes:</p> <ol style="list-style-type: none"> <li>1. Defibrillation</li> <li>2. Electroconvulsive shock therapy</li> <li>3. Transcutaneous cardiac pacing.</li> </ol>	<p>RPNs practising in acute psychiatry and geriatric psychiatry will perform electroconvulsive shock therapy with a variety of clients for whom treatment has been ordered.</p> <p>RPNs practising in settings such as developmental habilitation and who are on the code team will perform defibrillation and transcutaneous cardiac pacing in emergency situations where indicated such as resuscitation following a cardiac arrest.</p>

**Reserved Act 10(e)**

**Order the application of x-rays.**

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Identify clinical indicators that may negatively impact the client's well-being (e.g., pain, hyperglycemia, hypertension).</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Incorporate data from other sources (e.g., laboratory tests, collateral information).</li> <li>• Provide complex psychiatric nursing interventions (e.g., facilitating group process, conflict resolution, crisis interventions, individual, group and family counselling, assertiveness training, somatic therapies, pre- and post-ECT (electroconvulsive therapy) care, milieu therapy and relaxation).</li> </ul>	<p>If a RPN has completed additional education the RPN may order x-rays for the purposes of diagnosing a health condition or fracture that is appropriate to the RPN's practice if the RPN practises in an approved setting and the RPN</p> <p>(a) Uses a clinical decision tool in place at the approved practice setting;</p> <p>(b) Collaborates with</p> <ol style="list-style-type: none"> <li>1. a registered nurse (nurse practitioner)</li> <li>2. a registered nurse (authorized prescriber)</li> <li>3. a registered psychiatric nurse (authorized prescriber)</li> <li>4. a physician</li> <li>5. a physician assistant, or</li> <li>6. a clinical assistant</li> </ol> <p>who is legally permitted and competent to order x-rays.</p>	<p>An RPN practising in a long-term care setting has a resident on multiple medications and who is experiencing constipation, abdominal pain and upon examination the client's abdomen is hard and no bowel sounds are heard. In collaboration with the physician, the RPN orders an abdominal x-ray to assess for a bowel obstruction.</p> <p>An RPN practising in a rural or northern health setting assesses a client who presents with shortness of breath, coughing, chest pain, fever and fatigue. The RPN suspects tuberculosis and orders a chest x-ray for further assessment and diagnostic purposes in advance of a referral to a public health nurse.</p>

**Reserved Act 11**

***In relation to a therapeutic diet that is administered by enteral instillation or parenteral instillation: (a) select ingredients for the diet, or (b) compound or administer the diet***

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Identify clinical indicators that may negatively impact the client's well-being (e.g., pain, hyperglycemia, hypertension).</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Incorporate data from other sources (e.g., laboratory tests, collateral information).</li> <li>• Perform required nursing interventions to address physical conditions, including, but not limited to, intravenous therapy and drainage tubes, skin and wound care, metabolic screening and management of withdrawal symptoms.</li> </ul>	<p><u>Enteral Instillation:</u> If there is an order, a RPN may compound or administer the diet.</p> <p><u>Parenteral Instillation:</u> If there is an order, the RPN may select ingredients for the diet if the RPN has completed additional education and collaborates with</p> <ol style="list-style-type: none"> <li>1. A registered dietician</li> <li>2. A registered nurse (nurse practitioner) or</li> <li>3. A physician.</li> </ol> <p>who is legally permitted and competent to select ingredients for the diet.</p> <p>If there is an order, the RPN may administer the diet.</p>	<p>An RPN in an inpatient setting receives an order to administer Isosource fiber 1.5 @ 30ml/hr via PEG tube. The RPN provides the enteral instillation using a Kangaroo pump.</p> <p>RPNs practising in settings such as geriatric psychiatry or developmental habilitation may order Pectin and modify the feedings under the consultation of a dietitian, for example.</p>

**Reserved Act 13(a)**

***Put into the external ear, up to the eardrum, a substance that is under pressure.***

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the health sciences, including anatomy, physiology, microbiology, nutrition, pathophysiology, psychopharmacology, pharmacology, epidemiology, genetics, and prenatal and genetic influences on development.</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> <li>• Perform required nursing interventions to address physical conditions, including, but not limited to, intravenous therapy and drainage tubes, skin and wound care, metabolic screening and management of withdrawal symptoms.</li> </ul>	<p>None</p>	<p>RPNs caring for clients who are residents of long-term care settings such as a personal care home or developmental habilitation facilities will perform ear wax removal with a syringe or an elephant ear washer as examples.</p>

## Reserved Act 20

***Perform a psycho-social intervention with an expectation of modifying a substantial disorder of thought, mood, perception, orientation or memory that grossly impairs judgment, behaviour, the capacity to recognize reality, or the ability to meet the ordinary demands of life.***

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
<ul style="list-style-type: none"> <li>• Assessment of client and analysis of history and data;</li> <li>• Communication and explanation of procedure including any adverse effects to the client and/or his/her representative;</li> <li>• Integration of knowledge and skills required to perform the procedure.</li> <li>• Application of knowledge and skills for safe, competent use of equipment involved to carry out procedure;</li> <li>• Assessment of client's response to the procedure;</li> <li>• Analysis of findings to determine care/treatment plan/interventions;</li> <li>• Communication of findings to client and/or his/her representative, and in the client record;</li> <li>• Consultation, collaboration with and/or referral to other members of the health care team as required;</li> <li>• Modification of care/treatment plan as required</li> </ul>	<ul style="list-style-type: none"> <li>• Apply therapeutic use of self to inform all areas of psychiatric nursing practice.</li> <li>• Establish a therapeutic relationship with the client.</li> <li>• Maintain the therapeutic relationship.</li> <li>• Terminate the therapeutic relationship.</li> <li>• Demonstrate knowledge of disorders of developmental health and mental health.</li> <li>• Demonstrate knowledge of resources and diagnostic tools (e.g., standardized assessment scales, The DSM).</li> <li>• Select an evidence-informed framework applicable to the type of assessments required (e.g., bio-psychosocial, cultural model, community assessment model, multi-generational family assessment).</li> <li>• Perform an in-depth psychiatric evaluation (e.g., suicide, history of violence, trauma, stress, mental status, self-perception, adaptation and coping, substance use and abuse).</li> <li>• Perform holistic assessment (e.g., physical, mental health, social, spiritual, developmental and cultural).</li> </ul>	<p>To perform a psycho-social intervention with an expectation of modifying a substantial disorder of thought, mood, perception, orientation or memory that grossly impairs judgment, behaviour, the capacity to recognize reality, or the ability to meet the ordinary demands of life, the RPN must collaborate with a practicing member of one of the health care professions that is regulated under the Act (or a profession-specific Act) who is legally permitted and competent to perform psycho-social interventions.</p> <p>While performing a psycho-social intervention for a client whose disorder is not substantial is not a Reserved Act for RPNs, the risk of harm to the client increases as their condition becomes more substantial and their presentation becomes more unstable. Under these circumstances, the treatment can evolve into a Reserved Act -- which is why RPNs must remain aware at all times of the intervention they are providing, the depth and breadth of the relationship with the client, the acuity of the disorder, opportunity for collaboration with other health care providers, and the client's ability to cope.</p> <p>Other requirements for RPNs to perform this Reserved Act include an established therapeutic relationship with the client, and additional education and knowledge beyond entry-level competencies.</p>	<p>An RPN Nurse Therapist providing Trauma Informed Therapy with War Veterans: The RPN utilizes a wide range of assessment modalities and interventions based on entry to practice competencies as well as competencies gained through experience and continuing education. The RPN will utilize a range of counselling and supportive techniques at a more basic level to provide support to the client(s) within their care. As an important piece of the therapeutic relationship, the RPN will assess for risk of harm, family history, individual coping mechanisms, tolerance of therapy and will question and probe the client to assess for the presence or absence of psychiatric symptoms related to a DSM diagnosis.</p> <p>Based on this information, the RPN will begin to form a diagnosis or diagnostic impression for the client and will communicate these findings to the inter-collaborative team. At a more formal level, the RPN will integrate treatment using a wide range of treatment modalities or psychosocial interventions or may choose to focus on one particular therapy/intervention in order to work with the client(s). These may include: Cognitive Behaviour Therapy (CBT), Dialectical Behaviour Therapy (DBT), Behaviour Modification, Mindfulness Therapy and Trauma and Exposure Therapy. In some cases, with extensive training, the RPN may also be performing Eye Movement Desensitization &amp; Reprocessing (EMDR).</p>

Required Competencies	ETP Requirements (Didactic and Clinical)	Requirement and Conditions	Practice Examples
	<ul style="list-style-type: none"> <li>• Identify psychiatric signs and symptoms that are commonly associated with psychiatric disorders, using current nomenclature (e.g., The Diagnostic and Statistical Manual of Mental Disorders).</li> <li>• Use critical thinking to analyze and synthesize data collected to arrive at a clinical judgment.</li> <li>• Demonstrate knowledge of the disorders of addiction, as well as relevant resources and diagnostic tools (e.g., standardized screening tools, detoxification and withdrawal guidelines).</li> <li>• Demonstrate knowledge of therapeutic modalities (e.g., individual, family and group therapy and counselling, psychopharmacology, visualization, consumer-led initiatives).</li> <li>• Provide complex psychiatric nursing interventions (e.g., facilitating group process, conflict resolution, crisis interventions, individual, group and family counselling, assertiveness training, somatic therapies, pre- and post-ECT (electroconvulsive therapy) care, milieu therapy and relaxation).</li> <li>• Apply crisis intervention skills with clients experiencing acute emotional, physical, behavioural, and mental distress (e.g., loss, grief, victimization, trauma).</li> </ul>		

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*This publication is available in alternate formats on request*

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