



The *Professional Standards* document provides an overall framework for nursing practice, and links with the College's other practice standards, guidelines and competencies.

*Professional Standards* include seven broad standards. Relationships is one of these standards.

## Relationships

### Standard statement

Each nurse establishes and maintains respectful, collaborative, therapeutic and professional relationships.

- [\*Therapeutic Nurse-Client Relationship\*](#)
- Professional Relationships



Each nurse establishes and maintains respectful, collaborative, therapeutic and professional relationships.

Relationships include therapeutic nurse-client relationships and professional relationships with colleagues, health team members and employers. The client's needs are the focus of the nurse-client relationship, which is based on trust, respect, intimacy and the appropriate use of power.

A therapeutic nurse-client relationship is one of unequal power. Nurses have the power in the relationship because of their position and influence in the health care system, specialized knowledge and their ability to access privileged information. The therapeutic relationship differs from a social relationship in that the needs of the client always come first. The nurse must not use the nurse-client relationship to meet personal needs. For more information on the *Therapeutic Nurse-Client Relationship* practice standard, click on this title shown on the slide.

## Indicators For All Nurses

- practice according to the *Therapeutic Nurse-Client Relationship* practice standard;
- ensure clients' needs remain the focus of the nurse-client relationship;
- show respect, empathy and interest for clients; and
- develop collaborative partnerships with clients and families.

Nurses demonstrate the standard by practicing according to the *Therapeutic-Nurse Client Relationship* practice standard and ensuring client's needs remain the focus of the nurse-client relationship. This includes maintaining boundaries between professional, therapeutic and non-professional personal relationships; demonstrating respect, empathy and interest in the client; and developing collaborative partnerships with clients and families that respect their needs, wishes, knowledge, experience, values and believes.

Susan, a client, was bruised after being pushed by another client. Louis, the nurse, completes an incident report but doesn't contact Susan's daughter (the substitute decision-maker) to tell her of the injury.

**Should Louis have contacted Susan's daughter?**

- A) Yes
- B) No

Read the scenario and questions, use the mouse and click on the circle beside the correct answer.

## Question Discussion

The answer is A.

Part of the nurse-client relationship is maintaining trust and respect with the family through communication. While Susan's injury wasn't serious, Louis has to be receptive to the fact that her daughter, the designated substitute decision-maker, has concerns about Susan's well-being and wants to be kept aware and involved in her care.

Read the discussion note.

The answer is A.

Part of the nurse-client relationship is maintaining trust and respect with the family through communication. While Susan's injury wasn't serious, Louis has to be receptive to the fact that her daughter, the designated substitute decision-maker, has concerns about Susan's well-being and wants to be kept aware and involved in her care.

## Scenario

One of Nina's clients is from a First Nations community, and he asked to have a sweetgrass ceremony performed in his room. He explains the ceremony involves chanting and burning some substances that will result in small amount of smoke. Nina knows burning substances is against the facility's policy and she is concerned about what other clients will think, but she wants to respect her client's wishes.

**Can Nina help her client?**

- A) No, burning substances is against the facility's policy so there is nothing Nina can do.
- B) Yes, Nina can look for ways to honour the client's request.

© 2014 by American Speech-Language-Hearing Association. All rights reserved. THE STANDARD OF CARE.

Read the scenario and question, use the mouse and click on the circle beside the correct answer.

## Question Discussion

The answer is B.

Nina's commitment to client-centred care prompts her to explore ways of meeting the client's needs within the limits of the practice setting policy. By attending to the client's request, Nina will develop a collaborative partnership with him that respects his needs, values and beliefs. Nina's actions demonstrates respect and interest for her client.

## Professional Standards Relationship

Your score	{score}
Max score	{max-score}
Number of quiz attempts	{total-attempts}

## Indicators For All Nurses

- share knowledge and develop networks;
- model and practice positive collegial relationships;
- demonstrate effective conflict-resolution skills; and
- use a wide range of communications skills.

Professional relationships are based on trust and respect and result in improved client care. Sharing of knowledge with others to promote best possible outcomes for clients is expected of all nurses. This includes developing networks to share knowledge related to best practices.

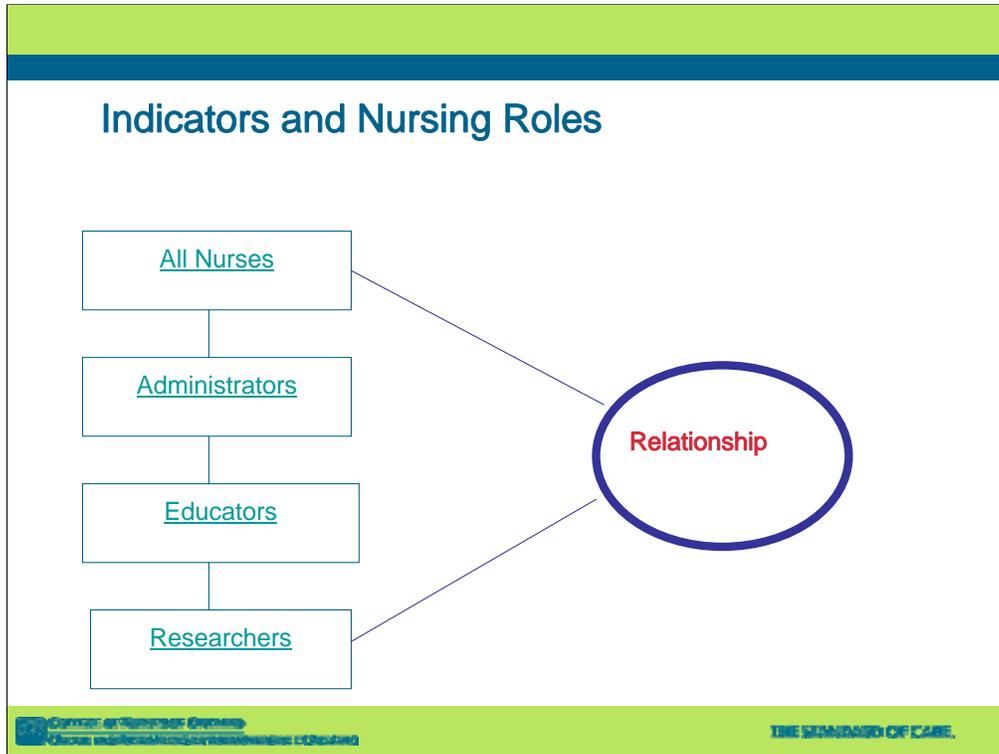
In addition to sharing knowledge, all nurses are expected to role-model positive collegial relationships; demonstrate effective conflict-resolutions skills; and use a wider range of communication skills such as active listening, attending to non-verbal behaviours and addressing behaviours in a non-judgmental manner.

## Indicators For All Nurses

- nurses faced with conflict should explore root cause;
- recognize that the potential for abuse of clients exists, and take action to prevent and stop it; and
- when a health care provider sexually abuses a client, the nurse must report the colleague to their regulatory college.

In addition to communication strategies, nurses faced with conflict should explore and understand the root cause. Nurses may need help and support from management to implement a conflict-resolution process.

If a nurse witnesses another nurse or another member of the health care team abusing a client, the nurse must take immediate action to stop the abuse and report it to their employer or other authorities responsible for the health care provider. When a health care provider sexually abuses a client, the nurse must report the colleague to their regulatory college.



Nurses work in a variety of roles. Some nurses provide direct client care, while others practice in the administrator, educator or researcher role. The indicators on the following slides illustrate how the standard may be demonstrated by nurses working in different roles.

Nurses in the administrator, educator and researcher role have additional indicators, therefore they should review the All Nurses section and the specific section matching their role. To review this presentation by specific role, use your mouse and click on your choice.

## Indicators For The Administrator Role

- foster a setting free from abuse;
- report a health care provider who is sexually abusing a client;
- support therapeutic-nurse client relationships; and
- promote philosophy of client-centred care and collaborative relationships.



In addition to the indicators for all nurses, nurses in the administrative role have added indicators. They are expected to foster an environment in which clients and nurses are free from abuse. This means taking the appropriate action to stop the abuse and manage the situation and/or report to the appropriate authorities. When a health care provider is sexually abusing a client the nurse must report the colleague to their appropriate regulatory college.

Nurse administrators are in the position to support the therapeutic nurse-client relationship and advocate for systems of care that acknowledge and support nurses in developing and maintaining therapeutic relationships. As well, they promote a philosophy of client-centred care and collaborative relationships with clients and the health care team.

## Indicators For The Administrator Role

- promote a work environment of trust and respect;
- value and acknowledge nursing expertise and contribution;
- support nurses to take action when clients are at risk of harm; and
- ensure systems are in place to reduce and manage conflict.

Nurse administrators are required to promote a work environment in which trust and respect is expected among all health care disciplines. This includes valuing and acknowledging nursing expertise and contributions to the health care team. Nurse administrators support nurses in taking action when clients are at risk of harm from colleagues.

Collegial relationships based on trust and respect are important to ensuring safe client care. Nurses may need help and support from management to implement a conflict-resolution process. When conflict among nurses is left unresolved, it can have serious consequences. Nurse administrators are expected to ensure systems are in place to reduce and effectively manage conflict between team members.

## Scenario

Jackie, a nurse, discovers that one of her colleagues has started a rumour about her. Jackie doesn't want to approach her colleague alone and tells Wendy, her manager, of the rumour. To facilitate a resolution, Wendy calls a meeting with Jackie and her colleague. After the meeting, Wendy schedules a team meeting to review the principles of conflict resolution with all of the staff.

Read the scenario

**Did Wendy carry out her professional responsibilities as a nurse manager?**

- A) No, as a manager, Wendy did not resolve the situation appropriately.
- B) Yes, Wendy carried out her professional responsibilities to resolve the situation.

Read the question, use the mouse and click on the circle beside the correct answer.

## Question Discussion

The answer is B.

By immediately assisting the nurses in resolving the conflict by acting as a mediator and a role model, Wendy demonstrated that she has a conflict-resolution system in place. Wendy also demonstrated her ability to support nursing in addressing unethical and unprofessional behaviour among colleagues.

Wendy facilitated the development of conflict-resolution skills while promoting an environment of trust and respect.

Read the question discussion notes.

## Nurse Administrator

Your score	{score}
Max score	{max-score}
Number of quiz attempts	{total-attempts}

## Indicators For The Educator Role

- identify and support education related to professional and therapeutic relationships; and
- role-model therapeutic nurse-client relationship.



[Click here to access CNO article titled: Mastering Communication](#)

In addition to the indicators for all nurses, nurses in the educator role have added indicators.

They meet the standard by facilitating the development of conflict-resolution skills by supporting nurses in developing skills to address unethical, unprofessional and unsafe behaviour of colleagues.

This may include facilitating the understanding and development of good communication skills; helping a nurse explore the meaning behind some behaviours; and educating nurses regarding different strategies to use when establishing and maintaining a therapeutic nurse-client relationship.

## Indicators For The Researcher Role

- communicate knowledge of evidence-based, best practice guidelines; and
- support nurses participation in research studies.



In addition to the indicators for all nurses, nurses in the researcher role have added indicators.

They meet the standard by communicating knowledge of evidence-based, best practice guidelines related to caring and therapeutic relationships.

Nurses in the researcher role have a role to play in professional relationships, which are based on trust and respect and result in improved client care. They are expected to support nurses to participate in research studies and share knowledge of the research process and relevant studies to other nurses and team members.

## Professional Standards

Accountability  
Continuing Competency  
Ethics  
Knowledge  
Knowledge Application  
Leadership  
Relationship



To work through another chapter from *Professional Standards*, close the presentation and return to the Learning Centre