

**Canadian Nurse Continence Advisor Association's
Nurse Continence Advisor Standards for Practice**

Approved at the CNCA AGM May 3, 2008

MISSION – The Nurse Continence Advisor (NCA) provides quality, holistic care using the best available evidence based practice to achieve optimal client outcomes.

VISION – The Canadian Nurse Continence Advisor Association (CNCA) is a National Association whose mandate is to promote and advocate for the specialty of NCAs in Canada through leadership, strategy, education, research and clinical practice. The activities of CNCA are designed to enrich members' professional growth and development and the quality of life of our clients¹.

NCA ROLE - NCAs are Registered Nurses who have achieved the recognized educational certification as Nurse Continence Advisor and maintain their specialist competency through continuing education and clinical practice².

1. “Client” in this document refers to an individual client, his or her family, and the community as client.
2. These standards and maintenance of competency are in *addition* to regulations of provincial bodies governing registration of nurses.

Dimension	Standard	Indicators
Specialized Knowledge	NCAs base their practice on a specialized body of knowledge in continence promotion and management.	<p>Complete a minimum of 150 hours of educational preparation and 150 hours of clinical experience which includes 75 hours with a qualified NCA preceptor and 75 hours of independent practice (in accordance with the fundamental core curriculum for the education and certification of the NCA).</p> <ul style="list-style-type: none"> • Core specialized knowledge concepts include: • Understand and articulate the scope of the role of the NCA. • Understand and articulate the normal process of voiding/defecation and the relevant neurological control. • Understand and articulate the mechanisms of bladder and bowel dysfunction and their contributing factors. • Understand and articulate the components of a comprehensive assessment and examination for bladder and bowel dysfunction. • Understand and articulate the strategies to promote continence and manage bladder and bowel dysfunction.

Dimension	Standard	Indicators
<p>Specialized Clinical Practice</p>	<p>NCAAs will apply their knowledge in a holistic and evidence-based approach to continence promotion and management</p>	<p><i>Decision making</i></p> <ul style="list-style-type: none"> • Use multiple approaches to gather data about the client and situation related to continence. • Demonstrate knowledge and use of clinical judgment. • Use analytical and interpretive skills and critical thinking to make nursing decisions. <p><i>Documentation</i></p> <ul style="list-style-type: none"> • Document in accordance to regulatory and agency/institutional requirements. • Document specific data relative to the plans and effects regarding continence management. • Document planned and actual outcomes in consultation with the client <p><i>Continence Care Management</i></p> <ul style="list-style-type: none"> • Conduct a comprehensive continence assessment. • Obtain collateral information from multiple/various sources. • Develop a treatment/care plan in consultation with the client, incorporating client's abilities, values, beliefs and goals. • Demonstrate skill and knowledge in the use of diagnostic and treatment equipment and supplies relevant to the scope of NCA practice. • Provide education related to appropriate product options. • Monitor client response and behaviour throughout each intervention, altering care plans as appropriate. • Refer clients as appropriate to other health care professionals providing information to assure a seamless flow of the referral. <p><i>Education of clients:</i></p> <ul style="list-style-type: none"> • Assess client learning needs, styles and readiness. • Identify self-management abilities and any factors which may impinge on client learning. • Identify client specific learning objectives and design learning experiences to suit individual needs and preferences. • Develop flexible teaching and education resources. • Evaluate the effectiveness of teaching and learning.

Dimension	Standard	Indicators
<p>Commitment to Clients and Continence Promotion</p>	<p>NCAAs will work within a model of interprofessional collaboration and will establish effective relationships with colleagues, clients and the community.</p>	<p><i>Therapeutic Relationships with Clients</i></p> <ul style="list-style-type: none"> • Establish a climate conducive to the development of a therapeutic relationship. • Identify and address the diverse needs of individuals appropriate to the social context. • Acknowledge and respect the emotional needs of individuals. • Acknowledge the client as a participating and equal member of the health care team. • Establish a climate conducive to the development of therapeutic relationship which includes the physical, psychosocial, cultural, developmental, and spiritual dimensions. • Cultivate the professional/client relationship that will reflect honesty, authenticity, trustworthiness, and be respectful of diversity. • Respect and promote the principles of client self care management. • Receive and forward appropriate referrals to ensure optimal care, as needed. <p><i>Caregivers/Interprofessional Partners</i></p> <ul style="list-style-type: none"> • Establish a rapport offering support and education to the client's caregivers. • Practice open communication and collaboration with other members of the health care team. <p><i>Public awareness</i></p> <ul style="list-style-type: none"> • Create opportunities and use strategies to influence public awareness of continence. • Participate in counseling of individuals and groups related to attitudes/practices/standards. • Provide information and advice on request. <p><i>Advocacy</i></p> <ul style="list-style-type: none"> • Promote the rights of individuals and groups to access continence services. • Promote awareness at local, provincial and national levels of the need for continence services. • Promote continence education within health sciences curricula. • Demonstrate awareness of the politics of health and its influence on continence care.

Dimension	Standard	Indicators
Leadership	NCAs demonstrate professional leadership in continence promotion and management	<p><i>Education of health care professionals:</i></p> <ul style="list-style-type: none"> • Assess learning needs. • Provide opportunities for continuing education. • Obtain formal and informal evaluation feedback from learners. • Act as a consultant in the area of the continence promotion and management. <p>Personal Leadership</p> <ul style="list-style-type: none"> • Participate in and supports quality improvement initiatives and programs. • Participate in knowledge transfer and uptake innovations and best practices/evidence. • Continually develop their personal resources for effective leadership. • Take responsibility for the growth and development of their own leadership expertise and mentor others to develop leadership expertise.
Continued Competency	NCAs maintain and enhance competencies relevant to continence promotion and management	<p>Meet the annual credentialing requirements as set forth by the CNCA.</p> <ul style="list-style-type: none"> • Continually assess their practice through the identification of their specific learning needs. • Seek opportunities for growth to improve continence promotion and management. • Share knowledge with clients, other nurses, healthcare providers and the public.
Accountability	NCAs act in a manner consistent with their professional responsibilities and standards of practice	<ul style="list-style-type: none"> • Practice in accordance with federal, provincial and territorial legislative and regulatory requirements. • Conduct themselves with honesty and integrity. • Whether engaged in clinical, administrative, research, or educational endeavours, have professional responsibilities and accountabilities towards safeguarding the quality of nursing care. These responsibilities and accountabilities vary but are all oriented to the expected outcome of safe, competent, and ethical nursing practice. • Base and maintain their practice on relevant knowledge and engaging in continuing education. • Collaborate with other health care professionals by: <ul style="list-style-type: none"> • providing regular and timely feedback. • engaging in peer review and support. • Practice within their own level of competence and scope. • Seek consultation when the level of care required is outside their level of competence.

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Ethics	NCAs use the 'Code of Ethics for Registered Nurses' (CNA) to guide their practice.	Establish and maintain a caring and safe environment that supports clients to achieve continence goals and outcomes. <ul style="list-style-type: none"> • Identify the effect of their own values, beliefs and experiences concerning all aspects of practice. • Engage with clients through a variety of approaches that demonstrate caring, dignity, individuality and respect. • Respect and preserve client rights based on legal and ethical principles (e.g., the right to informed consent, privacy, personal choice, confidentiality, quality practice environments). • Advocate for clients, especially when they are unable to advocate for themselves related to continence promotion and management.