

MODULE 3 Communication and Terminology for
Professional Registration

TOPIC 1 Understanding the Regulated Health
Professions Act, 1991

LEARNING OUTCOMES:

By the end of this lesson, participants will be able to:

- ◆ identify and define the “controlled acts” of a variety of health care professions

- ◆ understand the importance and role of the Regulated Health Professions Act

TOPIC	SKILLS	CLB COMPETENCE AREA	COMPETENCIES	PRE-TASKS	TASK	POST TASK
<ul style="list-style-type: none"> ◆ Understanding the Regulated Health Professions Act, 1991 	<ul style="list-style-type: none"> ◆ Listening/ Speaking ◆ Writing 	<ul style="list-style-type: none"> ◆ exchanging information ◆ formatted text 	<ul style="list-style-type: none"> ◆ scan for details in a legal document ◆ explain job-related duties and responsibilities ◆ ask for clarification 	<ul style="list-style-type: none"> ◆ identify health care professionals and the medical procedures they perform ◆ apply knowledge of medical terminology to determine meaning ◆ match legal terms with meanings 	<ul style="list-style-type: none"> ◆ read RHPA, 1991 ◆ understand and match “controlled acts” with health care occupations 	<ul style="list-style-type: none"> ◆ discuss “controlled acts” according to subsector

Facilitator's Notes for Module 3
Topic 1: Understanding the Regulated Health Professions Act, 1991

FACILITATOR PREPARATION

Content

Facilitator should be familiar with the Regulated Health Professions Act, 1991, particularly sections 27-29 (Handout 4). The full text of the Act is available on the Internet. Handout 1 consists of three pages of reading. If necessary, this reading could be assigned as homework the day before delivery of the lesson.

Delivery

As many copies as necessary should be made of the following handouts:

- ◆ Handout 1 Reading: Careers in Health Care (three pages)
- ◆ Handout 2 Discussion Questions, Comprehension Check and Vocabulary Exercises (two pages)
- ◆ Handout 3 Legal Terminology Matching Activity
- ◆ Handout 4 Regulated Health Professions Act, 1991, Sections 27-29 (two pages)
- ◆ Handout 5 Comprehension Check and Matching Activity (two pages)

Materials Needed: access to a board.

Methodology

Introduction

(15 minutes)

Explain to participants that there are legal aspects to licensing. In Ontario, health care professions are governed by the Regulated Health Professions Act, 1991 (RHPA). The RHPA is an "umbrella" act; the scope of practice of the different health occupations is governed by the individual act that governs each occupation. Each medical profession has a regulatory body or "college" that exists to set and maintain standards for the profession. Inform participants that this lesson will focus on Section 27-29 of the RHPA, which deals with "controlled acts". Explain to the participants that they will encounter the term "controlled acts" in the fact sheets for their professions in the next lesson.

Draw participants' attention to other aspects of the RHPA. For example, Section 15 deals with registration and appeal procedures; Section 36 deals with confidentiality (concerning communication between a patient and a health care professional and also inter-college communication about a member.).

Inform participants that this lesson also gives them an opportunity to learn about allied health professions. Point out that health care professionals need to be knowledgeable about each others' professions because of the importance of working as a team in delivering health care services.

Pre-Tasks

(10 minutes) 1.

Ask participants from different health care professions to identify the other health care professionals that they regularly work with. Ask them how these other health care professionals complement or support their work.

(15 minutes) 2.

Ask participants from different health care professions to identify the medical procedures that they routinely perform. Are these procedures best performed by members of their professions? Why? Why not?

- (10 minutes)** 3. Ask participants to identify procedures that can only be performed by members of a particular health care profession. Are these restrictions necessary? Why? Why not?
(optional)
- (30 minutes)** 4. Distribute Handout 1 (Reading: Careers in Health). Give participants sufficient time to read the handout. Then conduct a class discussion using the discussion questions in Handout 2.
- (15 minutes)** 5. Instruct participants to reread the relevant paragraphs of the text to answer the comprehension and vocabulary questions in Handout 2. Discuss answers as a class.
- (15 minutes)** 6. Explain to participants that the terms in Handout 3 (Legal Terminology Matching Activity) are commonly used in legal documents such as the RHPA. It is useful to make sure they are understood before reading legal documents. Instruct participants to do the matching exercise as preparation for reading Handout 4 (Regulated Health Professions Act, Sections 27-29). Take up with class.

Tasks

- (50 minutes)** 1. Distribute Handout 4 (RHPA, Sections 27-29). Instruct participants to read this document and then complete the comprehension check (exercise 1) in Handout 5.
- (20 minutes)** 2. Form pairs of participants. Instruct participants to re-read Section 27 on controlled acts and ask them to complete the matching activity (exercise 2) in Handout 5. They need to identify the health care professions that are permitted to perform the controlled acts described.
- (20 minutes)** 3. Take up Handout 5. Have pairs of participants volunteer their answers to the matching activity in exercise 2 above. Elicit reasons for answers.

Post-Tasks

- (30 minutes)** 1. different health care profession. Participants should take turns describing to each other the controlled acts that they are allowed to perform as set out in the RHPA. Ask participants to note overlaps in terms of the controlled acts they are permitted to perform as members of their professions and also controlled acts that are limited to their professions.
- (15 minutes)** 2. Discuss as a class. Have pairs of participants report on what is common and what is different between their professions in terms of controlled acts.
(optional)

Handout 1 (page 1)

Careers in Health Care

1. The medical profession has progressed considerably since the days when barbers performed surgery. Physicians are highly trained and educated, and they rely upon many other medical professionals to do tasks that don't require the skill of a medical doctor. Technological advances have greatly increased the need for persons trained in a wide variety of health-related occupations. These paramedical (or allied health) personnel are well trained to do their jobs. Depending upon the function, that training can be received on the job, or it may require as much as two years of training beyond a bachelor's degree.
2. The most familiar paramedical personnel are nurses, who work both in and out of the hospital. Being a nurse does not require as many years of study as a doctor, but one must be equally dedicated. Caring for sick people demands great patience and a lot of work.
3. Nurses assist in the operating room and attend to the medical needs of hospitalized patients in accordance with doctors' orders. Some nurses are employed in physicians' offices to do preliminary examinations of patients and other duties that do not require the physicians' personal attention. There are two types of nurses—registered nurses (RNs) and registered practical nurses (RPNs). Registered nurses have the major responsibility for patient care, acting upon the written direction of the physician. The RPN is an important member of the health care team. Because of the strong clinical focus of the role, the RPN is very aware of client needs, concerns, and health status. RPNs play an active role in the ongoing care, planning, and coordination of activities for their clients. Using their skills and knowledge, RPNs assess for change in client health status and refer their clients accordingly when the client's care needs are beyond their scope of competence. Nurses work in many settings including hospitals, nursing homes, extended care facilities, outpatient clinics, physicians' offices, and private homes.
4. Electrocardiograph and electroencephalograph technicians operate diagnostic machines. The electrocardiograph (EKG) machine measures the electrical impulses that occur when the heart beats. The operator attaches electrodes to the chest, arms, and legs of the patient, and the machine makes a paper record (electrocardiogram) of the various responses, which are later read and interpreted by a physician. The electroencephalograph (EEG) records brain waves in a manner similar to the electrocardiograph. The electrodes are placed on the patient's head, and the recording is made while the patient is at rest. Many EKG technicians are trained on the job, while EEG technicians require one or two years of training in a hospital program, vocational school, or college.
5. Dialysis technicians operate hemodialysis machines, which take the place of a patient's damaged kidneys. Patients requiring dialysis receive treatments three times a week to relieve their blood of the waste products that have collected. Dialysis technicians are normally trained on the job. They may work in a hospital, physician's office, or dialysis centre.

Handout 1 (page 2)

5. 6. There are three types of radiological technologists. Diagnostic technologists take and develop X-rays. They must also be able to read the X-rays to the extent of knowing whether or not the X-ray clearly shows the areas ordered by the physician. Radiation therapy technicians provide radiation to patients in order to destroy tumors or other foreign tissue. Nuclear medicine technicians introduce radioactive materials into the patient's bloodstream for diagnosis or treatment of disease or injury. The radioactive substance permits sophisticated X-ray machines to make photographic images of organs that would not be visible using ordinary X-ray techniques. X-ray technologists require a two- to four-year course in radiography after graduation from high school. Most radiation technologists work in hospitals, although some diagnostic technologists may be employed by physicians or chiropractors.

7. Occupational therapists use patient activity in order to help patients recover from physical, mental, or emotional disability. For instance, sewing may be prescribed to help develop fine motor functions that may have been lost because of stroke or trauma. Exercises to develop atrophied or injured muscles are also employed.

8. Like occupational therapists, physiotherapists work directly with patients, using exercise, heat, massage, and other physical means to alleviate pain and /or overcome disabilities. A four-year college degree in physiotherapy qualifies one for this career.

9. Both physiotherapists and occupational therapists act under the general direction of a physician but prescribe the specific courses of treatment themselves. There are also occupational and physiotherapists' aides who can work with patients to help them perform the activities prescribed by the therapist.

10. Respiratory therapists help people with respiratory ailments (such as asthma, bronchitis, and emphysema) to breathe. They operate various kinds of respirators and oxygen tents and administer the medication prescribed by the physician.

11. Emergency medical technicians, sometimes called paramedics, operate mobile medical facilities, which are equipped to provide emergency medical care to patients away from a hospital and to transport them to a medical facility. Paramedics are trained to deliver cardiopulmonary resuscitation (CPR) to a patient who is not breathing or whose heart has stopped. They also provide intravenous injections and blood transfusions when necessary. Many emergency vehicles are equipped with a telephone line to the emergency room of a hospital so that paramedics can get instructions from a physician as to the treatment to be provided. These telephone lines can also be used to transmit electrocardiograms from the remote scene where the patient is located to the emergency room physician so that a proper diagnosis can be made and a course of emergency treatment provided. Once the patient is sufficiently stabilized, the paramedics transport the patient to the emergency room to be examined and treated by a physician.

12. There are many careers that do not require as much education or training as the primary paramedical assistants (such as technicians or therapists). For example, Health Care Aides assist nurses by performing routine chores.

There are two types of unregulated care providers (UCPs): paid or unpaid unregulated care providers, and family members or members of the household.

Paid care providers help with personal care and may give some basic nursing care. This may include helping with personal hygiene, dressing, feeding, and assisting with medications. The kind, and amount, of preparation for paid care providers varies greatly, ranging from on-the-job training to community college programs.

Paid care providers work in hospitals, nursing homes, and clients' homes. They generally work under the direction of a regulated health care provider, usually an RN or RPN.

Hospital orderlies clean, dress, and move patients who are not ambulatory. And there are EKG and EEG aides who assist the technicians by preparing patients for administration of the tests. These positions require no more than on-the-job training.

13. There are also many highly skilled medical personnel who are not primarily employed by hospitals. Pharmacists dispense drugs upon the orders (prescriptions) of physicians. They also advise customers about non-prescription drugs and possible side effects or adverse reactions to drugs. Many pharmacists keep a record of all medications being taken by a customer so that they can alert the customer if the combination of drugs being taken could produce an adverse reaction. Laboratory technologists work with microscopes, centrifuges, and other laboratory instruments, examining and analyzing samples of tissue, blood, urine, or other body fluids sent by physicians for diagnostic purposes.

14. Other types of medical professionals who are not M.D.s are trained in a particular area of medicine. Podiatrists treat people with foot problems and can perform minor surgery within their area of specialization. Optometrists examine eyes and prescribe corrective lenses, when necessary. Chiropractors treat the skeletal-muscular system by adjusting bones or joints.

15. There are literally hundreds of careers in medicine. Some involve direct contact with sick or injured patients. Others involve working in a laboratory doing research or analyzing tissue. One can find a medical career at almost any level of education and training.

Source: Adapted from Tiersky, E. and M. Tiersky (1992). The Language of Medicine in English. Englewood Cliffs: Prentice Hall.

Handout 2 (page 1 of 2)

Discussion Questions, Comprehension Check and Vocabulary Exercises

1. Discussion

- a) Name some allied health workers who perform important functions in a hospital.
- b) Discuss the words occupation, vocation, career, and profession. How do they differ in meaning? Which one(s) do you think best describe the nurse's aide, the pharmacist, the respiratory therapist?
- c) Name some allied health practitioners who work in an operating room. Describe what tasks each performs.
- d) Which allied health workers deal mostly with emergencies? Discuss some emergency procedures that these allied health workers may perform on patients whose lives are in immediate danger.
- e) What is the difference between the job of a physiotherapist and an occupational therapist?

2. Comprehension Check

Read the paragraph(s) indicated at the beginning of each statement below. Then underline the correct word or phrase to complete each statement or to answer the question.

1. [Para.1] The phrase “rely upon” means (a) hire; (b) depend on; (c) train.
2. [Para. 3] The phrase “in accordance with the doctor's orders” means (a) following the physician's instructions; (b) agreeing with the doctor's decisions; (c) answering the doctor's questions.
3. [Para.4] The word “interpreted” means (a) described in a different way; (b) explained data in a practical way; (c) translated into a different language.
4. [Para. 7] The phrase “fine motor functions” means (a) the ability to operate small machines (b) the ability to control small physical movements (c) the ability to drive.
5. [Para.8] To alleviate a patient's pain is to try to (a) stop the pain; (b) lessen the pain; (c) distract him from the pain.

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6. [Para.11] A patient who is stabilized (a) is in good health; (b) is probably not in immediate danger of dying; (c) needs cardiopulmonary resuscitation.

3. Analyzing Words and Word Parts

Use a medical dictionary or a general dictionary to help you answer the questions below.

A. intra-

1. What does the word part “intra-“ mean? _____
2. What does the word “intravenous” mean? _____
3. What does the word “intrauterine” mean? _____
4. What is an intrauterine device? _____

B. para-

1. What does the word part “para-“ mean? _____
2. What is a paramedic? _____
3. What are paramedical careers? _____
4. What is paraplegia? _____

C. dis-

1. What are the various meanings of the word “dis-“? _____
2. What is the literal meaning of disease? _____
3. What is a disability? _____

D. chiro-

1. What does the word part “chiro-“ mean? _____
2. What does chiropractic mean? _____
3. What is chiropody? _____

FACILITATOR'S NOTES FOR HANDOUT 2**2. Comprehension Check**

1. (b)
2. (a)
3. (b)
4. (b)
5. (b)
6. (b)

3. Analyzing Words and Word Parts**A. intra-**

1. within; on the inside
2. in or into a vein or veins
3. within the womb
4. a contraceptive device fitted inside the uterus and physically preventing the implantation of fertilized ova

B. para-

1. beyond, or distinct from, but analogous to
2. an emergency medical technician
3. careers which supplement and support medical work
4. paralysis of the legs and part or the whole of the torso

C. dis-

1. Meanings: 1. Expressing negation e.g. dishonest 2. Indicating reversal or absence of an action or state e.g. disbelieve 3. Indicating removal of a thing or quality e.g. disable 4. Indicating expulsion e.g. disbar
2. Unhealthy condition of the body (or a part of it) or the mind
3. A disability

D. chiro-

1. of the hand
2. the diagnosis and manipulative treatment of mechanical disorders of the joints, especially the spinal column
3. the treatment of the feet

Handout 3

Legal Terminology Matching Activity

Match the legal terms in Column A with their meanings in Column B.

Column A: Legal Terms	Column B: Meanings
1. Act [27(a)]	a. in agreement with
2. In the course of [27(1)]	b. a sentence
3. In accordance with [27(b)]	c. concerning
4. Described [27(b)]	d. a law or decree
5. Clause [27(b)]	e. violation
6. With respect to [27 (2)]	f. explained
7. Prescribed [27(2) 7]	g. relevant
8. Contravention [27 (2) 13]	h. freed from a restriction
9. Exempted [27 (3)]	i. ordered or directed
10. Applicable [28 (20)]	j. during

FACILITATOR'S NOTES FOR HANDOUT 3

Match the Legal Terms with their Meanings

Instruction: Match each of the legal terms in Column A with its meaning in Column B.

Column A: Legal Terms

1. act [27(a)]
2. in the course of [27(1)]
3. in accordance with [27(b)]
4. described [27(b)]
5. clause [27(b)]
6. with respect to [27 (2)]
7. prescribed [27(2) 7]
8. contravention [27 (2) 13]
9. exempted [27 (3)]
10. applicable [28 (20)]

Column B: Meanings

- a. in agreement with
- b. a sentence
- c. concerning
- d. a law or decree
- e. violation
- f. explained
- g. relevant
- h. freed from a restriction
- i. ordered or directed
- j. during

Handout 4 (page 1 of 2)

Regulated Health Professions Act, 1991

Sections 27-29

Controlled acts restricted

27. (1) No person shall perform a controlled act set out in subsection (2) in the course of providing health care services to an individual unless,

- (a) the person is a member authorized by a health profession Act to perform the controlled act; or
- (b) the performance of the controlled act has been delegated to the person by a member described in clause (a). 1991, c. 18, s. 27 (1); 1998, c. 18, Sched. G, s. 6.

Controlled acts

(2) A "controlled act" is any one of the following done with respect to an individual:

1. Communicating to the individual or his or her personal representative a diagnosis identifying a disease or disorder as the cause of symptoms of the individual in circumstances in which it is reasonably foreseeable that the individual or his or her personal representative will rely on the diagnosis.
2. Performing a procedure on tissue below the dermis, below the surface of a mucous membrane, in or below the surface of the cornea, or in or below the surfaces of the teeth, including the scaling of teeth.
3. Setting or casting a fracture of a bone or a dislocation of a joint.
4. Moving the joints of the spine beyond the individual's usual physiological range of motion using a fast, low amplitude thrust.
5. Administering a substance by injection or inhalation.
6. Putting an instrument, hand or finger:
 - i. beyond the external ear canal,
 - ii. beyond the point in the nasal passages where they normally narrow,
 - iii. beyond the larynx,
 - iv. beyond the opening of the urethra,
 - v. beyond the labia majora,
 - vi. beyond the anal verge, or
 - vii. into an artificial opening into the body.
7. Applying or ordering the application of a form of energy prescribed by the regulations under this Act.
8. Prescribing, dispensing, selling or compounding a drug as defined in subsection 117 (1) of the *Drug and Pharmacies Regulation Act*, or supervising the part of a pharmacy where such drugs are kept.

Handout 4 (page 2 of 2)

9. Prescribing or dispensing, for vision or eye problems, subnormal vision devices, contact lenses or eye glasses other than simple magnifiers.
10. Prescribing a hearing aid for a hearing impaired person.
11. Fitting or dispensing a dental prosthesis, orthodontic or periodontal appliance or a device used inside the mouth to protect teeth from abnormal functioning.
12. Managing labour or conducting the delivery of a baby.
13. Allergy challenge testing of a kind in which a positive result of the test is a significant allergic response.

Exemptions

(3) An act by a person is not a contravention of subsection (1) if the person is exempted by the regulations under this Act or if the act is done in the course of an activity exempted by the regulations under this Act. 1991, c. 18, s. 27 (2, 3).

Delegation of controlled act

28. (1) The delegation of a controlled act by a member must be in accordance with any applicable regulations under the health profession Act governing the member's profession.

Idem

(2) The delegation of a controlled act to a member must be in accordance with any applicable regulations under the health profession Act governing the member's profession. 1991, c. 18, s. 28.

Exceptions

29. (1) An act by a person is not a contravention of subsection 27 (1) if it is done in the course of,
- (a) rendering first aid or temporary assistance in an emergency;
 - (b) fulfilling the requirements to become a member of a health profession and the act is within the scope of practice of the profession and is done under the supervision or direction of a member of the profession;
 - (c) treating a person by prayer or spiritual means in accordance with the tenets of the religion of the person giving the treatment;
 - (d) treating a member of the person's household and the act is a controlled act set out in paragraph 1, 5 or 6 of subsection 27 (2); or
 - (e) assisting a person with his or her routine activities of living and the act is a controlled act set out in paragraph 5 or 6 of subsection 27 (2).

Counselling

(2) Subsection 27 (1) does not apply with respect to a communication made in the course of counselling about emotional, social, educational or spiritual matters as long as it is not a communication that a health profession Act authorizes members to make. 1991, c. 18, s. 29.

Handout 5 (page 1 of 2)**Comprehension Check and Matching Activity:
The Regulated Health Profession Act, 1991**

Read sections 27-29 of the RHPA and then do the exercises below.

1. Comprehension Check

Identify the section, sub-section or clause which gives the kind of information indicated below.

- a) The different types of controlled acts.
- b) Who may perform controlled acts.
- c) How controlled acts may be delegated by a member of a health profession to someone who is not a member of that profession.
- d) The kinds of circumstances when controlled acts may be performed by persons other than health practitioners who are authorized to perform these controlled acts.

2. Matching Activity

Read Section 27 of the RHPA carefully and identify the health practitioners from the list given below who perform the controlled acts described (1-13). The answer to the first question is provided as an example.

General Practitioner (G.P.)	General Surgeon	Nurse
Otolaryngologist (E.N.T. Specialist)	Dental Hygienist	Chiropractor
Ophthalmologist	Pharmacist	Radiologist
Obstetrician-Gynecologist	Optometrist	Midwife
Orthopedic Surgeon	Audiologist	Dentist
Medical Laboratory Technologist		

Handout 5 *(page 2 of 2)*

Controlled Acts	Health Practitioners
1	General Practitioner
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	

FACILITATOR'S NOTES FOR HANDOUT 5**1. Comprehension Check**

- a) Section 27 (2) 1 to 13
- b) Section 27 (1) (a), (b)
- c) Section 28 (1), (2)
- d) Section 29 (a) to (e)

2. Matching Activity

Controlled Acts	Health Practitioners
1	General Practitioner
2	General Surgeon; Ophthalmologist; Medical Laboratory Technologist; Dentist; Dental Hygienist
3	Orthopedic Surgeon
4	General Practitioner; Chiropractor
5	Physician; Nurse
6 (i), (ii), (iii), (iv), (v)	E.N.T. Specialist; Physician Obstetrician - Gynecologist; Physician
(vi), (vii)	Physician; Nurse
7	Physician; Radiologist
8	Physician; Dentist; Pharmacist
9	Ophthalmologist; Optometrist
10	Physician; Audiologist
11	Dentist
12	Physician; Obstetrician; Midwife
13	Physician