

Board and Committee Code of Conduct

April 1, 2026



College of

HEALTH AND CARE PROFESSIONALS OF BC



Territorial Acknowledgement

The offices of the College of Health and Care Professionals of British Columbia are located on the ancestral and unceded territories of the Coast Salish Peoples — specifically, the x^wməθk^wəyəm (Musqueam), Sḵwḵwú7mesh (Squamish) and səliwətał (Tseil-Waututh) Nations — the lək^wəŋən (Lekwungen) Peoples — represented today by the Songhees and x^wsepsəm (Esquimalt) Nations — and the WSÁNEĆ (Saanich) Peoples — including the BOŶÉĆEN (Pauquachin), SṪÁ,UTW (Tsawout), WJOŁEŁP (Tsartlip), and WŚÍŶEM (Tseycum) Nations.

As the College regulates the practice of multiple health-care professions across what is now commonly referred to as British Columbia, we acknowledge and honour all First Nations territories across these lands.

We are conscious of the privilege we hold that allows us to carry out our important work on these territories, where the First Peoples have maintained a special relationship with the lands and waters for thousands of years — since time immemorial — and where this relationship continues today.



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Purpose

The College of Health and Care Professionals of British Columbia (CHCPBC, or the College) regulates the practice of nine health professionals in British Columbia under the *Health Professions and Occupations Act* (HPOA, or the Act). This Code establishes and describes a common standard of conduct and set of expectations for all Board and committee members to:

- uphold the College’s mandate
- support strong governance practices
- safeguard the integrity of the College
- earn and preserve the public’s trust and confidence

Scope

This Code applies to all CHCPBC Board and committee members. As members, we expect of each other that we will each

- read and familiarize ourselves with this Code, the HPOA, bylaws, policies and guidelines governing our work
- read and acknowledge other legislation that we are accountable to (e.g. FOIPPA, DRIPA, BC Human Rights Code etc.)
- ask staff and/or the Registrar for support if we are uncertain about any part of this Code
- sign the *Confirmation of Understanding and Acceptance* form (see [Appendices 1 and 2](#)) at the start of our term of office and annually throughout our term
- comply with this Code throughout our term of office as we complete the duties and obligations of this role.

This Code doesn’t replace or override any of your legal or fiduciary duties and obligations under legislation as a Board or committee member. Instead, it aims to clarify them, build on them, and describe our shared commitments.

Legislative Obligations and Learning Journeys

On April 1, 2026, the HPOA formalized the obligation to act in accordance with the Guiding Principles in all regulatory processes and governance activities. These Principles expand our mandate to include protection from discrimination and to address racism and anti-racism issues specific to Indigenous peoples. Our efforts in these areas must reach across our work, including Board and committee work. This Code of Conduct includes duties, obligations, and commitments in alignment with anti-discrimination and anti-racist practices. We must continue our learning together about what this new legislation means and how to implement it.

Under this Code, when mistakes are uncomfortable, we commit to navigating them with humility and receiving feedback, which will strengthen our relationships and shared decisions. Learning in any sphere is a lifelong commitment. As a Board or committee



member, you have committed to learn and action the principles of anti-discrimination, including Indigenous-specific racism.

Be assured that you will not be the only person who may need guidance to meet these duties, obligations and commitments; we all will and must support each other in learning, and in regulatory and governance work.

Foundational Duties and Obligations

The following duties and obligations form the foundation of these standards of conduct.

Public duty

We operate in service to the public. Every decision and action must be made in the public interest. Board and committee members do this by learning and understanding:

- which legislation, College bylaws, policies, and guidelines govern our work
- that the term “public interest” includes many different individuals and groups, and how the practice of the health professionals affects different “publics”
- the difference between the public’s interest (i.e., subjects that capture public attention and are heard loudly and often) and the public interest (i.e., specific issues that support a safe, healthy, and functional society). This supports anti-discrimination work by discerning that the public’s interest can be different from supporting a safe, healthy society.
- how to identify which matters fall within our mandate to address and which depart from our regulatory and governance responsibilities
- how biases, discrimination and Indigenous-specific racism exist within ourselves, the College as a colonial institution, the healthcare system and broader systems
- the impact our decisions have on First Nations, Inuit, and Métis Peoples, especially where perspectives are overlooked or dismissed, and how we can support, apply, and make Indigenous-specific anti-racist decisions that will reliably improve health outcomes for their communities
- which communities are at a higher risk of receiving discriminatory, unsafe and unethical care, how harm is caused within practice environments, and how we can respond to see, name, mitigate, and eliminate harm
- how and when our regulatory and governance work is misaligned with public expectations, leading to erosion of public trust in the College, and what work is necessary to build public confidence.

Duty to protect from harm and discrimination

Protection from harm and discrimination is an obligation under the Guiding Principles in the Act¹. Our duty to protect from harm and discrimination requires that each of us involved in College decision making understands and accepts that all decisions we make must either inform or fulfil this duty to the public.

¹ Health Professions and Occupations Act S 14(2)(a)



The HPOA requires us to identify discriminatory practices, policies, programs, structures, values, and attitudes that perpetuate discrimination or create conditions in which discrimination may occur. It also requires we ensure practices are physically, culturally, socially, emotionally, and spiritually safe for every individual with whom this College connects.²

The HPOA (Section 9) defines discrimination as “conduct that is prohibited under the *Human Rights Code*.” The *BC Human Rights Code* is legislation that seeks to identify and end persistent patterns of inequality associated with discrimination and provide a means of redress for those who experience discrimination, such that everyone can freely and fully access services and opportunities and participate at all levels of society. The Code aims to promote understanding and mutual respect, prohibiting discrimination on the basis of “protected characteristics,” namely age, ancestry, colour, criminal conviction, family status, gender identity or expression, Indigenous identity, marital status, mental or physical disability, place of origin, political belief, race, religion, sex, sexual orientation, or source of income.

Anti-oppression takes the work a step further. It focuses on dismantling systemic inequalities by addressing ideologies, individual actions, and institutional structures that perpetuate inequities that benefit some groups, while actively causing harm to others.

Both anti-discrimination and anti-oppression discussions are active across federal and provincial agencies. There is increasing awareness of how bias and privilege create disparities in how public policy is created. Calls to action are being made for stronger legislation, arising from the disregard and hate speech targeting specific communities.

The Board and the committees with statutory decision-making responsibilities (Investigation Committee, Licence Committee, Permit Committee) are a key mechanism through which the College’s overarching duty to protect the public from harm and discrimination is fulfilled. As a Board or committee member, we expect each other to commit to conducting ourselves in a manner that does not undermine:

- the public’s trust or credibility of the College, or
- the ability of the Board or committee to make decisions in the public interest.

Duty to eradicate Indigenous-specific racism

We are obligated under the Guiding Principles of the Act³ to support and promote awareness of UNDRIP, reconciliation with First Nations, Inuit, and Métis Peoples, and how to address racism and anti-racism issues specific to Indigenous Peoples and their distinct communities. We know that Indigenous-specific racism pervades the systems in which we work. The report *In Plain Sight – Addressing Indigenous-Specific Racism and Discrimination in B.C. Health Care*, published in November 2020, proved there is widespread systemic racism, stereotyping and discrimination against Indigenous people in the BC health care system that results in a range of negative impacts, harm and even death.

² Health Professions and Occupations Act S 15(1) and 15(2)

³ Health Professions and Occupations Act S 14(2)(b)



In 2021, 11 health regulatory colleges provided an apology to the Indigenous Peoples and communities who had experienced racism when engaging with us and the health professionals we regulate. We provided a commitment to action to rebuild our relationships with Indigenous peoples through anti-racism actions and to enable collaborative work toward continued reconciliation and healing. As an amalgamated college, CHCPBC honours and upholds the commitments made by the legacy colleges prior to amalgamation to eradicate Indigenous-specific racism and improve the health and safety of Indigenous peoples in BC. This obligation carries equal weight to our obligations under the HPOA.

Coast Salish teachings speak of lateral kindness, an approach grounded in values that promote social harmony, normalized through the consistent and wholehearted practice of expressing gratitude and honouring our differences and shared experience. A simple first step is taking responsibility to actively seek out and embed Indigenous perspectives when performing our day-to-day work, so we may learn and understand history and truth, honouring the ways of knowing and being that both predate us by many thousands of years and continue across First Nations, Inuit, and Métis communities to this day.

Accountability to the Safe Spaces Expectations

In 2022-2023, settler leaders and Board members of legacy health regulatory colleges sat in Circle with Indigenous Board and committee members in a Dialogue series to hear uncomfortable truths about harm caused in governance spaces. By bearing witness to these harms, colleges are accountable to address and eliminate them. The *Safe Spaces Cultural Safety and Humility Audit Report* outlined these findings in 2023:

- Indigenous-specific racism is still present in governance spaces.
- Racism is cumulative and often met with silence or denial.
- Majority voting systems privilege settler norms and silence Indigenous voices.
- Asking for Indigenous perspectives without upholding them maintains harm.
- Policy documents still reflect colonial structures and values.
- Non-Indigenous participants struggle to adapt to Coast Salish protocols, preferring familiar settler norms.

At the time of amalgamation, and again as the HPOA comes into force, we have worked to address and resolve these concerns which make it unsafe for Indigenous members to name instances where Indigenous-specific racism or cultural unsafety have occurred, in writing, in policies and documents such as this Code. Enacting these words through implementation of these policies and the Code, learning and unlearning is ongoing work.

The *Safe Spaces Playbook to Eliminate Indigenous-specific Racism and White Supremacy in BC Health Governance* outlines six expectations for action that came from the Safe Spaces Dialogue series. Each Expectation has detailed essential strategies to help health regulatory boards move away from maintaining Indigenous-specific racism and white supremacy towards cultural safety, upholding Indigenous rights, truth and reconciliation. As a participant in the Safe Spaces Dialogue series, the College is accountable to these expectations.



Fiduciary duty

The word “fiduciary” means trust. Those who have a fiduciary duty are trusted and authorized to act and make decisions on behalf of another to ensure they are not exposed or left vulnerable to harm. This duty appears in a variety of contexts, and the fiduciary obligations of each of you will vary depending on the relationships and responsibilities involved.

If you are a Board member, you have a fiduciary duty to the College. This means acting in the College’s interests when upholding your public duty and other statutory Board commitments, such as your [Oath of Office](#).

If you are a committee member, some but not all of you will have a fiduciary duty to the College. This depends on the nature of your role. The scope of authority you have in your committee role influences your fiduciary duty. For example, holding a committee or panel chair or vice chair position may make it more likely you have a fiduciary duty because of the added responsibilities.

Note that fiduciary duty to the College is a settler common law principle and may not align with principles of Indigenous self-governance. This becomes an important consideration as you review and apply our policies related to conflict of interest and consensus decision making with a view to creating an inclusive governance space that respects and values all perspectives and lived experiences, identifies assumptions and mitigates biases.

Procedural fairness in statutory decision making

Procedural fairness is a fundamental aspect of Canadian administrative law that regulates public agencies such as the College. To uphold procedural fairness we must be diligent and consistent in ensuring:

- deliberations and decisions are impartial and not unduly affected by bias by recognizing and mitigating biases
- those whose rights are affected by decisions are provided with enough information about the issue and the decisions being made
- those whose rights are affected are able to participate meaningfully in the decision-making process
- those whose rights are affected by decisions are provided with opportunities to have representation, express their views, and give evidence for consideration
- matters involving Indigenous individuals include Indigenous thought leadership and cultural advisors
- College guidance and policy about committee and panel composition are observed and subject matter or cultural advisors are sought where specific knowledge or perspectives are missing
- where restorative justice pathways are proposed, there is consent by all parties to engage in that process
- progress of inquiries and the rationale for decisions is well-communicated, in a prompt way
- feedback from parties about decisions is reviewed
- records are kept in a suitable format



It is important to remind ourselves that procedural fairness, like fiduciary duty, is a settler common law principle. Perception of bias is influenced by colonial history and structures. We have a duty in accordance with BC's Declaration on the Rights of Indigenous Peoples Act (DRIPA) to uphold legal pluralism⁴.

What is Legal Pluralism?

Legal pluralism refers to the existence of multiple systems of law running alongside and in dialogue with each other. We aim to uphold this by including Indigenous ways of knowing and being in our governance practices to start dismantling the myth of settler-colonial superiority. At the Board level, examples include:

- offering new Board members the opportunity to be blanketed in Coast Salish ceremony as a complement to the Oath of Office required under legislation
- inviting an Elder or Knowledge Keeper to attend Board events to witness, participate in, and support discussions
- using circle protocol for discussion and a consensus approach for decision making
- drawing on teachings gifted to CHCPBC by Elders, Knowledge Keepers and members of local First Nations

Why do we need to uphold Legal Pluralism?

The Guiding Principles in the HPOA align provincial settler laws with UNDRIP to uphold the First Nations' rights, title, laws, and governance tied to these lands, and the rights of Indigenous Peoples living here. In BC, this is required by DRIPA.

As a health regulator, one way to demonstrate meeting the Guiding Principles is by upholding legal pluralism. This shows our commitment to recognizing and upholding Indigenous laws and governance systems as part of supporting Indigenous Peoples' right to self-determination.

Guiding Principles under HPOA

The principles outlined in HPOA section 14(2) and 14(3) serve two purposes. First, they provide interpretive guidance with respect to the proper interpretation and application of the HPOA. Any ambiguity in the interpretation of the HPOA must be resolved in a manner consistent with the broader Guiding Principles. Second, these principles are a form of

⁴ British Columbia Law Institute (2023) Legal Pluralism in Canada (Primer 3)
<https://www.bcli.org/wp-content/uploads/PRIMER-3-Legal-Pluralism-in-Canada.pdf>



purpose statement expressing objectives that regulators should fulfill in performing their regulatory mandate.⁵

The HPOA states that those who exercise powers and perform duties under the Act (including all Board and committee members) must follow the Guiding Principles.⁶

Among other provisions, the Guiding Principles require the Board and committees to:

- protect the public from harm and discrimination
- support and promoting awareness of reconciliation and the United Nations Declaration on the Rights of Indigenous Peoples
- address racism and anti-racism issues that are specific to Indigenous peoples, including acknowledging the rights, interests, priorities and concerns that are specific to First Nations peoples, Métis peoples and Inuit peoples, based on distinctions among them
- take and promote anti-discrimination measures
- respect the principles of procedural fairness
- respect the privacy of those participating in regulatory processes

This requires us to incorporate these principles into final decisions and meeting practices, deliberations, oversight, and decision-making processes.

Under the Act, “taking and promoting anti-discrimination measures” means taking proactive measures to advance statutory anti-discrimination objectives, which include (S15(1)):

- fostering physically, culturally, socially, emotionally and spiritually safe practices
- adopting anti-racism approaches and tools to support these approaches
- treat regulatory participants respectfully
- fostering meaningful communication between regulators and persons who participate in those processes, including by promoting respectful, open and effective dialogue that encourages participation
- engaging regularly in processes to identify discriminatory practices, policies, programs, structures, values and attitudes that perpetuate discrimination or create conditions in which discrimination may occur
- meeting prescribed objectives.

As a College we have broad discretion to determine the nature and extent of the anti-discrimination measures which we will take and promote under the HPOA.

Governance and regulatory practices

Beyond the foundational duties and obligations above, additional expectations and shared commitments and practices are outlined in this Code of Conduct. As Board and committee members, you have a duty to conduct yourself according to these practices.

⁵ HPOA Legal Primer on Selected Issues (2025) (Found in the BoardEffect Library)

⁶ Health Professions and Occupations Act, Part 1, Division 2 (S14, S15)



The College's governance and regulatory practices are built from current regulatory and governance theory, evidence informed practices, and Indigenous wise practices.⁷ Combined, these pluralistic practices manage role clarity, accountability and transparency of decisions; Board member and committee member effectiveness; evaluation, data collection and analysis; and other regulatory activities.

- Indigenous wise practices are effective and culturally appropriate actions which contribute significantly to the development of sustainable and equitable conditions.
- Current regulatory and governance theory has been developed through research and experience (consistent use, trial, and error) and has been shown by organizations worldwide to work successfully and minimize outdated practices.

It is important to hold equitable space and weight for Indigenous wise practices alongside colonial processes **even if this practice is unfamiliar or uncomfortable**. In doing so, the College takes steps to transform regulatory processes in response to the HPOA, the *Declaration on the Rights of Indigenous Peoples Act* (DRIPA) Action Plan, the Truth and Reconciliation Commission's Calls to Action, the In Plain Sight Report recommendations, and the Safe Spaces Playbook.

Conduct: Our Shared Commitments

No Code of Conduct can address every situation that a Board or committee member may encounter. However, all of us benefit from understanding the expectations and obligations of our roles. The commitments in this section will help focus attention on specific actions that support regulatory decision making, the Guiding Principles under the HPOA, and our strategic objectives.

Accountability to the public

As Board members and committee members, you are accountable to the public for your decisions and actions. Therefore, we expect that you:

- support the statutory duties and obligations set out in the Act, the bylaws and the strategic pillars and objectives of the College as they are developed and as they evolve
- be honest in your interactions with the College, and with others on behalf of the College
- do not commit or condone an illegal act, nor instruct another person to do so, in relation to any College business
- practice humility and self-reflection, be willing to admit to mistakes and seek to rectify potentially adverse consequences in a timely way
- pay due care and attention to the College's business, our pledge to contribute to the eradication of Indigenous-specific racism, our mandate to protect the public from harm and discrimination, and our commitments to support and contribute to

⁷ HealthCareCAN (2018). Bringing reconciliation to healthcare in Canada: Wise practices for healthcare leaders. https://www.healthcarecan.ca/wp-content/themes/camyno/assets/document/Reports/2018/HCC/EN/TRCC_EN.pdf



improving the healthcare system

Active participation

We expect each other to actively participate in the work of the Board or our committee. In this way, we can ensure we apply our full attention to regulating in the public interest. We hold each other accountable to:

- complete onboarding requirements
- take part in learning opportunities and education offered to us to support us in our role
- prepare well, by reading all meeting materials and communications we are sent prior to meetings
- attend scheduled meetings and notify the chair or staff of planned absences
- ask questions and seek clarification when something is unclear
- engage in discussions bravely, speaking through fear and discomfort of saying the wrong thing or making mistakes
- request more time, resources, or help whenever needed
- apply your knowledge thoughtfully and make decisions based on an analysis of all available and relevant information
- respect that where a decision has been reached by consensus or vote, it is final and no longer open for discussion unless new relevant information is received

Communicating with each other

Constructive relationships and open discussions can only exist when there is trust and safety among us. We expect each other to:

- engage in conversations with an open mind
- not pre-empt or draw conclusions on matters meant for consideration by a full Board, committee or panel
- model openness, curiosity, empathy, and courage as essential communication skills
- actively listen by not dominating discussions, interrupting those speaking, or holding side conversations while others are speaking
- be mindful of the impacts that power, unearned advantages/disadvantages, and hierarchy have within any given space and allow those with less power to be heard
- learn what support other members need to engage and support their engagement
- actively support those who need to share relevant perspectives but may have never had the opportunity to do so
- pay attention to silences (and those who are silent) and reflect on why discussions falter or individuals choose not to speak
- demonstrate care and patience when discussions feel repetitive or are not progressing at a pace we expect

Indigenous specific anti-racism

As leaders and decision makers of the College, we recognize it is our responsibility to uphold foundational commitments made to Indigenous Peoples within international,



national, and provincial laws, and to ensure harms towards Indigenous Peoples do not persist. We therefore each agree to:⁸

- learn about and understand the social, legislative, and political history of the BC First Nations and other First Nations and Indigenous People in BC, the ongoing impact of settler-colonialism in Canada and the effects of widespread Indigenous-specific racism within the healthcare system on the health outcomes of Indigenous peoples
- commit to ongoing learning, recognition and respect for distinct First Nations rights and title, and Indigenous human rights in BC
- respect the right of self-determination by stepping aside for First Nations, Inuit, and Métis leaders to speak to matters which require decisions for their communities
- grow spaces that respect the knowledge and lived experiences of First Nations, Inuit, and Métis Peoples and place equal consideration and value on their words as we would a majority culture
- seek guidance and direction from Indigenous advisors to support First Nations, Inuit, and Métis cultural rights, values, and practices (including healing practices and ceremonies)
- learn about, respect, and engage in First Nations, Inuit, or Métis practices and protocols used to facilitate safe communication (e.g., blanketing, circle) and endeavor not to disrupt conversations with settler-colonial behaviours (e.g., interrupting, hand raising, etc.)
- cite and give credit to Indigenous individuals who share their time, resources, knowledge, and services to CHCPBC (i.e., Elders, Knowledge Keepers, board and committee colleagues, members of staff, consultants, advisors, community partners, registrants, or members of the public)
- understand that when Indigenous colleagues correct settler-colonial assumptions, it is to ensure errors or microaggressions are not replicated, to both support learning and build trust in relationships
- understand, as described in detail in the In Plain Sight report⁹ and elsewhere, that there is widespread systemic racism against Indigenous peoples in the BC healthcare system that results in a range of negative impacts
- reflect on how unearned power, social dominance, biases, values, belief structures, behaviours, and position affects our ability to generate trust with Indigenous individuals connected to us through our work
- value the willingness of Indigenous leaders to serve on the Board or committees, recognizing they are underrepresented in these spaces, and may feel pressure, fatigue, and unsafety because of how Indigenous thought leadership has been removed from decision-making tables by settler-colonists
- regularly evaluate and seek feedback on our conduct and decisions to ensure we are supporting Indigenous-specific anti-racism practices
- contribute to and support the College as it works to develop a culturally safe organization, foster an ongoing practice of cultural humility and to eradicate Indigenous-specific racism in regulatory processes, governance practices and in the

⁸ Committee Composition Matrices (available on the CHCPBC website and in the BoardEffect Library)

⁹ In Plain Sight Report (found in the BoardEffect Library)



healthcare system

The Expectations within the Safe Spaces Playbook¹⁰ that are relevant to Board and committee meetings include (but are not limited to):

- creating an agile mechanism to raise harm alarms and identify/untie colonial knots¹¹
- taking a believing stance when Indigenous Board or committee members raise concern or comment and expecting the same of other members
- responding promptly and actively when an issue of Indigenous-specific racism is raised
- recognizing that intergenerational trauma arising from settler-colonialism may appear in our interactions, requiring compassion, attention, or adjustments to our communication patterns

Essential strategy 4.2 in the Safe Spaces Playbook asks us to build the *Indigenous Cultural Safety, Humility and Anti-Racism Practice Standard* for licensees into the Code of Conduct, with a focus on the core concepts and principles of:

1. Self reflective practice (it starts with me)
2. Building knowledge through education
3. Anti-racist practice (taking action)
6. Strengths-based and trauma-informed practice (looking below the surface)

As 50% of Board members and the majority of committee members are licensees, compliance with the Indigenous Cultural Safety, Humility and Anti-Racism Practice Standard is already an expectation. Additionally, these core concepts are embedded throughout this Code and are implied in the Guiding Principles of the Act.

Anti-discrimination

We, the Board and committee members, also agree to:

- acknowledge that discrimination continues to happen despite the existence of anti-discrimination and human rights legislation and legal protections
- be accountable for our own learning and not expect others to teach us how to behave
- respond promptly and actively when racist, oppressive, discriminatory or otherwise harmful behaviour is experienced or observed
- reflect on how our unearned power, social dominance, biases, values, belief structures, behaviours, and position affects our ability to generate trust in the relationships we have with those connected to us in governance spaces
- respect the knowledge and lived experiences of the individuals with whom we interact, giving worldviews different from our own equal consideration and value in the same way as we would a majority culture
- consider the intersections of social categories and their importance in building bridges

¹⁰ Playbook to Eliminate Indigenous-Specific Racism & White Supremacy in BC Health College Governance (2023) (available in the BoardEffect Library)

¹¹ Toward untying colonial knots in Canadian health systems: A net metaphor for settler-colonialism (2023). <https://journals.sagepub.com/doi/10.1177/08404704231168843>



across barriers (e.g., class, disability, gender identity, race, sexual orientation, social standing, etc.)

- support each other in broadening our thinking about “identity”, focusing less on common, binary, or polarized conventions and engaging with individuals as they choose to be identified
- identify, reflect on and refuse to act on stereotypes or assumptions held about cultures different from our own
- respond when asked to meet cultural, health, and wellness needs (e.g., providing alternative meeting formats, tools, or resources) to support full participation in regulatory processes

In these ways we can take steps towards compliance with the objectives of anti-discrimination measures under the Act.

Personal safety and self-care

We are responsible for creating an environment that protects each other’s physical, cultural, social, emotional and spiritual health and safety. We expect each other to create and contribute to an environment that supports everyone’s health and safety by:

- participating in self-reflective practices to understand our own needs, limitations and triggers
- engaging only in consent-based interactions by setting our own boundaries and respecting the boundaries expressed by others
- calling in microaggressions, bullying, harassment, unwelcome sexual attention, or physical contact, psychological, verbal or physical abuse, threats, oppression, or violence
- withdrawing to attend to our own health and wellbeing needs when unable to meaningfully take part in our work
- speaking up when we need time, support, or resources before, during, or after meetings
- seeking support if feeling triggered or unsafe
- speaking up if we notice another individual in our space is struggling and may need help

Board and committee policies

As a Board or committee member, you are expected to read, understand and follow key policies and guidelines relevant to your work and the work of the College more broadly. These can be found in the BoardEffect library for review. If you have questions or need clarification about any of these, please reach out to the Board chair, your committee chair or staff before signing the *Confirmation of Understanding and Acceptance* form below.

Board members are accountable to:

- Breach Management Policy
- Conflict of Interest Policy and Guidelines
- Consensus Decision Policy and Guidelines



- Enterprise Risk Policy
- Gender Diversity Policy
- Privacy Policy
- Records and Information Management Policy
- Registrar/CEO Succession Plan Policy
- Territorial Acknowledgement Policy
- Travel and Business Expenses Policy

Committee members are accountable to:

- Committee Compensation Policy
- Breach Management Policy
- Conflict of Interest Policy and Guidelines
- Gender Diversity Policy
- Privacy Policy
- Records and Information Management Policy
- Regulatory Panel Guidelines
- Territorial Acknowledgement Policy
- Travel and Business Expenses Policy

External communication

We expect each other not to engage in any external communication with the public, external partners and the media about our work with the College or decisions made by the Board or committees without specific approval by the Registrar, permission in writing, or a resolution by the Board.

If you are approached by the media or any other individual, group, or organization to provide opinions or comments about the work or operations of the College, you agree to forward the inquiry immediately to the Registrar, who will address or forward the inquiry as appropriate.

You are expected not to:

- make representations on behalf of the Board, its committees or the College, unless expressly authorized by the Registrar or Board to do so
- engage in activities, speak publicly or online on matters where your words or actions might be perceived as an official act or representation of the College, unless expressly authorized by the Registrar or Board to do so
- use your position with the College to lend weight to the public expression of your personal opinion

You are expected to:

- respect and support the finality of decisions made by the Board and committees
- recognize the scope of your authority and not overstep into engaging with designated committee or Board staff liaisons, other than to further your understanding or knowledge related to your role as a Board or committee member, or meeting



materials and resources shared with you.

Board member attributes

Under the HPOA, the Health Professions and Occupations Regulatory Oversight Office ([HPOROO](#)) is responsible for “independently recruiting, assessing and recommending candidates to the Minister of Health for appointment to board member positions for British Columbia’s six health professional regulatory colleges.” The application, selection and assessment processes are outlined on the HPOROO website and include suitability indicators and personal attributes.

Committee member attributes

The Board has approved a set of individual and collective attributes (skills, knowledge, lived experiences) for each committee which are outlined in the committee composition matrices. You were selected as a committee member because you bring or are willing to learn the skills and knowledge necessary to govern the organization. You were also selected because you added to the collective needs of the committee – we look for members from diverse personal backgrounds, and who hold diverse perspectives and lived experiences, as well as specific professional experience, knowledge and skills. The College has established mechanisms that prioritize new members who have knowledge, skills and capacity in cultural safety, cultural humility, anti-discrimination and Indigenous-specific anti-racism.¹²

Your commitment to contributing individually and collectively to the work of your respective committee or panel ensures that you will fulfil your duties, obligations and commitments as:

- leaders and decision makers, by contributing to a strong, safe and supportive committee culture focused on public safety and the public interest
- ambassadors, by cultivating and maintaining public trust in the processes applied and decisions reached

Accountability

On an annual basis, you are required to review the Code of Conduct and sign the declaration to confirm your understanding and acceptance of these expectations. Therefore, in signing the declaration you are committing to comply fully with the provisions of this Code.

If there is any aspect of the Code you need additional information about or have questions about, reach out to staff to seek clarification before signing.

¹² Safe Spaces Playbook, Expectation 4.4



Feedback and evaluations

All Board and committee members are expected to participate in evaluations, assessments, or surveys. We can only understand areas of concern and collectively create meaningful change if we gather accurate information from you. You agree to:

- let us know if you have questions or need additional information to fulfill your role
- understand and comply with this Code and the policies described above
- be familiar with Board or committee evaluation frameworks and remain accountable to individual and collective expectations in the Code and elsewhere
- respond within designated timeframes to our communications that invite or require a response
- respond to and participate in individual and collective performance evaluations
- participate in other survey or review processes whenever called upon to do so

Understanding the provisions of this Code

If you are uncertain of your duties or any aspect of this Code, even if seemingly minor in nature, we encourage you to seek clarification or discuss your concerns with the Board chair, your committee chair or those who support your work such as the Registrar, committee liaison staff, or staff on the College's governance team.

If you intentionally or unintentionally breach this Code and are called to account for it, and you failed to seek clarification when it would have been reasonable to do so, this may be a factor considered by the Board when deciding whether or not to take action (see [Breaches of this Code](#)).

Reporting potential breaches of this Code

We hold each other accountable in these spaces, and we know that mistakes can be made. Each of us agrees to be open to feedback about words we say or actions we take that cause unintentional harm, are unintentionally discriminatory, or are against this Code. Conversations are welcomed and encouraged to add to our learning and understanding of the expectations we have of each other.

The following examples of concerns or breaches vary in severity and therefore may require different intervention or consequences. If a conversation does not result in a change in words or actions, or if you feel unsafe to raise a concern with an individual or individuals, or a behaviour or action is significant, report the concern. Examples include but are not limited to:

- witnessing or suspecting another Board or committee member is supporting or committing an illegal or unethical act in relation to any College business
- becoming aware or believing that another Board or committee member has potentially violated the Act or its regulations, the bylaws, the Code of Conduct
- becoming aware or believing that another Board or committee member has potentially acted in contravention of one of the policies you are required to comply with
- witnessing a behaviour that is targeted toward an individual, is repeated and/or impedes you or another person from decision making
- feeling unduly pressured to make a decision or vote against your own conscience or



will during a Board, committee or panel meeting

- witnessing or experiencing microaggressions, stereotypes, harmful biases, inappropriate cultural references, inappropriate jokes or remarks, and insensitive or offensive comments, and the behaviour is targeted, repeated, and/or impedes you or another person from decision making
- witnessing or experiencing bullying, abuse, racism, oppression, and discrimination
- fearing for your physical, cultural, social, emotional and spiritual safety when working with the Board or your committee or panel
- having any other information that might indicate a serious breach of this Code

You can report a matter by bringing it to the attention of any one of the following individuals: the Board chair, your committee or panel chair; the Registrar; your committee liaison; and/or any staff member on the College's governance team. Your report should outline your concern and/or the specific nature of the breach.

Breaches of this Code

The Board is responsible for reviewing reported breaches of this Code. Subject to the Act and any applicable bylaws, the Board may do one or more of the following:

- decide to take no further action
- request that you take appropriate corrective action, as specified by the Board
- ask you to resign from office
- if you are a Board member, recommend your removal from office to the Superintendent in accordance with the Act or bylaws (*pending confirmation from HPOROO*)
- if you are a committee member, remove you from office in accordance with the Act or bylaws
- take any other action the Board considers necessary or appropriate in the circumstance

If you are a Board member and you are found to have breached this Code and as a consequence the Board takes one or more of the actions listed above, the Board may submit a written report to the Superintendent, summarizing the circumstances of the breach and setting out the Board's rationale for the action taken.

Related Documents

- BC Human Rights Code
- Board Manual (in development)
- CHCPBC Bylaws
- Committee Composition Matrices
- Declaration of Commitment to Cultural Safety and Humility, BC Health Regulators (March 2017)
- BC Declaration on the Rights of Indigenous Peoples Act
- Health Professions and Occupations Act and Regulations under the Act
- Health Professions and Occupations Regulation



- HSO 75000:2022 - British Columbia Cultural Safety and Humility Standard
- In Plain Sight – Addressing Indigenous-Specific Racism and Discrimination in B.C. Health Care (November 2020)
- Indigenous Cultural Safety, Humility and Anti-Racism Practice Standard (2022)
- Indigenous Racism in BC Health Care: An Apology and Commitment to Action (July 2021)
- Joint Apology and Commitment to Action: 2021-2023 Report (Sept 2023)
- Safe Spaces Playbook to Eliminate Indigenous-specific Racism and White Supremacy in BC Health Governance
- Policies:
 - Committee Compensation Policy
 - Breach Management Policy
 - Conflict of Interest Policy and Guidelines
 - Consensus Decision Policy and Guidelines
 - Gender Diversity Policy
 - Privacy Policy
 - Records and Information Management Policy
 - Registrar/CEO Succession Plan Policy
 - Regulatory Panel Guidelines
 - Territorial Acknowledgement Policy
 - Travel and Business Expenses Policy

Definitions

In this Code:

Act means, unless the context requires otherwise, the *Health Professions and Occupations Act*.

Anti-racism means the practice of actively identifying, challenging, preventing, eliminating, and changing the values, structures, policies, programs, practices, and behaviours that perpetuate racism. It is more than being non-racist – it is acting to create conditions of greater inclusion, equality, and justice.

Bias means a favourable or unfavourable predetermined inclination, preference, tendency, or perspective (“perception of bias” means the belief of others that bias will occur or has occurred).

Board means the Board for the College under S344 of the Act.

Board chair means the Board chair who is elected under S348 of the Act and Bylaw 2.2.

Board vice-chair means the Board vice-chair who is elected S348 of the Act and Bylaw 2.2.

Board member means a Board member appointed by the Minister.

Bylaws means the bylaws for the College made under the Act.



Code means this Board and Committee Code of Conduct.

College or CHCPBC means the College of Health and Care Professionals of British Columbia.

Colonial knot refers to a metaphor used to describe settler-colonialism as a net full of knots that entangles Indigenous Peoples and prevents them from exerting sovereignty and self-determination. The net can also depict Indigenous resistance and the work of "untying colonial knots" within our own spheres of influence can contribute to dismantling the settler-colonial net and result in a sacred restoration of Indigenous Peoples' ability to be in right relations with their lands and waters.

Colonialism is where groups or countries partially or fully steal land and resources from Indigenous peoples, occupy the land, and exploit the land and resources for economic purposes. Following the acquisition of land and resources, colonizers establish laws and processes that continuously violate the human rights of the Indigenous peoples and force them to conform to the newly established laws and processes of the colonial state.

Committee means a committee established in the bylaws.

Committee member means an individual who is appointed to (a) a committee, OR (b) the Quality Assurance Group or an advisory working group as may be formed by the Board or Registrar from time to time, if the Board or Registrar directs that this Code applies to members of the working group or task force.

Cultural humility is a process of self-reflection and introspection to understand personal and systemic biases and to develop and maintain respectful processes and relationships based on mutual trust. Cultural humility involves humbly acknowledging oneself as a learner when it comes to understanding another's experience.

Cultural safety is an outcome. A culturally safe environment is physically, socially, emotionally and spiritually safe. There is recognition of, and respect for, the cultural identities of others, without challenge or denial of an individual's identity, who they are, or what they need. Culturally unsafe environments diminish, demean or disempower the cultural identity and well-being of an individual.

Discrimination means targeting an individual or group of people for negative treatment because of specific characteristics such as race, religion, gender, disability, or other protected characteristics as defined by the BC Human Rights Code. Discrimination can occur at an individual, organizational, or societal level. It occurs when a particular social group is denied access to goods, resources, and services, either through action or inaction.

Diversity refers to individual and unique lived experiences and human differences, dimensions, qualities, and characteristics such as age, ethnicity, gender, sexual orientation, physical abilities, race, etc. It can be applied to describe a group or community of people, or as an aspirational term, referring to desires and efforts to increase representation and visibility of difference.

First Nations are one of the three distinct recognized Indigenous Peoples in Canada, and their descendants, who self-identify as neither Inuit nor Métis.



Healthcare system means the organizations, institutions (including governments), resources, and people whose primary purpose is to improve health.

Governance team means staff who support the Board and committees in their work. For the Board this includes the Registrar, the Executive Assistant - Office of the Registrar, and the Executive Director, Strategy, Governance and Social Accountability. For committee members, this includes the Committee Coordinator & Policy Support, and the committee staff liaisons identified at the time of onboarding and orientation.

Impartiality is the quality of being unbiased, and unprejudiced; (perception of impartiality means to be viewed by others as being fair and unbiased).

Indigenous refers to the first peoples who identify as First Nations, Métis, or Inuit.

Indigenous-specific racism means the unique nature of stereotyping, bias, and prejudice about Indigenous Peoples in Canada that is rooted in the history of settler colonialism, and ongoing race-based discrimination, negative stereotyping, and injustices experienced by First Nations, Inuit, and Métis Peoples that perpetuate power imbalances, systemic discrimination and inequitable outcomes stemming from the settler-colonial policies and practices.

Intergenerational trauma refers to the trauma that is passed from one generation to the next generation(s), as experienced by groups of people with shared histories, for example, the historic, systemic mistreatment of First Nations, Inuit, and Métis Peoples.

Inuit are one of the three distinct recognized Indigenous Peoples in Canada, and their descendants, who self-identify as neither First Nations nor Métis.

Métis are one of three distinct recognized Indigenous Peoples in Canada, and their descendants, who self-identify as neither First Nations nor Inuit.

Microaggression are commonly occurring, brief, verbal or nonverbal, behavioral, and environmental indignities that communicate derogatory attitudes or notions toward a different “other.” Microaggressions may be intentional or unintentional, and the perpetrators may possibly be unaware of their behaviour.

Oppression is a combination of prejudice and institutional power that creates a system that regularly and severely discriminates against some groups and benefits other groups. A person of the non-dominant group can experience oppression in the form of limitations, disadvantages, or disapproval. They may even suffer abuse from individuals, institutions, or cultural practices.

Power refers to the capacity of individuals or institutions to influence, lead, dominate, harm or otherwise impact the lives or actions of others. In settler-colonial society, privileged individuals and institutions hold higher amounts of power.

Privilege is the unearned benefits, advantages and opportunities held by those who are members of specific (dominant) groups in society. Privilege can be based on a variety of social identities including race, gender, sexuality, religion, socioeconomic status, ability, age and education. Privilege and power often co-exist, and members of dominant groups determine and shape social norms, values, and structures within society, creating standards others are typically expected to follow.



Racism is the belief that a group of people are inferior based on the colour of their skin, their culture, or spirituality. It leads to discriminatory behaviours, structures, systems, policies, and practices that oppress, ignore or treat racialized groups as ‘less than’ non-racialized groups.

Registrar means the Registrar who is appointed under S359 of the Act for the College.

Safety refers to physical and psychological safety where any person in an environment can: admit and discuss mistakes, openly address problems and tough issues, seek help and feedback, trust that no one is out to get them and trust they are valued.

Staff means the employees, contractors, assessors, officers, and inspectors of the College.

Trauma refers to a distressing and persistent emotional response that can result from experiencing, surviving, or inheriting an emotionally challenging event or narrative, and may affect a person’s sense of safety, sense of self, ability to regulate emotions, or navigate relationships.

United Nations Declaration on the Rights of Indigenous Peoples was adopted by the United Nations General Assembly in 2007. This is a universal framework of minimum standards for the survival, dignity, and well-being of the Indigenous peoples of the world and elaborates on existing human rights standards and fundamental freedoms as they apply to the specific situation of Indigenous peoples.

Reviewed By Dianne Millette Registrar/CEO		2026-03-03	<input type="checkbox"/> N/A
Reviewed By Governance Committee and Human Resources Committee		2026-02-19	<input type="checkbox"/> N/A
Date Approved 2026-04-02	Approved By <input checked="" type="checkbox"/> Board <input type="checkbox"/> Committee (<i>Name of Committee</i>) OR Name <i>Full Name</i> Title <i>Title</i>		
Date Effective 2026-04-01	Revision history	Last Updated:	Select date
Next Review 2028-04-01		Previous Update:	Select date



Drafted by: Name Kathy Davidson

Title ED-Strategy Governance Social
Accountability



Appendix 1: Board Member Confirmation of Understanding and Acceptance

Confirmation of understanding and acceptance of the Board and Committee Code of Conduct

This form must be completed by all College Board members upon appointment to the Board and on an annual basis.

By signing this Statement, you accept and agree to abide by the *Board and Committee Code of Conduct*. You acknowledge that you are also bound by and must abide by the following policies and guidelines which apply to Board members:

- Breach Management Policy
- Conflict of Interest Policy and Guidelines
- Consensus Decision Policy and Guidelines
- Enterprise Risk Management Policy
- Gender Diversity Policy
- Privacy Policy
- Records and Information Management Policy
- Registrar/CEO Succession Plan Policy
- Regulatory Panel Guidelines
- Territorial Acknowledgement Policy
- Travel and Business Expenses Policy

and you understand that should you be found to have contravened the Code of Conduct the Board is responsible for reviewing breaches of this Code and may take one or more actions, including recommending to the Superintendent that you be removed from office.

Name	
Position with the College	
Signature	
Date	



Appendix 2: Committee Member Confirmation of Understanding and Acceptance

Confirmation of understanding and acceptance of the Board and Committee Code of Conduct

This form must be completed by all College committee members upon appointment to the committee, and on an annual basis.

By signing this Statement, you accept and agree to abide by the *Board and Committee Code of Conduct*. You acknowledge that you are also bound by and must abide by the following policies and guidelines which apply to committee members:

- Committee Compensation Policy
- Breach Management Policy
- Conflict of Interest Policy and Guidelines
- Gender Diversity Policy
- Privacy Policy
- Records and Information Management Policy
- Regulatory Panel Guidelines
- Territorial Acknowledgement Policy
- Travel and Business Expenses Policy

and you understand that should you be found to have contravened the Code of Conduct, the Board is responsible for reviewing breaches of this Code and may take one or more actions, including your removal from office.

Name	
Position with the College	
Signature	
Date	