PRACTICE EDUCATION GUIDELINES AND STANDARDS

PRECEPTOR GUIDE

As a preceptor, you play an important role in creating a safe, respectful and equitable learning experience for students while supporting competency development and patient safety. This responsibility is shared among students, post-secondary institutions (PSIs) and health care organizations (HCOs). The provincial BC Practice Education Guidelines and Standards (PEGS) provide a common framework for high-quality practice education across British Columbia. This resource highlights key PEGS information relevant to preceptors and on-site faculty and serves as a practical guide throughout the student placement journey. *Note: Responsibilities may vary depending on whether you are acting as a Preceptor, on-site Faculty member, or supervising with a shared model of practice education.*

Before a Placement



Prepare the learning environment

- ✓ Confirm placement details
- ✓ Clarify expectations, communication pathways and placement learning objectives

Verify student requirements

- ✓ Confirm required prerequisite and orientation requirements have been completed according to organizational processes
- ✓ Understand student accommodation needs, as applicable

Arrange access

- ✓ Facilitate access to appropriate identification, access and systems permissions

Need more information? Explore the PEGS:

- Orientation
- Criminal Record Check
- Identification & Access Cards
- Respiratory Protection
- Prevention, Screening & Monitoring of Communicable Diseases
- Student Accommodation
- Student Placement Process

Questions or feedback? Contact your local practice education teams or studentpractice@phsa.ca

BC Student Practice Education

Starting a Placement



Welcome the student

- ✓ Introduce the student to the team
- ✓ Foster inclusion, respect and belonging
- ✓ Support cultural humility and safety
- ✓ Provide orientation to the practice setting within the first week

Set a foundation for learning

- ✓ Students are learners, not employees
- ✓ Ensure students understand how to introduce themselves appropriately with patients, families and caregivers
- ✓ Encourage open communication and questions
- ✓ Clarify supervision approach
- ✓ Align student activities with learning objectives
- ✓ Discuss student documentation expectations
- ✓ Review expectations and process for seeking consent for student involvement in care
- ✓ Promote patient-centered care while supporting learning
- ✓ Support student accommodation needs to meet learning objectives, while maintaining workplace and patient safety

Need more information? Explore the PEGS:

- Consent for Student Involvement in Care
- Documentation by Students
- Orientation
- Respectful Practice Education Experiences
- Student Accommodation
- Student Activities, Limits and Conditions
- Supervision and Evaluation of Students

During a Placement



Supervise and coach

- ✓ Match supervision with student competence and learning objectives
- ✓ Support progressive independence
- ✓ Provide regular feedback
- ✓ Support student well-being
- ✓ Encourage critical thinking and reflection

Support professional practice

- ✓ Maintain privacy and confidentiality of patients, students, faculty, staff, and organizational information
- ✓ Support proper documentation practices
- ✓ Promote informed consent for student involvement in care
- ✓ Model professionalism and accountability
- ✓ Support ethical and equitable decision-making through fair learning opportunities, respect for patient preferences, transparent decision-making and managing conflicts of interest

Promote safety

- ✓ Promote patient, student, staff and workplace safety
- ✓ Reinforce infection prevention and control practices
- ✓ Support appropriate use of vehicles and ride-alongs

Need more information? Explore the PEGS:

- Consent for Student Involvement in Care
- Documentation by Students
- Prevention, Screening and Monitoring of Communicable Diseases
- Privacy and Confidentiality
- Respiratory Protection
- Student Activities, Limits and Conditions
- Supervision and Evaluation of Students
- Vehicle Ride-Along and Use

End of a Placement



Complete the learning cycle

- ✓ Participate in evaluation process
- ✓ Celebrate achievements
- ✓ Identify future learning goals
- ✓ Encourage reflection on learning
- ✓ Provide constructive feedback about placement experience

Need more information? Explore the PEGS:

- Supervision and Evaluation of Students

When Issues or Special Situations Arise



Learner concerns

- ✓ Communicate concerns early with student and PSI
- ✓ Collaborate with PSI regarding student performance
- ✓ Document objective examples of concerns and remediation or response plan
- ✓ Maintain student's privacy and confidentiality

Incidents or safety events

- ✓ Respond appropriately to safety incidents and concerns
- ✓ Engage needed resources and supports
- ✓ Follow incident reporting and communication processes

Special considerations

- ✓ Understand intellectual property expectations
- ✓ Avoid conflicts of interest or inappropriate gifts
- ✓ Maintain awareness of special considerations for students on placement during labour actions

Need more information? Explore the PEGS:

- Gifts, Remuneration & Reimbursement
- Intellectual Property
- Labour Disruptions
- Respectful Practice Education Experiences
- Safety Incident Prevention, Response and Follow-up
- Student Practice Issues
- Supervision and Evaluation of Students