

Practice Education Guidelines for BC Orientation – On-Site Post-Secondary Institution Educators

August 2021

Intent / Purpose

- Identify the pre-requisites, orientation requirements, and expectations for the Post-Secondary Institutions (PSI) Educators who supervise Students in the Health Care Organizations (HCO) for a practice education experience.
- Outline the responsibilities of the PSI and HCOs for the orientation and training of the on-site PSI Educators on relevant Occupational Health and Safety practices, based on the definition of 'worker' specified in the Workers Compensation Act¹ and 'young or new worker'² specified by WorkSafeBC.

Definitions

Also refer to: [Standard Terms and Abbreviations](#)

<i>Orientation</i>	"...the process of introducing new, inexperienced, and transferred workers to the organization, their supervisors, co-workers, work areas, and jobs, and especially to health and safety" ³
<i>Supervision</i>	Oversight of Students while in the HCO. Except for strictly observational practice experiences, the supervisor does not necessarily have to be present or in close proximity but is accessible when needed. The degree of supervision is adjusted based on the Student's demonstration of competence. Supervisors remain responsible and accountable for the actions of the individual under their direct or indirect supervision. ^{4, 5, 6}
<i>Supervision - Direct</i>	The supervisor is physically present either at all times (constant supervision), at certain times (constant supervision while doing an activity), or in close proximity to directly observe and support or intervene as needed (close supervision). For strictly observational practice education experiences, direct supervision means physically present at all times (see definition: Observation). Other terms: Close supervision, constant supervision
<i>Supervision - Indirect</i>	The supervisor is accessible, either in person (working in the same area) or through technology, to provide guidance, direction, and support as needed, and to regularly review student progress through activities such as case conferencing and debriefing Other terms: general supervision, remote supervision (supervision from a distance)

¹ Government of British Columbia. (2019). *Workers Compensation Act [RSBC 1996] Chapter 492: Definitions*. Retrieved March 5, 2019 from http://www.bclaws.ca/civix/document/id/lc/statreg/96492_00

² WorkSafeBC. (2007). *Occupational Health and Safety Regulations: Part 3 Rights and Responsibilities – Young or New Workers: 3.22 Definitions*. Retrieved April 1, 2019 from <https://www.worksafebc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/ohs-regulation/part-03-rights-and-responsibilities#SectionNumber:3.22>

³ Canadian Centre for Occupational Health and Safety. (2019). *OSH Answers Fact Sheets: Employee Orientation Checklist*. Retrieved March 26, 2019 from <https://www.ccohs.ca/oshanswers/hsprograms/orientation.html>

⁴ College of Speech and Hearing Professionals of BC. (December 2020). *SOP-PRAC-07: Supervision*. Pg. 1. Retrieved January 31, 2021 from <https://cshbc.ca/wp-content/uploads/2020/12/CSHBC-SOP-PRAC-07-Supervision.pdf>

⁵ College of Physical Therapy of British Columbia. (2018). *Standard 18: Supervision*. Retrieved June 23, 2019 from https://cptbc.org/wp-content/uploads/2019/04/CPTBC_Standards_2018_Dec14_singles_18.pdf

⁶ British Columbia College of Nurses & Midwives. (July 2020). *Regulatory Supervision of Students*. Retrieved February 15, 2021 from <https://www.bccnm.ca/RN/PracticeStandards/Pages/regulatorysupervision.aspx>

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Practice Education Guidelines

Orientation of PSI Educators to the on-site practice education setting is a shared responsibility between the PSI and the HCO.

PSIs assist HCOs to meet their obligations to orient and prepare those involved in health care and service, including requirements for 'young or new workers' under the Occupational Health and Safety Regulations⁷

Relevant pre-requisites are completed before the start of the practice education experience.

The orientation to the HCO and practice education setting is completed before the start of the practice education experience, ideally within 2 weeks of the practice education experience start date:

- The extent of the orientation depends on the type of practice education experience and the prior knowledge and experience of the PSI Educator.
- On-site PSI Educators have a working knowledge of HCO policies, protocols, procedures, and relevant Occupational Health and Safety practices. (See Appendix A)

On-site PSI Educators who are also HCO employees within any HCO (including their own):

- Provide the PSI with a completion record of the relevant pre-requisites and orientation topics or equivalent.
- Clarify role with both the PSI and HCO while in the practice education setting.

On-site PSI Educators are competent in settings and practices similar to those of the assigned practice education setting.

The HCO has authority to delay or cancel the practice education experience if there is evidence that the pre-requisites or orientation requirements have not been met, or there is evidence that the PSI Educator is not competent to supervise Students in the practice education setting.

⁷ WorkSafeBC. (2011) *Occupational Health & Safety Guidelines – Part 03 –Rights and Responsibilities: Young or New Workers*. Retrieved March 31, 2019 Retrieved from <https://www.worksafebc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/ohs-guidelines/guidelines-part-03#SectionNumber:G3.23>

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Roles, Responsibilities and Expectations

Post-Secondary Institutions

- Communicate the pre-requisites and orientation requirements to on-site PSI Educators.
- Ensure on-site PSI Educators meet all the relevant pre-requisites before or at the start of the practice education experience (See Appendix A).
- Ensure on-site PSI Educators are prepared and supported to facilitate Student learning in the practice education setting.
- Inform the HCO as to who the on-site PSI Educator will be in the practice education setting.
- Support the on-site PSI Educator to attend required HCO site orientation sessions.
- Make every effort to arrange for previous on-site PSI Educator to provide orientation to the new on-site PSI Educator within HCO practice education setting.
- Identify any specific orientation supports needed as soon as possible to allow the HCO enough time to organize the requested supports, including orientation by a HCO Supervisor / Worker if needed.
- Contact the HCO Practice Placement Coordinator when there is a question or concern surrounding pre-requisites or requirements for orientation.

PSI Educators

- Complete the relevant HCO pre-requisites and orientation requirements along with any HCO specific orientation (See Appendix A) within the expected timeframe and before the practice education experience.
- Identify own learning needs and any specific orientation supports needed to safely supervise Students in the practice education setting.
- Be familiar with the function of the practice education setting including policies, procedures, guidelines, routines, information systems (clinical and/or non-clinical), and reporting structures.
- Remain current on professional and practice requirements, as well as on workplace health and safety practices.
- Provide proof of completion of relevant pre-requisites and orientation requirements, if requested.

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- Conduct the orientation for Students to the practice education setting at the beginning of the practice education experience to the extent warranted by the duration of the experience, the degree of involvement in health care and services (observational vs. participation), and degree of supervision (direct vs. indirect).
- Comply with HCO and PSI policies, protocols, and/or procedures, including those related to confidentiality and workplace health and safety.

Health Care Organizations

- Communicate the pre-requisites and orientation requirements to the PSIs, including HCO specific policies and protocols such as those related to confidentiality and workplace health and safety.
- Support orientation to the practice education setting as required, including reasonable access to:
 - the site (such as identification, card access, educational space)
 - resources and documents (such as policies, protocols, procedures, information systems, courses, equipment, and supplies)
 - learning opportunities needed to meet the HCO requirements
- Conduct intermittent audits to confirm that pre-requisites are completed and/or orientation requirements are met.
- Request proof of completion of pre-requisites and/or orientation requirements, when needed.

HCO Supervisors / Workers / Designates

- Provide on-site PSI Educators practice setting orientation when:
 - the previous on-site PSI Educator is not available
 - there is no previous on-site PSI Educator
 - the new on-site PSI Educator's learning needs exceed what the previous on-site PSI Educator can provide
- Notify the HCO Practice Placement Coordinator when the orientation of on-site PSI Educators cannot be completed.

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References and Resources

- British Columbia College of Nurses & Midwives. (July 2020). *Regulatory Supervision of Students*. Retrieved February 15, 2021 from <https://www.bccnm.ca/RN/PracticeStandards/Pages/regulatorysupervision.aspx>
- Canadian Centre for Occupational Health and Safety. (2019). *OSH Answers Fact Sheets: Employee Orientation Checklist*. Retrieved March 26, 2019 from <https://www.ccohs.ca/oshanswers/hsprograms/orientation.html>
- College of Physical Therapists of British Columbia. (2018). *Standard 18. Supervision*. Retrieved April 2, 2019 from https://cptbc.org/wp-content/uploads/2019/04/CPTBC_Standards_2018_Dec14_singles_18.pdf
- College of Physiotherapists of Ontario. (2017). *Supervision Standard*. Retrieved April 2, 2019 from <https://www.collegept.org/rules-and-resources/supervision>
- College of Speech and Hearing Professionals of BC. . (December 2020). *SOP-PRAC-07: Supervision*. Retrieved January 31, 2021 from <https://cshbc.ca/wp-content/uploads/2020/12/CSHBC-SOP-PRAC-07-Supervision.pdf>
- Government of British Columbia. (2019). *Workers Compensation Act [RSBC 1996] Chapter 492: Definitions*. Retrieved March 5, 2019 from http://www.bclaws.ca/civix/document/id/lc/statreg/96492_00
- Multiple BC Health Organizations. (2020). *SPECO (Curriculum) & SPECO Checklist*. Provincial Health Services Authority, Vancouver, BC. Retrieved October 27, 2020 from <https://learninghub.phsa.ca/Courses/8538/speco-curriculum>
- WorkSafeBC. (2011). *Occupational Health & Safety Guidelines – Part 03 –Rights and Responsibilities: Young or New Workers*. Retrieved March 31, 2019 from <https://www.worksafebc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/ohs-guidelines/guidelines-part-03#SectionNumber:G3.23>
- Ibid. (2007). *Occupational Health & Safety Regulations Part 03 –Rights and Responsibilities: Young or New Workers*. Retrieved March 31, 2019 from <https://www.worksafebc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/ohs-regulation/part-03-rights-and-responsibilities#SectionNumber:3.22>

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Guideline Review History

Version	Date	People Responsible	Brief Description (reason for change)
1	March 2007	Authors/Editors: Carol A. Wilson (BCAHC), Barb Collingwood (BCAHC) Reviewers: Practice Education Committee of the BC Academic Health Council (Grace Mickelson, Chair)	
2	February 2013	Editors: Carrie Edge (FHA) Heather Straight (VCHA) Carmen Kimoto (VCC) Debbie McDougall (BCAHC)	Revised to new template Pre-requisite requirements updated Confidentiality requirements updated References updated
3	March 2021	Editor: Carol A. Wilson (PHSA) Reviewers: Judy Lee (KPU) Provincial OHS Managers BJ Gdanski (PHSA) Ministry of Health (Allied Health Policy Secretariat and Nursing Policy Secretariat) Ministry of Advanced Education, Skills and Training (Health Education Reference Committee) Health Authority Practice Education Committee	References updated WorkSafeBC Regulations confirmed Complete revision Updated to reflect existence of and be consistent with SPECO (Student Practice Education Core Orientation) Appendix A: Updated to remove description of knowledge/skill and cross-referenced to other PEGs

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Appendix A

Pre-requisites and Orientation Requirements

Pre-requisites

(Depends on nature of practice education experience)

Example	Guideline
• Immunizations	<u>PEG Communicable Disease Prevention</u>
• Flu Shot	<u>PEG Communicable Disease Prevention</u>
• Criminal Record Check	<u>PEG Criminal Record Check</u>
• Respiratory Fit Testing	<u>PEG Respiratory Protection</u>
• Cardiopulmonary resuscitation certificate	As required by PSI Program or profession
• Current professional licensing, registration and/or certification	As required by profession
• Additional pre-requisites (such as training on clinical information systems)	As deemed by HCO

Orientation Requirements

[Student Practice Education Core Orientation \(SPECO\)](#)

(Topics completed depend on nature of practice education experience)

Topic	Minimum frequency
• Introduction to Student Practice:	Once
▪ Information and Privacy	Once
· HCO Privacy and Confidentiality Undertaking	Once for each HCO
▪ Safety at Work (including potential hazards, use of personal protective equipment, working alone)	Once
▪ Muscular Skeletal Injury Prevention	Once
• Violence Prevention	Once (classroom training annually for high risk areas)
• Infection Control and Prevention	Renewal every 2 years
• Waste Management	Once (direct care only)
• Workplace Hazardous Materials Information Systems (WHMIS)	Renewal every 3 years
• Code Red (Fire Safety)	Renew annually (acute/long-term care facilities)