

# Practice Education Guidelines for BC Supervision of Students

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August 2021

## Intent / Purpose

- Outline the roles and expectations of Health Care Organization (HCO) Supervisors and Workers when supervising Post-Secondary Institution (PSI) Students during practice education experiences within the practice education setting.

## Definitions

Refer to: [Standard Terms and Abbreviations](#)

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<i>Observation</i>	"...a learning opportunity with minimal client risk. Observers must not provide any hands on or direct client services including but not limited to: assessment, treatment/intervention, education, or counselling." <sup>1</sup> For strictly observational practice education experiences, the Student is a passive observer and under direct and constant supervision at all times (such as novices to the practice education setting). Other terms: job shadow, career observation, observership
<i>Practice Issue</i>	"any issue or situation that either compromises client care/service by placing a client at risk, or affects a [student]'s ability to provide care/service consistent with their Standards of Practice, Code of Ethics, other standards and guidelines, or agency policies or procedures." <sup>2</sup>
<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. <sup>3, 4, 5</sup>
<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)

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<sup>1</sup> College of Speech and Hearing Professionals of BC. (2018). *POL-QA-06: Levels of Supervision*. Retrieved June 23, 2019 from <https://www.cshbc.ca/wp-content/uploads/2019/02/CSHBC-POL-QA-06-Levels-of-Supervision.pdf>

<sup>2</sup> Adapted from Nova Scotia College of Nursing. *Resolving Professional Practice Issues Practice Guideline*. Halifax, Nova Scotia. Page 1. Retrieved October 29, 2020 from <https://www.nscn.ca/professional-practice/practice-support/practice-support-tools/professional-practice/resolving-professional-practice-issues-practice-guideline>

<sup>3</sup> 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>

<sup>4</sup> 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](https://cptbc.org/wp-content/uploads/2019/04/CPTBC_Standards_2018_Dec14_singles_18.pdf)

<sup>5</sup> 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 Guidelines

Safety is top priority in all aspects of the practice education experience.

The HCO Supervisors/Workers are ultimately responsible for the overall care of Clients and/or Client services in the practice education setting.<sup>6</sup>

The PSI Educators and HCO Supervisors/Workers share the responsibility for making sure the Students are adequately supervised in the practice education setting.

Students are accountable for their actions, behaviour, and decisions in the practice education setting and seek supervision and/or direction as required.

PSI Educators and HCO Supervisors/Workers determine the degree of supervision (direct or indirect) needed to maintain Client safety and the delivery of quality health care and service and consistent with the type of practice education experience (observational versus participatory).

Students in a **strictly observational** practice education experience in clinical settings (see [PEG Criminal Record Check](#); [PEG Consent for Student Involvement in Health Care](#)):

- are under the direct and constant supervision of a PSI Educator or HCO Supervisor **at all times** while in the practice education experience
- do not have independent or unsupervised access to any HCO Clients
- do not provide any hands-on or direct HCO Client health care or service

Students in a **strictly observational** practice education experience in non-clinical settings (see [PEG Criminal Record Check](#)):

- are under the direct and constant supervision of a PSI Educator or HCO Supervisor **at all times** while in the practice education experience
- have no access to any HCO Clients or Client records at any time

Students in an observational role as part of a larger practice education experience might engage with HCO Clients and have access to Client records, depending on the nature of the experience, the Student's level of education, and the level of risk to the Client (see [PEG Consent for Student Involvement in Health Care](#)).

PSI Educators and HCO Supervisors provide direct supervision to Students learning new skills and not yet independent, or in any situations where the Students' relevant skills are insufficient to practice with indirect supervision or independently.

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<sup>6</sup> The Canadian Medical Protective Association. (n.d.) *Supervision of trainees*. Retrieved June 28, 2019 from [https://www.cmpa-acpm.ca/serve/docs/ela/goodpracticesguide/pages/teams/Delegation\\_and\\_supervision/supervision\\_of\\_trainees-e.html](https://www.cmpa-acpm.ca/serve/docs/ela/goodpracticesguide/pages/teams/Delegation_and_supervision/supervision_of_trainees-e.html)

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Students, PSI Educators, and HCO Supervisors/Workers are guided in their supervision by the policies, standards, guidelines, and protocols of the PSI, HCO, and/or regulatory body of the profession or discipline (where applicable).

## Roles, Responsibilities and Expectations

### *Post-Secondary Institutions*

- Establish and communicate policies, standards, guidelines, and protocols for supervision of Students to the Students and Educators along with the HCO Educators.
- Before or at the beginning of the practice education experience, provide the HCO Supervisor and/or Workers with:
  - education program outcomes
  - expectations of Students
  - anticipated degree of supervision the Student will need

### *Students*

- Communicate own learning needs, competencies, experience, abilities, and limitations to the PSI Educator and/or HCO Supervisor/Worker throughout the practice education experience.
- Do not provide hands on or direct HCO Client health care or service when taking part in a **strictly observational** practice education experience.
- Carry out practice activities and tasks within the limits set by PSI, HCO, and/or profession. (see [PEG Student Practice Activities, Limits, and Conditions](#))
- Introduce self to HCO Clients and Workers with name, title or designation, and PSI program consistent with identification worn, along with the name, location, and form of supervision of the PSI Educator or HCO Supervisor. (see [PEG PSI Student & Educator Identification](#))
- Explain the Student roles and responsibilities to the Client.
- Seek support and supervision, as appropriate.

### *Health Care Organizations*

- Establish policies, standards, guidelines, and protocols that support the supervision of Students by HCO Supervisors/Workers during a practice education experience.

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- Support HCO Supervisors/Workers in the supervision of Students (examples: mentorship, coaching, and/or leadership education).
- Provide onsite supervision of Students by HCO Supervisors/Workers as agreed to with the PSI.
- Work with the PSI to make sure the expectations for supervision by HCO Supervisors/Workers are clear, realistic, and within established policies, standards, guidelines, and protocols.

### *PSI Educators / HCO Supervisors*

- Be familiar with the PSI program requirements and expectations along with Student's current learning needs and competencies.
- Orient the Student to the practice education setting including workplace health and safety (see [PEG Orientation – Students](#)).<sup>7</sup>
- Discuss with the Student their learning needs, expectations, and competencies.
- Communicate the expectations of Students during the practice education experience to HCO Workers.
- Remain responsible and accountable for making sure the standards of care and service of the HCO and profession are maintained.
- Act as a role model for professional, respectful, and ethical behaviour.
- Directly supervise **at all times** those Students whose practice education experience is strictly observational (see [PEG Criminal Record Check](#)).
- Determine the degree of supervision of Students taking part in care or service based on:
  - the expectations of the PSI
  - the type of practiced education experience
  - the Student's level of education, learning needs, experience, and competence
  - the activities being performed
  - the practice education setting
  - the needs of the situation or HCO Client
- Confirm with the Student, and PSI if needed, the types of activities and tasks requiring supervision and the degree of supervision needed.
- Before Student involvement in HCO Client care or service:

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<sup>7</sup> WorkSafeBC. (2011). *Supervision in Health Care: You're your Responsibilities*. Retrieved June 28, 2019 from <https://www.worksafebc.com/en/resources/health-safety/books-guides/supervision-in-health-care-know-your-responsibilities?lang=en>

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- Inform the HCO Client or substitute decision-maker of Student(s) observing or taking part in a practice education experience
- Seek consent for Student involvement in health care (see [PEG Consent for Student Involvement in Health Care](#)).
- Create a supportive and safe learning environment where the Student feels safe to express their learning needs and the need for supervision and teaching.
- Provide ongoing constructive feedback for learning to the student throughout the practice education experience.
- Ensure any written record of feedback is kept confidential and used only for the purpose for which it was intended (see [PEG Privacy and Confidentiality](#)).
- Notify PSI as soon as any practice issue is anticipated or encountered (see [PEG Student Practice Issues](#)).

## 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>
- Drolet, B. C., Brower, J. P., & Miller, B. M. (2017). Trainee Involvement in Patient Care: A Necessity and Reality in Teaching Hospitals. *Journal of Graduate Medical Education*, 9(2), 159–161. doi:10.4300/JGME-D-16-00232.1 Retrieved August 20, 2019 from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5398130/>
- Canadian Nurses Protective Society. (2012). *Supervision*. Retrieved January 31, 2021 from <https://cnps.ca/article/supervision/>
- Canadian Medical Protective Association. (n.d.). *Delegation and supervision: The role of the patient*. Retrieved January 24, 2021 from [https://www.cmpa-acpm.ca/serve/docs/ela/goodpracticesguide/pages/teams/Delegation\\_and\\_supervision/the\\_role\\_of\\_the\\_patient-e.html](https://www.cmpa-acpm.ca/serve/docs/ela/goodpracticesguide/pages/teams/Delegation_and_supervision/the_role_of_the_patient-e.html)
- College of Occupational Therapists of British Columbia. (2011). *Practice Guideline: Supervision Support Personnel*. Retrieved June 28, 2019 from [https://cotbc.org/wp-content/uploads/COTBC\\_Practice-Guideline\\_Supervision2011\\_2.pdf](https://cotbc.org/wp-content/uploads/COTBC_Practice-Guideline_Supervision2011_2.pdf)
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- College of Psychologists of B.C. (2016). *Practice Support Checklist #10: Provision of Supervision Services*. Retrieved June 28, 2019 from <http://collegeofpsychologists.bc.ca/docs/psc/PS10%20-%20Provision%20of%20Supervision.pdf>

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College of Speech and Hearing Professionals of BC. (2018). *POL-QA-06: Levels of Supervision*. Retrieved June 23, 2019 from <https://www.cshbc.ca/wp-content/uploads/2019/02/CSHBC-POL-QA-06-Levels-of-Supervision.pdf>

Ibid. (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>

Nova Scotia College of Nursing. (2020). *Resolving Professional Practice Issues Practice Guideline*. Halifax, Nova Scotia. Page 1. Retrieved October 29, 2020 from <https://www.nscn.ca/professional-practice/practice-support/practice-support-tools/professional-practice/resolving-professional-practice-issues-practice-guideline>

WorkSafeBC. (2011). *Supervision in Health Care: You're your Responsibilities*. Retrieved June 28, 2019 from <https://www.worksafebc.com/en/resources/health-safety/books-guides/supervision-in-health-care-know-your-responsibilities?lang=en>

## 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	June 2012	Editors: Heather Straight (VCH) Carrie Edge (FHA)	Revised to meet new template format including language
3	February 2013	Editors: Heather Straight (VCH) Carrie Edge (FHA) Deb McDougall (BCHAC)	Revised for terminology, clarity of content, new references added
4	March 2021	Editor: Carol A. Wilson (PHSA) Reviewers: Judy Lee (KPU) 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	Focused supervision of all types of students non-clinical and clinical in the practice education setting References updated Expanded to include supervision by both PSI Educators and HCO Supervisors for group and non-group placements Cross referenced to relevant PEGs