

Practice Guideline

March 26, 2007

All faculty* supervising students on site must be familiar with the functioning of the assigned practice setting and its policies, procedures, and guidelines.

Faculty* assigned to a practice setting should have practice experience in similar practice settings and be able to meet the practice standards for the assigned practice setting.

Guideline Details

General Pre-requisites:

- Current professional registration (where applicable)
- Criminal record check on file either with professional body or with educational agency (refer to [Practice Education Guideline – Criminal Record Search](#))
- Immunizations and vaccinations up to date (refer to [Practice Education Guideline – Communicable Diseases and Immunization](#))
- Working knowledge of Workplace Health and Safety principles and practices (refer to [Practice Education Guideline – Workplace Health and Safety](#))

Direct Care Pre-requisites:

- Current Cardiopulmonary Resuscitation certificate
- Respiratory Mask Fit Test (depending on practice setting) (refer to [Practice Education Guideline – Respiratory Protection](#))
- Current Neonatal Resuscitation certificate (depending on practice setting)

Orientation:

- Faculty new to the practice setting must be oriented before the start of any student placements and should include working alongside staff in the practice setting. Every effort should be made by the educational agencies to have those faculty who have worked on that site orient new faculty. If this is not possible, the placing agency must contact the practice setting to arrange for site orientation. The type and duration of the orientation should be negotiated with the destination contact.
- Returning faculty are responsible for determining their own learning needs with respect to orientation and ensuring that they are met prior to the start of the placement.
- When Faculty have been absent from the assigned practice setting for more than one year, the placing agency should arrange for a full orientation to the site and practice setting.

Timeline:

- Orientation to the assigned practice setting should be completed at least two weeks before the start of the placement. If faculty are required to attend any site orientation, they need to plan ahead to ensure they are able to attend the scheduled session(s). Depending on the practice area and the experience of the faculty, the orientation period may vary.

Consistency:

- The Placing Agency should make every effort to ensure consistency of faculty from one semester to another.

Faculty competencies:

- Faculty should have recent and substantial experience in specific care or service of the practice setting.
- Faculty should have the capacity to practice competently and independently in the specific care or service of the practice setting.

Communication:

- Faculty must determine and communicate their specific learning needs to the Receiving Agency as part of orientation and ensure these are met before the start of the placement.

Roles & Responsibilities

Placing Agencies are responsible for:

- ensuring that faculty are aware of and meet the Receiving Agency pre-requisites.
- letting the destination contact know who the on site faculty will be.
- ensuring that faculty are familiar with the expectations and limitations governing student practice in order to maintain a safe practice environment.
- selecting faculty who have a current working knowledge of the practice area.

Faculty are responsible for:

- meeting the Receiving Agency pre-requisites.
- contacting the practice setting and negotiating the plan for his or her orientation to both the site and practice setting.
- reading any orientation materials (paper or electronic based) and completing any related forms.
- fulfilling their responsibilities in relation to confidentiality, intellectual property, ethical practice, and workplace health and safety.
- having a working knowledge of the policies and procedures for the practice setting.
- keeping current in their ability to function competently in the practice area.
- orienting their student groups to the site and placement area.
- assisting students in understanding the specific Receiving Agency policies, procedures, and guidelines, and to apply them in their practice.

Receiving Agency destination contact is responsible for facilitating the orientation for faculty to the practice setting.

Consequences of Non-compliance

The Receiving Agency could delay the students' practice experience or cancel the placement if there is evidence of faculty not meeting pre-requisites or not arranging orientation in a timely manner. Failure of faculty to be adequately prepared and oriented for the assigned practice setting could result in unsafe or inadequate care or service by faculty as well as the students they are supervising.

Rationale or Background

Most practice settings would prefer faculty orientation to occur within the month before the start date. The practice setting needs sufficient time to organize the orientation of the faculty. In addition, some practice settings require that faculty attend specific scheduled training sessions in order to be able to function in the practice setting.

Consistency in faculty reduces the resources required for continuous orientation of new faculty.

Faculty who are not current or experienced in the practice setting increase the risk to the patient and the workload of the staff. Receiving Agency staff are ultimately responsible for care and service but rely on faculty to ensure that a standard of care and service is provided within the limits of the students' level of competence.

Because faculty are working within Receiving Agencies, they must have the similar orientation as employees, even if it is not provided in the same manner. There is an expectation that faculty meet many of the same requirements as employees, especially related to industry standards and requirements (such as WorkSafe BC, government regulations, and professional requirements).

Health Authorities are measured by and attempt to adhere to the Canadian Council on Health Services Accreditation Standards. Human Resources Standards 5.0 and 6.0 require evidence of a process for orientation and preparation of all those involved in care and service. Specifically, Standard 5.1 states that:

“The organization’s leaders, staff, students, and volunteers go through an orientation process that:

- is timely and documented
- assesses whether the individuals can carry out their responsibilities before they begin the job
- provides initial training and information about the organization and the job that includes:
 - the mission, vision, and goals and objectives
 - programs and services, and key personnel
 - roles and responsibilities
 - relevant policies and procedures, including confidentiality
 - safety and emergency preparedness
 - quality improvement”¹

¹ Canadian Council on Health Services Accreditation. (2004). CCHSA's Accreditation Program – Human Resources Standards. 5th Edition. Ottawa, Ontario. Section 5.0:Standard 5.1, page 14.

Definitions

Faculty: Those educational agency employees who supervise students on site or are responsible for overseeing fieldwork/preceptorship placements (off site). This term is used in order to differentiate between educational instructors and Receiving Agency clinical instructors. On site faculty may also be referred to as clinical faculty.

References

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