

Practice Education Guidelines for BC Orientation - Students

GL#1-6

Practice Guideline

March 22, 2007

All students, while participating in learning experiences within Receiving Agencies, must be adequately prepared, oriented to the practice setting, and be familiar with policies, procedures, and guidelines.

Guideline Details

General Pre-Requisites:

- Current professional registration (if applicable)
- Criminal record check on file either with educational agency or in own personal file (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:

- All students must be oriented to the Receiving Agency and the practice setting. The extent of the orientation depends on:
 - the duration of the experience
 - the degree of involvement in care or service (strictly observation vs. participation in care or service)
 - the degree of supervision (direct supervision vs. minimal supervision)
- Who provides student orientation depends on:
 - the type of placement (group vs. preceptorship/fieldwork)
 - the resources available

Timeline:

- Preferably, all learning related to orientation should be arranged **in advance**. If students are required to attend any site orientation sessions, they need to plan ahead to ensure they are able to attend the scheduled session(s).
- All required learning should be completed by the end of the first week of the placement.

Roles & Responsibilities

Placing Agency is responsible for ensuring the students meet the general prerequisites of the Receiving Agency.

On site faculty* or supervising staff* are responsible for:

- **ensuring the student(s) completes all aspects of the orientation**
- **submitting required forms (such as Confidentiality).**
- **conducting the site and practice setting orientation for students in group placements.**

Students are responsible for completing all self-directed learning orientation materials or activities as directed within the time limit set.

Supervising staff* are responsible for orienting the student(s) to the site and placement area. Faculty are responsible for facilitating the connection between student and supervisor.

Consequences of Non-compliance

Failure of **students** to be adequately prepared and oriented for the assigned practice setting could result in unsafe or inadequate care or service.

Not completing the required learning in a timely manner could result in students not being able to access certain systems or carry out certain activities that are essential to their learning.

Rationale or Background

Students who are not adequately prepared create a potential risk to the patient and/or the Receiving Agency. In addition, poorly oriented students increase the workload of the staff contributing to errors, inconsistencies, and added responsibilities. Receiving agency staff are ultimately responsible for care and service. When staff supervise students, it is in their best interests that students are adequately prepared and supervised. When students are supervised by on site faculty, staff rely on faculty to ensure that a standard of care and service is provided within the limits of the students' level of competence.

Because students are working within Receiving Agencies – doing what staff do, they must have a similar orientation **to** employees, even if it is not provided in the same manner. There is an expectation that students 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

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- 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, 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

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.

Supervising Staff: Those within the Receiving Agency responsible for the supervision of a student during the practice education experience. This includes employees, physicians, and volunteers.

References

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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.