

February 2013

**Introduction and Purpose:**

Safety and quality in practice requires students be adequately prepared for the practice education experience. All BC Health Authorities abide by Accreditation Canada standards; leadership standards outline requirements for the creation and sustainment of culture that promotes a safe and healthy workplace environment<sup>1</sup>. Additionally, WorkSafeBC OHS Regulations<sup>2</sup> outline employer requirements for workplace environments that promote occupational health and safety and to protect staff, students and other persons from work-related risks to their health, safety and well-being. Students need to meet many of the same knowledge and skill requirements as employees (such as WorkSafe BC, government regulations, and professional requirements) to promote the safety of themselves, their colleagues and clients.

The purpose of this guideline is to outline the pre-requisites, orientation requirements and expectations for students who will be learning within a practice education site. Students will require guidance, teaching and support to develop foundational knowledge and skill. The roles and responsibilities of the Health Care Organization (HCO) and the Post Secondary Institution (PSI) are outlined. The guideline reinforces the collaborative partnership between the HCO and the PSI that is required for supporting the successful integration of students to the practice setting.

**Definitions:**

*Also refer to: Standardized Guideline definitions in the Practice Education Guideline (PEG) Introductory Module.*

*Orientation:* a process for supporting adjustment or adaptation to a new environment, situation, custom or set of ideas. Introductory instruction concerning a new situation.

**Practice Guideline Standards:**

All students, while participating in learning experiences within HCOs, must be adequately prepared and oriented to the practice setting. They must be aware of workplace health and safety policies, procedures, guidelines and know how / where to access additional policies, procedures and guidelines that will support the work that they do.

PSIs are responsible for ensuring that students have satisfied all placement pre-requisites prior to the start of the placement, including:

- Signed the approved health authority specific confidentiality form (See: PEG 2-1: Protecting Privacy and Maintaining Confidentiality).

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<sup>1</sup> Accreditation Canada. (2012). *Standards/leadership*. Retrieved January 22, 2013 from: <http://www.accreditation.ca/accreditation-programs/qmentum/standards/leadership/>

<sup>2</sup> WorkSafeBC. (2012). *Regulations and policies*. Retrieved January 22, 2013 from: [http://www.worksafefbc.com/regulation\\_and\\_policy/default.asp](http://www.worksafefbc.com/regulation_and_policy/default.asp)

\* indicates term is defined under 'Definitions' section

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- Current professional student registration, where applicable.
- Criminal record check, including advanced vulnerable populations check where applicable (See: PEG 1-2: Criminal Record Check)
- Current immunizations / vaccinations as per HCO policies / guidelines (See: PEG 1-3: Immunization)
- Current working knowledge of Workplace Health and Safety principles and practices (See Appendix A: Workplace Health and Safety Education/Certification Standards), including:
  - Code Red / Site Specific Fire Safety
  - Infection Prevention /Control
  - Workplace Hazardous Materials Information Systems
  - Workplace Violence Prevention
  - Musculoskeletal Injury Prevention
  - Waste Management
- Current Cardiopulmonary Resuscitation certificate (as required by profession)
- Respiratory Mask Fit Test (as required by the practice setting) (See: PEG 1-4: Respiratory Protection).
- Additional prerequisites as required by the practice setting (eg: Neonatal Resuscitation).

PSIs are responsible for ensuring that students keep current on professional / practice requirements, as well as workplace health and safety practices (See Appendix A: Workplace Health and Safety Education/Certification Standards).

PSIs are responsible to ensure that students receive a comprehensive orientation to the HCO and practice setting. The extent of the orientation will depend on:

- The duration of the experience
- The degree of involvement in care or service (observation vs. participation, clinical vs. support)
- The degree of supervision planned (direct vs. minimal)

Responsibility for provision of orientation will depend upon the type of placement experience and the primary supervisor ie: supervised by an onsite PSI educator or by a HCO educator / preceptor.

The PSI educator/HCO educator/preceptor is responsible for:

- Orientation to the assigned practice setting at the outset of the practice placement and completion within the first week of the practice experience.
- Support to complete the required HCO site orientation sessions/e-learning programs.
- Ongoing support, supervision and teaching as required.

The HCO may cancel practice education experience if there is evidence that the student has not met the re-requisites or orientation requirements.

## **Roles, Responsibilities and Expectations:**

*Post Secondary Institution:*

Communicate pre-requisite and orientation requirements to students.

Ensure that each student satisfies the pre-requisites of the HCO prior to the placement start date.

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Maintain records of pre-requisite requirements as proof of completion.

Coordinate the student orientation to the HCO practice setting with the PSI educator and/or the HCO educators / preceptors.

### *Student:*

Complete all pre-requisite and self-directed orientation requirements within the expected timeframe.

Provide records of completion related to pre-requisites to the PSI and to the HCO upon request.

Identify and communicate outstanding learning needs regarding professional/practice and workplace health and safety practices to their PSI educator and/or HCO educator, and seek appropriate support as required.

### *PSI Educator and/or HCO Educator (placement type dependent)*

Collaboratively plan and provide student orientation to the HCO and practice site as required.

Ensure that the student completes all pre-requisite requirements prior to the start of the placement and all orientation requirements within one week of starting the placement.

### *Health Care Organization:*

Communicate Health Authority specific policies and protocols for Privacy and Confidentiality (See: PEG 2-1: Protecting Privacy and Maintaining Confidentiality).

Support orientation to the practice setting as required, including access to resources (including online, e-learning courses), documents, the practice environment, and other learning opportunities required to meet HCO pre-requisite and orientation requirements.

## **Resources and References:**

Accreditation Canada. (2012). *Required organizational practices 2012*. Available at: [www.accreditationcanada.ca](http://www accreditationcanada.ca)

Accreditation Canada. (2012). *Standards*. Available at: <http://www.accreditation.ca/accreditation-programs/qmentum/standards/>

Barnard, A., Owen, C., Tyson, A. & Martin S. (2011). Maximising student preparation for clinical teaching placements. *The Clinical Teacher*, 8:88-92

BC Academic Health Council. (2007). *Education institution affiliation agreement template*. Available at: [www.hspscanada.net/docs/aam/aa\\_template.pdf](http://www.hspscanada.net/docs/aam/aa_template.pdf)

Vancouver Coastal Health Authority, Providence Health Care, Fraser Health Authority & Provincial Health Services Authority. (2012). *Student practice education core orientation*. Available at: <https://ccrs.vch.ca/catalog.aspx?cid=2992>

WorkSafeBC. (2013). *Occupational health and safety regulation*. Available at:

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<http://www2.worksafebc.com/publications/OHSRegulation/Home.asp>

WorkSafeBC. (2013). *Safety at work. Health care*. Available at:  
<http://www2.worksafebc.com/Portals/HealthCare/Home.asp>

WorkSafeBC. (2013). *Safety at work. Young worker*. Available at:  
<http://www2.worksafebc.com/Topics/YoungWorker/Home.asp>

## Guideline Review History:

| Revision # | Date          | Author(s)  | Brief Description of Change (reason for change)  |
|------------|---------------|--|--|
| Original   | March 2007    |  |  |
| 1          | February 2013 | Carrie Edge (FHA), Heather Straight (VCHA), Carmen Kimoto (VCC),Debbie McDougall (BCAHC) | Revised to new template<br>Pre-requisite requirements updated<br>Privacy and confidentiality statements re: storing confidentiality agreements revised<br>References updated |
|            |               |  |  |

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## Appendix A: Workplace Health and Safety Education / Certification Standards

| Health and Safety Topic                                   | Knowledge / Skill   | Renewal   |
|---|---|---|
| Code Red /<br>Site specific Fire Safety                   | General principles for fire safety, processes/protocols for site specific fire response, evacuation principles and use of fire extinguishers.   | Annual at same site<br>Must complete program for each new practice education site |
| Infection Prevention and Control                          | Principles of infection control and handwashing. May also require completion of broader concepts of standard precautions depending on program of study.   | No formal recertification/review<br>Maintain knowledge/practice currency          |
| Workplace Hazardous Materials Information Systems (WHMIS) | Basic information for identification, handling and response to exposure/spills of hazardous materials for those who work with or in proximity to hazardous or controlled substances/products.   | Annual  |
| Workplace Violence Prevention                             | Mandatory provincial program for all health care staff. Education includes measures to prevent or minimize any risk of violence to oneself and others, and the general actions to take should violence occur  | Annual  |
| Musculoskeletal Injury Prevention                         | Education includes risk identification related to work, including recognition of early signs and symptoms of Musculoskeletal Injuries and their potential health effects. For those involved in direct care, education should also include principles and practices of safe manual handling, as well as the use of lifting equipment. | Maintain ongoing competence   |
| Waste Management  | Education includes principles and practices related to disposal of materials, sharps, biohazardous wastes and chemotoxic wastes.  | Maintain ongoing competence   |
| Respiratory Mask Fit Testing                              | Education on the correct use and care of respirators, respirator limitations, donning and doffing procedures and proper disposal  | Fit Testing required annually   |