

Practice Education Guidelines for BC Student Practice Issues

GL#2-10

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Introduction and Purpose:

The safety of patients is of prime concern to both the Health Care Organization (HCO) and Post Secondary Institution (PSI).

Ongoing feedback between HCO Educators (term includes all practice education supervisory roles), PSI Educators and students is foundational to supporting student learning and competency development. Practice issues may become evident during the course of the practice education experience. When a student is not informed in a timely manner of practice issues, the student may not be aware of the need to practice differently, or have time to engage in learning opportunities to address the issue(s). Additionally, if the student is not aware of the issues and continues to practice, patient and staff (including the student) safety may be at risk.

The purpose of this guideline is to outline the expectations and actions for addressing and monitoring student practice issues identified during the practice education experience. Roles and responsibilities for identifying, communicating, supporting and reporting practice issues are stated.

Definitions:

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

Duty to report: "A registrant must report in writing to the registrar of another person's college [or regulatory body] if the registrant, on reasonable and probable grounds, believes that the continued practice of a designated health profession by the other person might constitute a danger to the public."¹

Learning Contract: an "agreement reached between instructor and student regarding the objectives to be reached in a particular learning period or activity."² A learning contract should be in writing. A learning contract includes what the learner is going to learn (i.e. learning objectives); how the learner is going to learn it (i.e. learning strategies); a deadline or time for assessment (i.e. a target date); and how the learner is going to demonstrate that he or she has learned it (i.e. evidence of accomplishment).²

Need to Know Information: needing to access certain information in order to perform specific duties and responsibilities related to an individual's role.

Practice Issue: any issue or situation that either compromises client care/service by placing a client at risk, or affects ability to provide care/service consistent with the *Standards of Practice, Code of Ethics*, other standards and guidelines, or agency policies or procedures³.

¹ Province of British Columbia. (2013). Health Professions Act – Chapter 183. Queen's Printer, Victoria, BC. Section 32.2(1).

² TeAch-nology - The Art and Science of Teaching with Technology (1998-2007) Glossary: Learning Contract. Bloomingburg, New York.

³ College of Registered Nurses of Nova Scotia. (2012). *Resolving professional practice issues. A toolkit for registered nurses.* Halifax, NS. Available at: <http://crnns.ca/documents/ResolvingProfessionalPracticeIssuesToolkit.pdf>

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Practice Guideline Standards:

Regular communication about student learning will be negotiated between student, PSI Educator and/or HCO Educator (term includes all HCO practice education supervisory roles) at the beginning of the placement and will be ongoing throughout the practice education experience. Communication must be clear regarding expectations for the practice experience, development of goals, process for providing feedback and identification of any practice issues.

Practice issues that must be addressed include, but are not limited to:

- Practice that compromises the safety of patients, staff, or others in the practice setting in addition to the safety or learning of other students;
- Unprofessional, unethical behaviour;
- Inconsistent practice;
- Breach of confidentiality;
- Disrespecting or not valuing the rights of others;
- Fitness to practice;
- A level of absence from the practice setting that results in the student not achieving practice education learning goals.

If at any time a student demonstrates incompetence, performs unsafely, or acts unprofessionally or unethically, the HCO Educator has the right and responsibility to report to the PSI Educator and/or request that a student leave the practice setting. Should HCO staff ask the student to leave the practice setting, the PSI must be notified immediately.

Students have the right to be informed in a timely, confidential manner of any identified practice issues. Their PSI Educator, where applicable, should also be informed of the concerns so they can support the student's learning in a timely manner.

All communication must be conducted in accordance with privacy and confidentiality policies and guidelines (See PEG 2-1: Protecting Privacy and Maintaining Confidentiality).

The HCO Educator will clearly document and discuss any areas of practice concern with the student and responsible PSI educator where applicable. Documentation will be detailed, objective and will include specific examples of practice issues.

Learning plans⁴/contracts to address practice issues are collaboratively developed, implemented and evaluated between the student, the HCO Educator and the PSI Educator.

The HCO Unit Manager must be notified of any practice issue that may compromise patient and/or staff safety.

Appropriate level of disclosure of information of practice issues that do not compromise patient and/or staff safety, will be determined by the PSI Educator, HCO Educator and HCO Unit Manager

⁴ College of Registered Nurses of Nova Scotia. (2012). *Resolving professional practice issues. A toolkit for registered nurses*. Halifax, NS. (p. 14-15). Available at: <http://crnns.ca/documents/ResolvingProfessionalPracticeIssuesToolkit.pdf>

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and will be in accordance with and respect the boundaries of student privacy and confidentiality. Only “need to know” information will be shared.

If the student is a registered member of a regulatory body, the HCO and/or PSI may have a duty to report in accordance with the discipline’s practice standards and guidelines. The HCO Educator and PSI Educator must consult the discipline specific regulatory practice standards and guidelines and determine for need and process for reporting.

Roles, Responsibilities and Expectations:

PSI Educator:

In collaboration with the student and HCO Educator, assess the situation, address any practice concerns, and develop a plan and/or learning contract as required with clearly defined outcomes.

Maintain ongoing communication with the student and HCO Educator to monitor and document student progress.

Determine final outcome of student achievement of course outcomes.

In collaboration with HCO Educator, determine need and process for notifying HCO Unit Manager and regulatory body, where applicable, of practice issues.

HCO Educator:

Create and sustain a supportive learning environment where the student understands the purpose and value of feedback and feels safe to express learning needs and limitations to the HCO Educator.

Communicate with the student as soon as any difficulty is encountered and practice issues are identified.

Inform the PSI Educator as soon as practice issues are identified.

Document practice issues in accordance with practice guideline standards.

Contribute to the development of a learning plan/contract and participate in monitoring and evaluating student progress.

In collaboration with PSI Educator, determine need and process for notifying HCO Unit Manager and/or discipline regulatory body of practice issues.

Student:

Acknowledge and commit to learning/resolving practice issues.

Understand scope of practice and own practice limitations and seek support/supervision as required (See PEG 4-3: Student Scope of Practice and PEG 2-12: Supervision of Students).

Participate in the development of a learning plan/contract and be accountable to achieving stated outcomes.

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Resources and References:

Canadian Medical Protective Association. (2012). *Good practices guide*. Available at: http://www.cmpa-acpm.ca/cmpapd04/docs/ela/goodpracticesguide/pages/human_factors/Defining_human_factors/what_is_meant_by_human_factors-e.html

College of Registered Nurses of BC. (2012). Assisting nurses with significant practice problems. Vancouver, BC. Available at: <https://www.crnbc.ca/Standards/Lists/StandardResources/354AssistingNursesPracticeProblems.pdf>

College of Registered Nurses of BC. (2011). *Practice standard: duty to report*. Pub. No. 436. Vancouver, BC. Available at: <http://www.crnbc.ca/downloads/436.pdf>

College of Registered Nurses of Nova Scotia. (2012). *Resolving professional practice issues. A toolkit for registered nurses*. Halifax, NS. Available at: <http://crnns.ca/documents/ResolvingProfessionalPracticeIssuesToolkit.pdf>

Province of British Columbia. *Your assurance of competent health care*. Pub.no 671. Available at: www.crnbc.ca/CRNBC/Documents/671YourAssurance.pdf

Province of British Columbia. (2013). Health Professions Act – Chapter 183. Queen’s Printer, Victoria, BC. Section 32.2(1). Available at: http://www.qp.gov.bc.ca/statreg/stat/H/96183_01.htm.

TeAch-nology - The Art and Science of Teaching with Technology (1998-2007) Glossary: Learning Contract. Bloomingburg, New York. Available at: <http://www.teach-nology.com/glossary/terms/1/>

University of Manitoba Faculty of Pharmacy. (2012). *Student practical experiential program (SPEP)*. Available at: http://umanitoba.ca/faculties/pharmacy/media/SPEP3_Toolkit.pdf

Guideline Review History:

Revision #	Date	Author(s)	Brief Description of Change (Only identify significant changes)
1	March 2007		
2	March, 2013	Andrea Starck (NHA); Angela Wolff (FHA); Debbie McDougall (BCAHC);	Content update Health Profession Regulatory College contact information included in resources Template / terminology