

# Practice Education Guidelines for BC

## Guiding Principles for the Placement Process

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July 2021

### Intent / Purpose

- Provide a consistent and comprehensive approach for arranging quality practice education experiences between the Health Care Organization (HCO) and Post-Secondary Institution (PSI) partners.
- Provide guidelines for a collaborative and transparent placement process that ensures accuracy, efficiency, and fairness in all:
  - Student placement requests
  - placement decisions
- Provide a framework for identifying practice education placement priorities.
- Outline the responsibilities of all stakeholders within the placement process for various types of Students enrolled in:
  - PSIs within BC
  - Work Experience (WEX) courses in Secondary schools within BC<sup>1</sup>
  - PSIs outside of BC but within Canada
  - International PSIs

### Definitions

Also refer to: [Standard Terms and Abbreviations](#)

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<i>Affiliation Agreement</i>	A formal, legal agreement or contract between HCOs and PSIs, or among PSIs or HCOs, for the purpose of providing instruction in the HCO to Students. The agreement defines the roles and responsibilities of both organizations and addresses risks to staff, patients, faculty and students. <sup>2,3</sup>
<i>Authorized Signatory</i>	Individual in the organization who is designated to sign legally binding contracts, usually identified by Senior Administration and Finance Managers or department heads are not usually authorized to sign off on educational Affiliation Agreements
<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>4</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

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<sup>1</sup> Government of British Columbia. (2019). *Work Experience Program Guide*. Pg. 2. Retrieved March 28, 2021 from <https://www2.gov.bc.ca/assets/gov/education/childcare-to-grade-12/teach/pdfs/curriculum/appliedskills/wex-guide.pdf>

<sup>2</sup> Healthcare Insurance Reciprocal of Canada (HIROC). (2017). *Risk Note: Contracts – Education Affiliation Agreements*. Retrieved September 4, 2019 from <https://www.hiroc.com/resources/risk-notes/contracts-education-affiliation-agreements>

<sup>3</sup> Health Care Protection Program. (2008). *Risk Note: Managing Risk in Educational Affiliation Agreements - Educational Institution Affiliation Agreement Template*. Retrieved October 27, 2020 from <https://www.hcpp.org/?q=node/17>

<sup>4</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>

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### Practice Education Guidelines

Quality practice education depends on the interaction and collaboration of the practice education community that includes:

- individuals (PSI Students and Educators, HCO Supervisors and Workers),
- organizations (PSIs, HCOs), and
- government representatives (policy-makers who influence the allocation of resources and distribution of funding)<sup>5</sup>

The practice education community agrees to:

- Recognize the importance of practice education in supporting the health system and the development of a competent, skilled workforce.
- Use a placement process that:
  - maintains trust and working partnerships between PSIs and HCOs,
  - is flexible to the operations of practice education settings, and
  - promotes practice education continuity
- Use a fair, equitable, transparent, and respectful approach to:
  - requesting practice education experiences (PSIs)
  - deciding to accept or decline practice education experiences (HCOs)
  - changing or cancelling practice education requests and/or experiences (PSIs, HCOs)
- Acknowledge there are multiple factors that contribute to placement decisions where priorities can change depending on contextual factors within practice education settings.
- Never propose, accept, or deny placement requests based on financial or material incentives either offered by the PSI or requested by the HCO for the purpose of achieving higher priority status for placement consideration ([PEG Inducement/Remuneration/Reimbursement](#)).
- Ensure a current Educational Institution Affiliation Agreement between the HCO and PSI\* is signed by authorized signatories before any practice education experience can proceed (see [Educational Institution Affiliation Agreement Template](#)).<sup>6</sup>  
**\*Note:** PSIs might need to enter into separate agreements when practice education experiences also take place within self-governing First Nations communities or with other third parties (such as Contractor/Vendor).

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<sup>5</sup> Registered Nurses Association of Ontario. (May 2016). System and Healthy Work Environment Best Practice Guidelines: Practice Education in Nursing. Pgs. 5-6. Retrieved March 18, 2021 from <https://mao.ca/bpg/guidelines/practice-education-nursing>

<sup>6</sup> Healthcare Insurance Reciprocal of Canada (HIROC). (2017). *Risk Note: Contracts – Education Affiliation Agreements*. Retrieved September 4, 2019 from <https://www.hiroc.com/resources/risk-notes/contracts-education-affiliation-agreements>

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- Use the standard [Educational Institution Affiliation Agreement Template](#) recommended by the Health Care Protection Program (HCPP) and the University, College, & Institute Protection Program (UCIPP) for both UCIPP and non-UCIPP educational institutions.<sup>7</sup>
- Only adapt the [Educational Institution Affiliation Agreement Template](#) after assessing the benefits and risks of granting exceptions and considering the advice of the insurer(s).<sup>8</sup>
- Ensure requirements stated in the Educational Institution Affiliation Agreement are met before the start of the practice education experience.<sup>9</sup>
- Manage practice education placements using a shared standard system such as Health Sciences Placement Network (HSPnet).<sup>10</sup>
- Only significantly suspend, delay, or modify a program cohort or practice education experience after all possible alternatives have been explored and discussed with senior leaders and representatives of the Ministry of Health and Ministry of Advanced Education, Skills and Training.<sup>11</sup>
- Ensure Students are both prepared and supported to practice safely during practice education experiences.
- Make every effort to collaboratively resolve concerns regarding the placement process or practice education experiences, acknowledging and respecting that requests and the final decisions are made according to these guidelines.
- Bring forward any significant, unresolved concerns in writing to the Directors or designates of the PSI and HCO.
- Only terminate the Educational Institution Affiliation Agreement according to the terms outlined in the agreement when issues or concerns are not satisfactorily resolved.<sup>12</sup>

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<sup>7</sup> Health Care Protection Program. (2008). *Risk Note: Managing Risk in Educational Affiliation Agreements - Educational Institution Affiliation Agreement Template*. Retrieved October 27, 2020 from <https://www.hcpp.org/?q=node/17>

<sup>8</sup> Ibid. (September 2013). *Risk Note: Managing Additional Risks Associated with International or Out of Province Institutions and Educational Affiliation Agreements*. Retrieved October 27, 2020 from <https://www.hcpp.org/?q=node/17>

<sup>9</sup> Ibid. *Risk Note: Managing Risk in Educational Affiliation Agreements - Educational Institution Affiliation Agreement Template*.

<sup>10</sup> Health Sciences Placement Network. (n.d.). *FAQ – What is HSPnet?* Retrieved March 27, 2021 from <https://hspscanada.net/faq/>

<sup>11</sup> BC Centre of Disease Control. (August 2020). *Student Practice Education Guideline for HealthCare Settings during the COVID-19 Pandemic*. Pg. 6. Retrieved December 6, 2020 from [http://www.bccdc.ca/Health-Professionals-Site/Documents/COVID19\\_StudentPracticeEducationGuidelineHCS.pdf](http://www.bccdc.ca/Health-Professionals-Site/Documents/COVID19_StudentPracticeEducationGuidelineHCS.pdf)

<sup>12</sup> Health Care Protection Program. (2008). *Risk Note: Managing Risk in Educational Affiliation Agreements - Educational Institution Affiliation Agreement Template*. Retrieved October 27, 2020 from <https://www.hcpp.org/?q=node/17>

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### Roles, Responsibilities and Expectations

#### *Post-Secondary Institutions*

- Confirm a current Educational Institution Affiliation Agreement is in place with the HCO.
- Comply with all requirements outlined in the Educational Institution Affiliation Agreement.
- Communicate relevant terms and conditions within the Educational Institution Affiliation Agreement to PSI Educators.
- Designate one or more Practice Education Coordinators to act as representatives in all matters relating to practice education experiences<sup>13</sup>.
- Consider the impact that multiple requests has on HCOs for the same or various locations within the same time frame for the same Student(s).
- Collaborate with other like PSI education programs to coordinate practice education requests and to resolve scheduling conflicts wherever possible in the interest of fairness and placement equity as well as to limit the burden on the HCOs.<sup>14</sup>
- Submit all requests for practice education experiences:
  - using a shared standard system such as Health Sciences Placement Network (HSPnet)
  - according to discipline/program request submission timelines (if there are no established timelines, submit placement requests at least 6 weeks in advance of the placement start date)
  - based on the exact number of placements required the number of placement requests matches the number of Students (over-requesting impacts both the HCOs and other PSIs)
  - appropriate to the practice setting and Student learning needs
  - with all required information, such as:
    - exact dates, times, and hours required for the practice education experience
    - program information, i.e. course overview, outcomes/goals, course leader/contact
    - number and type of Students including discipline and program year
    - type of experience required, i.e. group, individual practice, observation, project
    - expectations of HCO staff for supervising and evaluating the Student(s)
    - other, for example - resumes

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<sup>13</sup> Health Care Protection Program. (2008). *Risk Note: Managing Risk in Educational Affiliation Agreements - Educational Institution Affiliation Agreement Template*. Retrieved October 27, 2020 from <https://www.hcpp.org/?q=node/17>

<sup>14</sup> Health Sciences Placement Network. (n.d.). *HSPnet Features*. Retrieved March 27, 2021 from <https://hspanada.net/features/>

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- Make sure the Student's personal information is protected during the request process according to Federal and Provincial privacy legislation<sup>15</sup> ([PEG Privacy and Confidentiality](#)).
- Maintain records of completion for the pre-requisite requirements for Students and Educators, including but not limited to: education, certifications, licensing, criminal record checks, immunization, and other required documentation (such as visas, permits, medical assessments, malpractice/liability/accident/disability insurance) - see [PEG Criminal Record Check](#); [PEG Communicable Disease Prevention](#); [PEG Respiratory Protection](#); [PEG Orientation On-Site Post-Secondary Institution Educators](#); [PEG Orientation – Students](#)
- Confirm accepted placement request and Students in the placement according to established timelines (or within a reasonable time) before the start of the practice education experience, especially when Students require access to HCO business and/or clinical systems.
- Before cancelling or changing any previously accepted placement requests:
  - Consider the effort the HCO takes to find appropriate practice education experiences.
  - Ensure it is absolutely necessary (such as with Student attrition)
  - Notify the HCO Practice Education Coordinator as soon as possible and explain the specific reasons for the cancellation or change.
- Provide the practice education settings and HCO Practice Education Coordinators with regular feedback on practice education experiences

### *Health Care Organizations*

- Communicate accurate information about current locations/destinations to help the PSIs to plan and request appropriate placements.
- Confirm that a current Educational Institution Affiliation Agreement is in place with the requesting PSI.
- Comply with all requirements outlined in the Educational Institution Affiliation Agreement.
- Communicate relevant responsibilities stated within the Educational Institution Affiliation Agreement to HCO Supervisors and Workers.

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<sup>15</sup> Government of British Columbia. (2019). *Freedom of Information and Protection of Privacy Act [RSBC] Chapter 165*. Retrieved April 5, 2019 from [https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96165\\_00\\_multi](https://www.bclaws.gov.bc.ca/civix/document/id/complete/statreg/96165_00_multi)

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- Designate one or more Practice Education Coordinators to act as representative in all matters relating to practice education experiences<sup>16</sup>.
- Maintain a record of practice education experiences along with the Students and Educators, as well as HCO Supervisors, involved.
- Ensure requests for learning experiences from individuals not enrolled in or affiliated with any PSI do not interfere with the confirmed practice education experiences of Students.
- Consider the following **factors** when:
  - reviewing practice education requests
  - asked to make exceptions to the [Educational Institution Affiliation Agreement Template](#)<sup>17</sup>
- Is the request from a **Public, Private degree granting, Private training, Aboriginal-Controlled, or Theological PSI**?<sup>18, 19</sup>  
Is the request for a Ministry of Education-authorized Work Experience from a Secondary school?<sup>20, 21</sup>
- Is the PSI and/or education program **authorized, accredited, approved**?<sup>22</sup>  
Does the PSI hold a **registration or designation certificate**?<sup>23</sup>
- Is the request **appropriate** to the complexity of the practice setting?
- Is the Student a **sponsored/funded employee** of the HCO as a second-credential Student (e.g. specialty certification or job retraining)?  
If so, then the request should take priority over other requests.

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<sup>16</sup> Health Care Protection Program. (2008). *Risk Note: Managing Risk in Educational Affiliation Agreements - Educational Institution Affiliation Agreement Template*. Retrieved October 27, 2020 from <https://www.hcpp.org/?q=node/17>

<sup>17</sup> Health Care Protection Program. (2008). *Risk Note: Managing Risk in Educational Affiliation Agreements - Educational Institution Affiliation Agreement Template*. Retrieved October 27, 2020 from <https://www.hcpp.org/?q=node/17>

<sup>18</sup> Government of British Columbia. (n.d.). *Find an Institution – Different Types of Post-secondary Institutions of B.C.* Retrieved March 18, 2021 from <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/find-a-program-or-institution/find-an-institution>

<sup>19</sup> Indigenous Adult and Higher Learning Association. (n.d.). *IAHLA Institutes*. Retrieved March 18, 2021 from <http://iahla.ca/institutes/>

<sup>20</sup> Government of British Columbia. (2019). *Work Experience Program Guide*. Pg. 2. Retrieved March 28, 2021 from

<https://www2.gov.bc.ca/assets/gov/education/childcare-to-grade-12/teach/pdfs/curriculum/appliedskills/wex-guide.pdf>

<sup>21</sup> Ibid. (2016). *Career Zone: Health Care*. Retrieved March 28, 2021 from [https://www2.gov.bc.ca/assets/gov/education/administration/childcare-to-grade-12/career-and-skills/toolkit/careerzones/careerzone\\_health.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/childcare-to-grade-12/career-and-skills/toolkit/careerzones/careerzone_health.pdf)

<sup>22</sup> Government of British Columbia. (n.d.). *Find an Institution – Different Types of Post-secondary Institutions of B.C.* Retrieved March 18, 2021 from <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/find-a-program-or-institution/find-an-institution>

<sup>23</sup> Private Training Institutions Branch. (May 2020) *Private Training Act Policy Manual*. Ministry of Advanced Education, Victoria, BC. Pg. 7-8. Retrieved March 21, 2021 from <http://www.privatetraininginstitutions.gov.bc.ca/sites/www.privatetraininginstitutions.gov.bc.ca/files/files/policy-manual.pdf> available at [www.privatetraininginstitutions.gov.bc.ca/](http://www.privatetraininginstitutions.gov.bc.ca/)

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- Are there **multiple requests** for the same location for the same time frame from one or more PSIs?

The Provincial Government funds Public PSIs. When all other factors are equal, requests for the same time frame from Public PSIs are usually accepted before Students from Private degree granting, Private training, Aboriginal-Controlled, or Theological PSIs.

- Is there an existing or projected HCO **health human resource (HHR) need** for graduates of the education program?<sup>24, 25</sup>
- What is the **geographic location** of the requesting PSI in relation to the HCO? When local demand exceeds capacity, consider requests from PSIs in the local geographic region as first priority, followed by requests from PSIs in other regions within BC, within Canada, and finally from international PSIs.

Exceptions can include:

- unique placement experiences only available in the HCO and deemed by the PSI to be a graduation requirement  
For example, some disciplines require a rural placement for all Students, therefore requiring a waiver on any geographic restriction.
  - where a Student lives in the geographic region of the HCO but whose PSI and educational program is in another
  - where placements of out-of-province Students are coordinated by a local PSI
  - where Student is a sponsored/funded employee of the HCO regardless of the PSIs' geographic location
- Is the practice education experience **required for graduation**?  
Is the Student nearing the end of the education program and the placement enables them to graduate and enter the workforce?  
Is the learning experience only available in the HCO, even if there is not an identified HHR need?  
Example: community pharmacy Student requires an HCO experience to graduate.
  - Does the practice setting have the **capacity** to support the Student? Are there any concerns about staffing levels or the physical site (e.g. construction/relocation)? Is there an appropriate balance of staff and Student ratios for the practice setting and Student competence level?

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<sup>24</sup> Government of British Columbia Ministry of Health. (2015). *Enabling Effective, Quality Population and Patient-Centred Care: A Provincial Strategy For Health Human Resources*. Retrieved March 21, 2021 from <https://www.health.gov.bc.ca/library/publications/year/2015/health-human-resources-policy-paper.pdf>

<sup>25</sup> Government of Canada. (2012). *Supply of Health Providers*. Retrieved March 27, 2021 from <https://www.canada.ca/en/health-canada/services/health-care-system/health-human-resources/strategy/supply-health-providers.html>

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- What type of **supervision** does the Student need? Are competent HCO Educators and staff or PSI Educators available to adequately supervise the Student(s)?
- Are there any concerns about the **quality** of the educational program?
- Respond to requests according to established timelines or within a reasonable time:
  - should the request be accepted, to allow the PSI Educator time to prepare and orient to the HCO site before the placement start date
  - should the request be declined, to allow the PSI time to make another placement request
- Provide clear and transparent rationale when declining placement requests.
- Provide reasonable access to HCO facilities, supplies, and equipment as reasonably needed to support the practice education experience.
- Work with PSI Practice Education Coordinators, HCO practice education setting managers or designates to resolve any issues within the practice education setting that could negatively impact the quality learning and practice education experiences (see [PEG Respectful Practice Education Experiences](#); [PEG Student Practice Activities, Limits, and Conditions](#); [PEG Safety Event/Incident Reporting](#)).
- Before cancelling or changing any previously accepted placement:
  - Ensure it is absolutely necessary due to unexpected circumstances (e.g. unforeseen event such as a fire or flood, communicable disease outbreak, major staffing changes, major system changes)
  - Determine whether the closure is temporary or long-term and what effect this will have on current and future placements.
  - Notify the PSI Practice Education Coordinator as soon as possible, explain the specific reasons for the cancellation or change, and discuss alternative options.
  - Make every effort to find an alternative placement within the HCO either for the dates requested or postponed dates should the PSI still need the placement.
- When a previously accepted placement is cancelled within 2 weeks of the start date:
  - Notify the PSI Practice Education Coordinator as soon as possible.
  - Work with the HCO Practice Education Coordinator to actively seek out a comparable learning experience within the HCO so that the placement can proceed as scheduled.
- Provide the PSI Practice Education Coordinators with regular feedback on education programs and Student preparedness.



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### References and Resources

For further information about the Practice Education Guidelines, refer to the [\*Introduction to Practice Education Guidelines for British Columbia\*](#)

BC Centre of Disease Control. (August 2020). *Student Practice Education Guideline for HealthCare Settings during the COVID-19 Pandemic*. Pg. 6. Retrieved December 6, 2020 from [http://www.bccdc.ca/Health-Professionals-Site/Documents/COVID19\\_StudentPracticeEducationGuidelineHCS.pdf](http://www.bccdc.ca/Health-Professionals-Site/Documents/COVID19_StudentPracticeEducationGuidelineHCS.pdf)

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Ibid. (n.d.). *Find an Institution – Different Types of Post-secondary Institutions of B.C.* Retrieved March 18, 2021 from <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/find-a-program-or-institution/find-an-institution>

Ibid. (n.d.). *Enabling Effective, Quality Population and Patient-Centred Care: A Provincial Strategy For Health Human Resources*. Retrieved March 21, 2021 from <https://www.health.gov.bc.ca/library/publications/year/2015/health-human-resources-policy-paper.pdf>

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## Guideline Review History

Version	Date	People Responsible	Brief Description (reason for change)
1	February 2007	Authors/Editors: Carol A. Wilson (BCAHC), Barb Collingwood (BCAHC) Reviewers: Practice Education Committee of the BC Academic Health Council (Grace Mickelson, Chair)	
2	March 2013	Editors/Reviewers: Practice Education Guidelines Working Group Members	Revised to new template Revised content to Post-Secondary Institution Students Aligned information with all other revised guidelines Removed affiliation agreement appendix and replaced with hyperlink to document on HSPnet Integrated relevant Student category information to guideline Removed discipline specific placement processes to ensure guidelines address all discipline groups
3	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	Changed title to reflect the broader aspect principles surrounding the placement process Revised content to clarify and simplify language Reorganized content, moving responsibilities from Guideline statements to Roles and Responsibilities Updated references and resources Removed responsibilities for PSI Educator and Student completely to focus this PEG on the Placement Process