

BCAHC Practice Education Guidelines

Supervision of Students

GL#2-12

February 2013

Introduction and Purpose

Safe, quality patient care and quality student learning depend upon adequate supervision of students throughout the practice education experience. Important aspects for effective supervision include establishing a professional relationship between the student and supervisor where collaboration, mutual understanding and effective feedback is present.¹

The purpose of this guideline is to identify guidelines/standards that determine supervisory requirements and provide a clear understanding of roles and responsibilities related to student supervision for students, Health Care Organization (HCO)educators/staff and Post Secondary Institution (PSI) educators.

Definitions:

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

Direct Supervision: the supervisor is in the room to observe, support and correct the student².

Indirect Supervision: the supervisor is readily available to provide support as needed; however, the supervisor may not be physically present.

Reserved actions: Actions delegated governed by health professions act to specific professions³.

Practice Guideline Standards:

Safety is paramount in all aspects of student supervision, and is a shared responsibility between the PSI educator and HCO educator / supervising staff.

Students, HCO educators and PSI educators are guided by:

- PSI standards for student supervision;
- HCO policies and practice documents;
- Regulatory body standards for student supervision.

Students are accountable to their practice and must seek supervision / direction as required.

Reserved actions always require direct supervision.

¹ Britt, E. & Gleaves, D.H. (2011): Measurement and prediction of clinical psychology students' satisfaction with clinical supervision. *The Clinical Supervisor*, 30:2, 172-182.

² College of Physiotherapists of Ontario(CPO). (February 2006). *B. Standards for professional practice: clinical education*. Author: Toronto, ON. Retrieved February 17, 2013 from: <http://www.collegept.org/college/content/pdf/en/guide/B.Clinical%20Education.pdf>

³ BC Ministry of Health (BCMoH). (2012). *Health professions act*. Author: Victoria, BC Retrieved January 10, 2013 from: <http://www.health.gov.bc.ca/professional-regulation/>

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GL#2-12

Roles, Responsibilities and Expectations:

Post Secondary Institution:

Establish and communicate standards / guidelines for student supervision in practice education experiences to students, PSI educators and HCO educators.

Communicate with HCO staff prior to practice education experience:

- Program outcomes and student expectations
- Supervisory needs of the student

Student:

Know when direct or indirect supervision is required. Understand and practice within own ability, and seek assistance as required.

Communicate learning needs, experience and abilities to HCO educator/supervising staff.

Health Care Organization:

Support HCO educator / supervising staff in the supervision of students:

- provide education re: standards and guidelines for supervision of students
- reference regulatory body standards and guidelines for supervision of students

Liaise with PSIs to ensure clarity and adequate support/communication re: supervisory needs of students.

HCO Educator:

Be familiar with policies/guidelines for student supervision, including regulatory body information where applicable.

Communicate expectations to the student regarding direct and indirect supervision.

Understand student's level of competency, learning needs and experience to inform supervision needs.

Create a supportive learning environment where the student feels safe to identify their learning needs and the need for supervision and teaching.

- Establish supportive, professional relationships with students and PSI educators;
- Provide performance feedback / feedback for learning to the student throughout the experience.
- Ensure the written record of feedback (evaluation) is kept confidential and used only for the purpose for which it was intended.

Notify PSI educator/liaison as soon as any difficulty is encountered or anticipated.

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References and Resources:

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Britt, E. & Gleaves, D.H. (2011): Measurement and prediction of clinical psychology students' satisfaction with clinical supervision. *The Clinical Supervisor*, 30:2, 172-182.

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College of Registered Nurses of BC (CRNBC). (2012). *Regulatory supervision of nursing student activities practice standard*. Vancouver, BC. Retrieved January 20, 2013 from: <https://www.crnbc.ca/Standards/workingwithstudents/Pages/Default.aspx>

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Guideline Review History:

Revision #	Date	Author(s)	Brief Description of Change (Only identify significant changes)
1	June 22 nd , 2012	Heather Straight (VCHA) and Carrie Edge (FHA)	Revised to meet new template format including language
2	February, 2013	Heather Straight (VCHA), Carrie Edge(FHA), Debbie McDougall (BCAHC)	Revised for terminology, clarity of content, new references added