

Field Guide Handbook

WORKING WITH UVIC BSN STUDENTS



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Hello Practice Colleagues,

Thank you for being a field guide for one or more University of Victoria (UVic) School of Nursing (SON) BSN students. This handbook is for you.

UVic offers a BSN program in partnership with four other educational institutions: Aurora College, Camosun College, College of the Rockies and Selkirk College.

Students are educated to be reflective, accountable, self-directed, questioning critical thinkers, and life-long learners with abilities to work in a changing health care system. They work as partners with individuals, families, groups, and communities guided by a health promotion perspective, an ethic of caring, professional practice standards, and a code of ethics. Student practica experiences are arranged to support the concurrent theoretical course work and are planned to meet individual student learning requirements.

FIELD GUIDE PRACTICE MODEL

This course uses the field guide model of mentoring. Students, Field guides, Educators, and Practica Coordinators have roles and responsibilities in this model. Field guides may or may not be registered nurses. You are chosen for your in-depth knowledge of your area of practice and your ability to support student learning and create opportunities for students to utilize their nursing knowledge and skills in your practice setting. Field guides may arrange for students to learn from experiences shared with other team members or resource people.

NURS 456 is a 78-hour practice course (72 hours in the practice setting and 6 hours in the SON simulation-based seminar/s) that forms a praxis opportunity for students in conjunction with the leadership, health system change, and community health concepts outlined in NURS 350 and NURS 430. We anticipate that practice will continue to take place within the context of COVID-19. Students will follow public health orders to inform their decision-making regarding their health and COVID-19. Practice hours and simulation may be more virtual depending on how each placement setting is operating. Feel free to consult with your UVic educator to discuss what practice might look like this fall.

Your student(s) will simultaneously be enrolled in NURS 430: Professional Practice V: Leadership in Nursing, which is a study of nursing leadership in the promotion of health for individuals, families, groups and communities within local to global contexts. Topics include the role of the nurse in the Canadian health care system; the impact of global health trends and issues; issues facing nurses in current work environments; interprofessional practice, patient and community engagement, approaches to leadership, and collaborative and ethical approaches for working within institutional philosophies and frameworks. Students are

also building on concepts from a previous course NURS 350: Promoting Community and Societal Health (social justice, health equity and political action, community development and capacity building for health promotion).

FIELD GUIDE ROLES & RESPONSIBILITIES

- Act as a guide for the student.
- Schedule regular check-ins and provide constructive feedback to enhance learning.
- Support student initiative and encourage participation in the work of the agency.
- Negotiate strategies and activities with the student to meet learning goals outlined in the student's evolving learning plan established near the beginning of the term.
- Review the evolving learning plan with the student at midterm and near the end of the course to review progression towards learning goals.
- Provide feedback about the student's performance and learning to the educator as well as the student over the term, through a combination of a face-to-face meeting (student, educator, and field guide), telephone calls, and/or email.

Contact the educator if you have concerns about your role, the course content, or a student's learning plan or progress.

Notify the educator immediately if you are unable to continue as a field guide.

WHAT SHOULD BE INCLUDED IN AN ORIENTATION TO YOUR AGENCY?

During student orientation, please include:

- Specific policies and procedures that relate to your practice area and to student practica. This may include agency mission, statement of values, standards, and governance and communication structure. The focus in this term is leadership, facilitating health promotion and empowerment within communities, influencing change, and promoting interprofessional collaboration. Examples of enactment of these in your professional role and agency are what we trust students will gain experience and be able to participate.
- Your specific expectations of students.
- An outline of regular routines and safety protocols.
- Equipment location, care models and techniques and resources for learning. Please also continue to orient students to your agency infection and prevention guidelines. In their previous term, students

participated in a number of learning activities related to infection control and prevention.

DEVELOPING THE LEARNING PLAN

In collaboration with the agency field guide and the UVic SON educator, the student develops an evolving learning plan to guide the practice experience. This plan is developed to be consistent with the course learning outcomes, course concepts, and requirements, the agency's mandate/goals/work, and the student's own professional interests and learning needs in relation to proposed practice activities. The student should have a well-developed draft of the learning plan to share with you by the end of the second week in practice at your agency. As the practicum evolves, the student and field guide may make changes to the plan. Review the plan periodically, and negotiate changes with the student. The student will share revised plans with the educator. Students develop a learning plan based on each of the four BCCNM Professional Standards: Professional Responsibility and Accountability; Knowledge-based Practice; Client-Focused Provision of Service; and Ethical Practice.

Students must keep a log of hours that detail how their activities related to their learning plan and course learning outcomes. Practice hours may be in person or virtual depending on how your organization is offering services this fall.

Creating a Quality Learning Experience

- Introduce the student to the staff and their roles, the program philosophy, models of practice, and values/principles of care to inform all interactions in the practicum.
- Mutually negotiate goals, activities and times for participation. At the start of the experience, write out planned practice hours on a calendar for the whole term.
- Establish and maintain good lines of communication. Encourage the student to ask questions, clarify expectations, and discuss issues. Contact the educator with any questions or concerns. Share feedback based on practice examples regarding the student's progress with the educator.
- In the fullness of a day's work, in-depth discussion is not always possible. Establishing goals for the day from the learning plan, describing expectations, describing outcomes prior to an event, and reviewing afterwards helps students locate their learning within the agency's day-to-day work.
- Supervise the student when necessary and, when the student is ready, provide opportunities for more independent practice.

- Give praise and cite specific examples when things go well. Let the student know, in private, when things do not go well. Provide specific, relevant suggestions for improvement by focusing on the learning that needs development.
- Share your sense of humor and practice wisdom.

Contacting the Educator

Our educators have telephone, voice mail, and email access. The educator's name and contact information will be included in the confirmation letter sent by email from the School of Nursing or the student and educator will ensure that information is provided to the agency on the first day of practice. Students and field guides should contact the educator any time during the course to seek answers to questions, clarify issues, and solve problems.

Student Illness

Students must complete all required practice hours (minimum 78 hours = 72 in practicum and 6 in SON simulation-based seminar/s) and fulfill all commitments. If students are absent for a valid reason, they must notify their field guide and educator as soon as possible and make alternate arrangements for their practice experience. We will be following UVic and Ministry of Health guidelines related to student illness and COVID-19. For students in the NWT, regional guidelines will be followed.

Independence in Practice

Participation in meaningful experiences is key for student learning. Students are responsible for assessing their own comfort in the practice area and discussing their level of independent functioning with their field guide and educator. During your initial meeting, discuss the work of your agency with the student, and identify areas of comfort and areas where support is needed. Students initially "buddy" with their field guide to increase knowledge, skill and competence. Guided by agency policy and field guide discretion, the student practices with greater independence as the practicum progresses. The Scope of Practice Decision Making for BSN Students: Standards, Limits, and Conditions document provides a detailed description regarding making decisions about an individual's scope of practice. The student, field guide and course educator can use the document to guide decisions regarding the level of independence in practice. Students practice within individual competence and in alignment with the Canadian Nursing Association Code of Ethics.

How is Student Progress Evaluated?

Students receive a pass or fail grade in practice courses. This judgment, determined by the educator, is based upon a number of sources: student's ability to identify, reflect on and demonstrate progress in relation to the course learning outcomes, written academic work,

learning plan commitments, and field guide feedback are also critical components of the evaluation.

Course Assignments

Students complete a learning plan, self-appraisals and other written work, and attend praxis seminars. It is the educator's responsibility to determine if a student meets academic requirements.

What about Special Projects?

Sometimes students work on projects that complement their participation in the everyday work of the agency. Discuss this with the student and the educator to ensure that the project aligns with the course learning outcomes and concepts and supports students' learning goals.

STUDENT ROLES & RESPONSIBILITIES

During the practice experience, the student works with a field guide in a collegial relationship sharing workload and, if negotiated, working on projects related to the agency's goals. The student is responsible for completing and logging the required practice hours and practice experiences as negotiated with the field guide and educator.

Student Expectations in preparing for their field guide experience:

Establish and Maintain Communication with the Field Guide

- Identify learning goals, needs, and strategies in an individualized learning plan and provide a copy to the field guide.
- Establish activities, practice hours, and expectations for safe and competent practice.
- Review the learning plan regularly and revise as necessary. Discuss with your field guide any issues that arise related to your practicum.
- Notify the field guide of any illness, absence, or injury.
- Arrange and participate in an onsite or virtual discussion with your course educator and field guide. Notify your educator within the first week of practicum the exact date and time of the discussion you negotiated with your field guide.

Become Familiar with the Agency

- Understand the policies of the agency including orientation to the philosophy, protocols, and emergency plans, and policies related to students in the agency, including the infection prevention and control guidelines.
- Research the population focus of interest at your placement and the role of the field guide within this setting. Build on NURS 430 course concepts such as leadership, collaboration, change, and challenging

hegemony as well as application of NURS 350 content such as health promotion, community development and empowerment, population/societal health.

- Comply with specific policies of the practice setting (e.g., safety procedures, dress code, CPR requirement, immunizations, confidentiality, etc.).
- Understand the general routine of the practice setting.
- Understand governance and communication lines in the practice area and within the practice agency.
- Seek out resource material available.

Maintain Communication with your Educator

- Inform the educator about beneficial and challenging aspects of course work and practice experiences including scheduling of practice experiences and clarification of course goals and processes.
- Establish the specific responsibilities during the practice experience in order to ensure ethical, culturally safe, and professional practice, progress, and competence.
- Clarify general policies of the educational institution and the agency to ensure effective practica experiences.
- Report illness, absence, injuries, or incidents related to patient, client, family, or student safety during practice experiences to the educator as soon as possible.
- Report to educator and practica coordinator changes to student and agency contact information.
- Maintain a practice hours log and submit it to the educator as requested.
- Maintain a practicum research file to track preparation for practice.

Participate in Ongoing Self-evaluation and Development

- Provide the educator with examples that demonstrate abilities to meet the course learning outcomes and requirements, as well as your learning goals, needs, and strategies outlined in your learning plan.
- Identify strategies to meet competencies that present challenges in practice. Seek help from your educator and field guide as needed.
- Review progress regularly and seek feedback on involvement in the agency and in the course.

EDUCATOR ROLES & RESPONSIBILITIES

- The role of the educator is to facilitate relationships between students and field guides, to guide/support the student and field guide throughout the learning process, to ensure that students are able to integrate theory and practice (NURS 430, NURS 350, and NURS

456) to meet course requirements, to support students in achieving increasing competency in their practice commitments, and to evaluate students' progress in the course.

- The educator will contact the field guide by telephone and/or email at the beginning of the course. If you have not heard from the educator, please ask your student to ensure that the educator has the correct contact information for you. You are encouraged to contact the educator directly.
- Student self-appraisal and field guide feedback is critical to the educator's evaluation of the student. The educator participates in a 3-way meeting with you and the student early in the term. Please arrange this meeting as soon as possible. This is arranged by the student with guidelines from the educator on availability of times, format, and focus of the discussion. Additional phone or virtual (ie. Zoom) conversations can be arranged as needed.
- Both field guides and students are urged to notify the educator as soon as they perceive any difficulty or potential concern. The educator will facilitate discussion of the issue. Early contact can often diffuse a problem and prevent future concerns.
- It is the educator's responsibility to evaluate the student and make a judgment at the end of the practice experience about the student's academic standing (pass or fail, or in exceptional circumstances deferred). Consequently, your feedback on the student's progress is crucial. If you wish to provide evaluative feedback at any time during the experience, please contact the educator.

PRACTICA COORDINATOR ROLE & RESPONSIBILITIES

The practica coordinator's main function is as a liaison between students, educators, and agencies in arranging practice placements.

To plan successful placements where students can meet course learning outcomes and their learning needs, practica coordinators:

- Connect (using HSPnet* when available) with practice agencies and negotiate practice placements usually six months in advance of the term start date. *HSPnet is a comprehensive, web-enabled Practice Education Management system for securing student placements at <http://www.hspscanada.net>
- Provide information about the UVic program, course content and the role of the field guide.
- Ensure university-agency affiliation agreements are in place.
- Inform the student when a request is confirmed and provide contact information.

- Provide educators with agency and field guide information.
- Follow-up with commendations, issues, or questions regarding placements.

SPECIFIC UVIC SCHOOL OF NURSING PRACTICE POLICIES

Affiliation Agreements

An affiliation agreement is arranged between the University of Victoria and agency administration. It outlines the responsibilities of two parties in supporting practicum experiences, including comprehensive liability insurance of \$5 million dollars and WorkSafeBC coverage for students completing practica in BC.

CPR Certification (Copied from practicum handbook)

Students are expected to maintain current BLS or CPR level C certification throughout the program. Certification must be achieved in-person rather than online and updated every 2 years from the date of issue. Proof of currency must be provided to the School of Nursing General Office and documented on the student file. Unless this documentation is provided prior to the expiry date previously recorded on the student's file, the student may not enter/continue in practice. Failure to provide the documentation in a timely fashion may result in delay in completing the course or the necessity to re- sequence the student's program. **Note: In-person training may not be available due to Public Health orders. If necessary, students will access online resources to maintain the currency of competencies. At all times, students work to their level of competence and in accordance with agency policy. Students will update their certification once in- person courses are available.**

Criminal Record Check (copied from practicum handbook)

Criminal record checks and clearance from the BC Ministry of Justice are required prior to the first practice placement in an agency and every five years thereafter. A new CRC is required upon any subsequent charge or conviction. Students must maintain the currency of these checks. If additional checks are required by the practice agency, it is the responsibility of the student to ensure that the check is complete prior to that clinical placement. Delays in fulfilling this requirement may lead to course resequencing.

Dress Code & Name Tag

Students must dress and groom in accordance with the regulations of the institution or agency and with WorkSafeBC regulations. Specifically, in the Island Health and COVID-19 context, students in acute care settings will follow the *Island Health COVID-19 Scrub, Uniform, and Work Gear Guidelines*. Students in home and community settings will seek guidance from their

field guide and course educator. Students must wear a nametag at all times, except in selected placements where the agency personnel do not wear name tags because of policy or personal safety considerations.

Health Insurance Coverage

All students must maintain basic and extended health care insurance coverage throughout the duration of the program.

Immunization Status

UVic SON may need to collect and store immunization information as directed by the provincial government. In order to engage in consolidated practice and transition to nursing practice coursework, students must adhere to immunization requirements of their placement agency. Some agencies, particularly pediatric settings, have specific requirements, to which students must adhere. Provincial Health Orders (PHO) of March 7, 2022 states that health care professionals are required to be vaccinated against COVID-19 and to provide documentation when asked.

Negotiating Conference and Workshop Hours during Practice Courses

Conferences and workshops can provide valuable learning experiences for students. Attending educational events during regularly scheduled practice hours takes students away from practice experiences, and may compromise successful completion of a practice course. Therefore, students are expected to negotiate these additional learning experiences with their agency and their educator. The final decision to replace practice hours with attendance at an educational event is made at the discretion of the educator.

Personal Respirators/Masks (copied from practicum handbook)

BSN students must be fit tested before initial use of their personal respirators and every year thereafter while in the BSN program. Unless the School of Nursing receives documentation of fitting prior to the expiry date recorded on the student file, the student may not enter/continue in practice. Failure to provide documentation in a timely manner may result in delay in completing the course or the necessity to re-sequence the student's program. Note: If in-person mask fit testing is not available due to Public Health orders, students may be granted an extension until testing is available again.

Release of Student Contact Information

It is rarely necessary for the School to release personal student information without the student's consent (as outlined by the clause of reasonable interpretation of the Freedom of Information and Privacy Act). An example is exposure to TB.

Specialized Skills

Students can perform specialized skills requiring certification providing they have appropriate certification, and field guide approval. Students access the relevant agency, SON, and provincial/territorial registered nursing documents to assist in decision making about scope of practice.

Student Legal Obligation

Students approached by agencies, clients, patients, patients' or clients' families, or their legal representatives are encouraged to contact their course educator for guidance, if requested to provide information pertaining to care witnessed or given by a student. Students are under no legal obligation to provide information unless ordered to do so by a court of law.

Critical Incident Reporting (copied from practicum handbook)

At the School of Nursing, critical incident reporting encompasses individual actions and larger systems issues that result in disruption in safe patient care. Please refer to the Guidelines for Student and Patient Critical Incident Reporting and Learning Process. The BSN student is required to complete and discuss with the course educator a UVIC **"Student and Patient Critical Incident Event Reporting and Learning Form"**. **In addition, the BSN student is required to complete all procedures, including reporting, as indicated by the practice agency.**

Incidents are adverse events that include:

- Human error, including **near misses (including those detected by students)**
- Injury
- Horizontal violence or racism
- Systems issues (e.g., factors beyond the BSN students control that influence patient care)

Critical incident reporting includes those acts that result in an accident/ injury to the BSN student. In case of accident/injury, the student must:

- 1) Seek treatment from the agency emergency department where the accident/injury occurred, a community (including UVic) medical clinic, or family doctor. Ask for documentation of the care received. It is the student's responsibility to keep a record of any tests, treatments, procedures, etc. that are in follow-up to an accident or injury sustained while in a practice experience. This record is important to have in relation to insurance coverage.
- 2) Notify the course educator to guide the student through the reporting/insurance claim process within 24 hours (see information below).
- 3) Complete the UVic **"Student and Patient Incident Event Reporting and Learning Form"**.

Insurance Coverage (copied from practicum handbook)

BSN students receive insurance coverage during practicum experiences through specific contracts UVic negotiates with WorkSafeBC in British Columbia and through the Workplace Safety and Insurance Board in Ontario. Students who are placed in practicum sites outside of BC and Ontario receive coverage through the standard UVic practicum insurance policy. All students must maintain basic and extended health care insurance coverage throughout the duration of the program. Process to enact insurance coverage: Non-catastrophic injury:

1. Student in collaboration with course educator complete "Student and Patient Incident Event Reporting and Learning Form" within 24 hours. Notify and forward to Practice Education Coordinator/Co-coordinator, who reviews information and forwards form to UVic Risk Management.
2. Student in collaboration with course educator completes WorkSafe BC Form #7 and follow directions on the form to submit within 24 hours. Forward a copy of Worksafe BC Form 7 (Employer's Report of Injury or Occupational Disease) to Ben McAllister at UVic Risk Management
(<https://www.uvic.ca/financialplanning/risk/>)
3. Risk Management & Insurance submits claim to appropriate insurer.
4. Insurer triggers claims process.

Catastrophic injury:

1. Student or representative notify course educator immediately.
2. Course educator consult with Practice Education Coordinator/Co-Coordinator, to contact Risk Management and Insurance immediately.
3. Continue with above steps 1-5 as appropriate

Vehicle Insurance Coverage

University insurance will not cover legal liability for automobile accidents that occur while the student is involved in practica, clinical, and co-op related activities. Therefore, students should be fully aware of the implications for using a personal vehicle for such activities. Students should check with their insurance carriers about the extent of their coverage (e.g., legal liability and defense insurance).

It is recommended that students do not ride in a vehicle with their Field Guide, in order to maintain physical distancing. Students should follow the infection and control guidelines of the agency.

CONTACT INFORMATION

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