

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, Instructors, 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, your ability to support student learning and create opportunities for students to utilize their nursing knowledge and skills in the practice setting. Field guides may arrange for students to learn from experiences shared with other team members or resource people. Please review the one-page overview sent for the course your student is taking this term.

NURS 456 is a 78-hour practice course (72 hours in the practice setting and 6 hours in the SON simulation lab) that forms a praxis opportunity for students in conjunction with the leadership, health system change, and community health concepts outlined in NURS 430.

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; 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 mentor 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 needs 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 work to the instructor as well as the student over the term, through a combination of a face-to-face meeting (student, instructor, and field guide), telephone calls, and/or email.

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

Notify the instructor 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 course is leadership, 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.

DEVELOPING THE LEARNING PLAN

In collaboration with the agency field guide and the UVic SON instructor, the student develops an evolving learning plan to guide the practice experience. This plan is developed to be consistent with 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 instructor. **Students develop a learning plan based on each of the four CRNBC 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 goals.

Creating a Quality 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, mark 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 instructor with any questions or concerns.
- 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 Instructor

Our instructors have telephone, voice mail, and email access. The instructor's name and contact information will be included in the confirmation letter sent by email or the student and instructor will ensure that information is provided to the agency on the first day of practice. Students and field guides should contact the instructor 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 lab) and fulfill all commitments. If students are absent for a valid reason, they must notify their field guide and instructor as soon as possible and make alternate arrangements.

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 instructor. 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 works with greater independence as the practicum progresses. Students adhere to the national, provincial, and/or territorial *Professional Standards* for Registered Nurses and 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 instructor, is based upon a number of sources: student's ability to demonstrate, identify and reflect on relevant indicators of competence under each of the four CRNBC Professional Standards, 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-evaluations, and other written work, and attend praxis seminars. It is the instructor'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 instructor to ensure that the project promotes learning needs and concepts applicable to the practice course.

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 (minimum 78 hours- 72 hours in the practice setting and 6 hours in the SON simulation lab over a 12-week term) and practice experiences as negotiated with the field guide.

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 discussion with your course instructor and field guide. Notify your instructor within the first or second 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.
- 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 those from NURS 350 such as community empowerment, population/societal health and health promotion.
- 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 the Instructor

- Inform the instructor about 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 practice experience in order to ensure 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, family, or student safety during practice experiences to the instructor.
- Report to instructor and practica coordinator changes to student and agency contact information.
- Maintain a practice hours log and submit it to the instructor as requested.
- Maintain a practicum research file to track preparation for practice.

Participate in Ongoing Self-evaluation and Development

- Provide the instructor with examples that demonstrate abilities to meet 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 instructor and field guide as needed.
- Review progress regularly and seek feedback on involvement in the agency and in the course.

INSTRUCTOR ROLES & RESPONSIBILITIES

- The roles of the instructor are to facilitate relationships between students and field guides, to ensure that students are able to integrate theory and practice (NURS 430 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 instructor will contact the field guide by telephone and/or email at the beginning of the course. If you have not heard from the instructor, please ask your student to ensure that the instructor has the correct contact information for you. You are encouraged to contact the instructor directly.
- Student self-evaluation and field guide feedback is critical to the instructor's evaluation of the student. The instructor 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 instructor on availability of times, format, and focus of the discussion. Additional phone conversations can be arranged as needed.
- Both field guides and students are urged to notify the instructor as soon as they perceive any difficulty or

potential concern. The instructor will facilitate discussion of the issue. Early contact can often diffuse a problem and prevent future concerns.

- It is the instructor'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 instructor.

PRACTICA COORDINATOR ROLE & RESPONSIBILITIES

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

To plan successful placements where students can meet 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.hspcanada.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 instructors with agency and field guide information.
- Follow-up with commendations, issues, or questions regarding placements.

SPECIFIC UVIC SCHOOL OF NURSING PRACTICE POLICIES

Accompanying Patients in Ambulances

Students cannot take on the responsibilities of an assigned RN, but may accompany a patient in an ambulance.

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

Students must maintain current CPR level C (health provider) certification throughout the program. Recertification must be hands-on training. CPR must be 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.

Criminal Record Check

Students are required to maintain a current criminal records check throughout the program. If additional checks are required by the practice agency, it is the responsibility of the student to provide evidence of a current criminal records check before beginning the practice experience.

Dress Code & Name Tag

Students must dress in accordance with the dress code of the agency and wear their UVic School of Nursing name tag, 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

Students must maintain current immunizations and keep up-to-date records.

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 instructor. The final decision to replace practice hours with attendance at an educational event is made at the discretion of the instructor.

Personal Respirators/Masks

All BSN students must be fit-tested for personal respirators. They must be fit-tested before initial use of their personal respirators and **annually** thereafter while in the BSN program. Students must provide evidence of a personal respirator quantitative fit-test prior to attending any practice placement.

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 testing or certification providing they have appropriate certification and field guide approval. Students are taught to access the relevant agency, SON, and provincial/territorial registered nursing documents to assist in decision making about scope of practice.

Student Injury

In the event of an accident or injury sustained by the student during a practicum, the student must:

1. Follow the agency policy for any injury sustained during a practice experience (e.g., needle stick, back strain, acute infection). This usually includes, but may not be limited to:
 - receiving appropriate treatment,
 - documenting the injury/accident for the agency, the university and yourself, and
 - notifying the field guide and the instructor.
2. Seek treatment from the agency emergency department where the accident/injury occurred, a community medical clinic, or your family doctor. Ask for documentation of the care received.
3. Complete the Incident Report form (available on the SON Website for UVic Victoria students at: www.uvic.ca/hsd/nursing/assets/docs/current/undergraduate/oncampus/incident_report.pdf). Give the accident incident report form to the Instructor.
4. If directed to do so by UVic's VP Finance/ Insurance Office, you must complete a Worksafe BC Form 7: www.uvic.ca/hsd/nursing/assets/docs/current/undergraduate/oncampus/worksafe_f7.pdf, using the designation of "University of Victoria Nursing Student" in the occupation section. **Note: any Worksafe BC documentation initiated by any agency or health authority other than UVic will be voided.**
5. Be sure to discuss the accident/injury with your field guide and your instructor within 24 hours.

Student Legal Obligation

Students approached by agencies, patients/patients' families, or their legal representatives are encouraged to contact their course instructor 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.

Unusual Incident Occurrence

At the School of Nursing, incident event reporting encompasses individual actions and larger systems issues that result in disruption in safe patient care. The BSN student is required to complete and discuss with the Course Instructor a "Student and Patient Incident Event Reporting and Learning Form". In addition, the BSN student is required to complete procedures, including reporting, as indicated by the practice setting agency.

Adverse events or 'incidents' include:

- Human error, including near misses
- Injury
- Systems issues (e.g., factors beyond the BSN students control that influence patient care)

Incident event reporting also includes those acts that result in an injury to the BSN student. As such, and in addition to completing both School of Nursing and agency reports, the student must:

1. Seek treatment from the agency emergency department where the accident/injury occurred, a community 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 if the student chooses to pursue an insurance claim through WorkSafeBC or other insurance at a later date.
2. Notify the Course Instructor to guide the student through the reporting/insurance claim process within 24 hours. (See information below).

Insurance Coverage

Effective September 2013, there are two significant changes to practicum insurance coverage for students provided by the University of Victoria. BSN students participating in practicum in BC or Ontario will no longer be provided by the university-purchased practicum insurance, but will receive coverage through WorkSafeBC or Workplace Safety and Insurance Board (WSIB in Ontario). Practicum students who are placed outside of these two provinces will continue to be enrolled in the university practicum insurance policy.

Process to enact insurance coverage:

In the event of catastrophic injury, contact Risk Management & Insurance immediately <https://www.uvic.ca/financialplanning/risk/index.php> Notify and consult with Course Coordinator.

The process for a non-catastrophic injury is:

1. Student and department complete "Student and Patient Incident Event Reporting and Learning Form" for insurer within 24 hours
2. Student and department complete WorksafeBC Form 7 (Complete Yellow Highlight) - http://www.uvic.ca/hsd/nursing/assets/docs/undergraduate/transfer/current/worksafe_f7.pdf
3. Forms forwarded to UVic Risk Management and Insurance Department
4. Risk Management and Insurance Department submits claim to appropriate insurer
5. Insurer triggers claims process

Vehicle Insurance Coverage

The Dean of the Faculty of Human and Social Development at the University of Victoria advises students that:

"If students choose to use their own vehicle for practica, clinical or co-op placements, individual students and not their 'employer' [the practice agency] will be legally liable if an accident occurs."

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.

CONTACT INFORMATION

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