

# Introduction to Clinical/Fieldwork Education Workshop 21<sup>st</sup> July 2016

Work Integrated Learning, Faculty of Health Sciences

## Preparation and Pre-reading

Dear Participants,

Thank you for registering in the Introduction to Clinical/Fieldwork Education Workshop. At this workshop, we will be introducing a reflection process to facilitate quality clinical placements. We ask that you read through and complete what you can of the following **iQIPP-AH Guide for Practice Educators** prior to attending the workshop.

## iQIPP-AH Guide overview

**iQIPP-AH Purpose:** The purpose of this guide is to enhance placement quality

**iQIPP-AH Aims:** The guide aims to facilitate quality placements via

- Review / modification of current practice for clinical placements
- Self-reflection and action plans to implement changes
- Target training and resource requirements
- Collaboration and structured problem solving for clinical placements
- Consistent approach to continuous QI for clinical placements

## iQIPP-AH Guide Structure

### 4 Quality Domains

- Placement Preparation (3 Quality Indicators / 13 questions)
- Placement Maintenance (11 Quality Indicators / 47 questions ... biggest section for CEs)
- Placement Review (1 Quality Indicator / 5 questions)
- Action Plan for all 15 Quality Indicators

### Quality Indicators (focus on 3 broad areas)

- Management & logistic aspects
- Organisational culture
- Teaching and learning aspects
- There are additional 'guides' for students, organisations (managers) and universities.

The iQIPP-AH Guide for Practice Educators will be linked to the Teacher as Manager Model presented at the workshop.

If you have any questions regarding the iQIPP-AH Guide for Practice Educators, please bring them along to the workshop to discuss.

We look forward to seeing you at the Introduction to Clinical/Fieldwork Education Workshop.

**WIL Clinical Educator Workshop Academic Team.**

# iQIPP-AH

## *Improving Quality In Practice Placements – Allied Health*

### iQIPP-AH GUIDE Practice Educators

Completed by:

Organisation:

Date:

*Estimated time to complete this Guide: 15 minutes.*

#### **Instructions:**

1. Answer each probe question by ticking the response best suited to the organisation/work unit.
2. Tally number of responses at the bottom of each page. Use this as a comparison at the time of review.
3. Identify key areas for future action on the Action Plan provided at the back of this Guide.

#### **Response Key:**

Yes	Engage in the specified practice.
No	Do not engage in the specified practice.
Unsure	Unsure if there is engagement in the specified practice, or if so, to what extent.
Not Applicable	The practice is not applicable to the current context.

## Introduction

This is an abbreviated version of the aims, content and associated Action Plans found in the iQIPP-AH Manual. For further clarification please refer to Manual.

iQIPP-AH has been developed to support and improve the provision of quality learning experiences for allied health students on professional practice placements.

## iQIPP-AH Guide: Practice Educators

This Guide provides information to assist practice educators to provide students with quality learning experiences whilst on placement. It enables practice educators to reflect on orientation, feedback, assessment, and learning and teaching practices.

This Guide comprises:

<b>Quality Domains</b>	<i>which are key stages in the process of student practice education. They highlight what occurs before, during and after student placement.</i>
<b>Quality Indicators</b>	<i>which cover management and logistical aspects of student placement; the organisational and the attitudinal culture that supports it; and the teaching and learning aspects.</i>
<b>Probe Questions</b>	<i>which assist the user to consider examples of how the quality indicator might be operationalised.</i>

## Action Plan

When the results have been tallied for each domain, a majority of positive responses indicates you have met the requirements of the iQIPP-AH. Consider strategies to facilitate advanced levels of practice. **No** or **unsure** responses indicate areas which require further development. The Action Plan provides users with a process for recording key actions or strategies based on responses to the probe questions and to set a timeframe for undertaking the planned activity. The resources listed for each Quality Domain provide some avenues for devising key actions. See also page 10 of the iQIPP-AH Manual.

## Glossary

The iQIPP-AH Guides use generic terminology to capture the wide range of contemporary services and settings where allied health professionals work.

This terminology includes:

- *Practice placement (professional practice placement)* which is synonymous with alternative terms including fieldwork, student/clinical placement and work integrated learning.
- *Practice placement organisations* are the bodies which sponsor practice placements and whose staff undertake the role of practice educator.
- *Practice educator (professional practice educator)* who in some settings may be referred to as a clinical educator, mentor, supervisor, preceptor or clinical supervisor.
- *Student Performance Evaluation Tool* i.e. a proforma used to evaluate student performance during practice placement. These are specific to particular professions/universities.
- *Placement Practice Evaluation Form* i.e. a proforma used by the student to review a professional practice placement.
- *Service user/s* which incorporates alternative terms including client/s, consumer/s, patient/s, community/client forums and/or groups etc.



## Quality Domain: Placement Preparation

Please tick the appropriate box

Quality Indicators	Probe Questions	Response			
		Yes	No	Unsure	Not applicable
1 Planning for placement is undertaken	1.1 Has approval been obtained for student placement within the organisation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.2 Has information from the university on placement details been received, e.g. dates, student names?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.3 Has the practice educator's workload/caseload been considered prior to placement including strategies to manage student commitments (while adhering to any workplace requirements re therapist: client ratio or clients/hour)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.4 Is the planned workload/caseload appropriate for the experience of the student?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.5 Has the practice educator accessed appropriate training and support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.6 Have appropriate risk management procedures been established to ensure safety of both students and service users?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.7 Has the nominated student performance evaluation tool been utilised to develop the specific learning opportunities within your organisation/unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Student orientation process and resources are reviewed	2.1 Is the practice educator familiar with the organisation's orientation process and resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.2 Have resources been reviewed and updated for the current placement requirements, e.g. student folder?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.3 Has necessary preparation to facilitate efficient work practices been undertaken, e.g. application for computer access, access to workspace?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.4 Is there an information folder on operational policies related to the placement, e.g. out of hours access; access to files; privacy and confidentiality; occupational health and safety; emergency and critical incident; home visits?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Practice educator facilitates an environment that welcomes and values students	3.1 Has a welcoming environment for students been established?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.2 Has the rest of the team been prepared for engaging with students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Placement Preparation</b>		<b>Yes</b>	<b>No</b>	<b>Unsure</b>	<b>Not applicable</b>
<b>Total 13 Questions</b>	<b>Total Number of Responses</b>				

### Comments/reflections



## Resource Links

College of Nurses of Ontario, Canada  
Guidelines for the supervision of nursing students  
[http://www.cno.org/docs/prac/44034\\_SupportLearners.pdf](http://www.cno.org/docs/prac/44034_SupportLearners.pdf)

College of Occupational Therapists of Ontario, Canada  
Guidelines for Supervision of Occupational Therapy Students  
<http://www.coto.org/pdf/Supervision.pdf>

James Cook University, Queensland  
Workplace Educators Resource Package  
<http://www.jcu.edu.au/teaching/wil/index.htm>  
Modules for the Educator, Managing a Placement, Introduction

Queensland Occupational Therapy Fieldwork Collaborative  
Clinical Educator's Resource Kit  
[www.qotfc.edu.au](http://www.qotfc.edu.au)  
Part 1: Pre-placement Considerations  
Part 2: Setting Up and Maintenance. Section One: Setting Up a Student Placement

University of Western Ontario's Preceptor Education Programme (Canada)  
<http://www.preceptor.ca/enterModules.html> (you must log in)  
Module 1 – Orientation

Victorian State Health Department website, search on "preceptor"  
[www.health.vic.gov.au](http://www.health.vic.gov.au)

For those using the SPEF-R, occupational therapy student performance evaluation tool, see also  
<http://www.uq.edu.au/spef/module-one>  
Module One: Before the Student Arrives. Part Two: Completing Key Tasks Before Your Student's Arrival

## Quality Domain: Placement Maintenance

Please tick the appropriate box

Quality Indicators	Probe Questions	Response			
		Yes	No	Unsure	Not applicable
1 Students are engaged with the orientation process	1.1 Has appropriate time been scheduled for the orientation process with students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.2 Have expectations for student engagement on placement been clarified?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.3 Has the nominated student performance evaluation tool been used to clarify expectations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.4 Are students encouraged to develop and communicate professional learning goals and expectations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Students have ongoing access to required resources	2.1 Do students have access to orientation resources throughout the placement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.2 Has student access to computers, work space, phone and resources been discussed and reviewed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Practice educators provide a range of learning opportunities for students	3.1 Do students have the opportunity for observation of the role of their specific allied health profession on placement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.2 Do students have the opportunity to observe other professionals within the team/organisation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.3 Do I take opportunities to model/demonstrate clinical skills and professional behaviours?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.4 Do students have the opportunity to engage in direct and indirect service provision?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.5 Can students access other learning opportunities, e.g. case discussion, tutorials, hypothetical discussion, in-services, project work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Have service users received an explanation of the nature of student involvement in their care?	4.1 Have students been orientated to their role in the process of obtaining service user consent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.2 Are the students required to gain verbal or written consent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.3 Have students been prepared for situations where service users do not give consent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.4 Have alternative learning experiences been identified if consent not provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Practice educators encourage active participation of students in learning opportunities	5.1 Do I encourage students to problem solve and use their initiative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.2 Do I encourage students to seek specific feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.3 Do I allow enough time for students to discuss their clinical reasoning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.4 Do I ensure students have the opportunity for reflection during interventions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.5 Do I encourage students to reflect on their actions/interactions including use of reflection sheets or journals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Placement Maintenance</b>		<b>Yes</b>	<b>No</b>	<b>Unsure</b>	<b>Not applicable</b>
<b>20 Questions</b>	<b>Number of Responses</b>				



### Comments/reflections

## Resource Links

Alberta Rural Physician *PracticalProf* website (USA)

This web-site is to assist rural GPs in Alberta, USA to supervise medical interns

<http://www.practicalprof.ab.ca/>

Especially "Observation and Feedback" Module

James Cook University, Queensland

Workplace Educators Resource Package

<http://www.jcu.edu.au/teaching/wil/index.htm>

Modules for the Educator, All

Queensland Occupational Therapy Fieldwork Collaborative

Clinical Educator's Resource Kit

[www.qotfc.edu.au](http://www.qotfc.edu.au)

Part 2: Setting Up and Maintenance. Section Two: Getting Started

Part 3: Approaches to Clinical Education

Part 4: Feedback and Evaluation

Part 5: Students Experiencing Difficulty

In addition, see:

Managing My Student, includes a section describing the use of students to set up a prescribed project

[www.qotfc.edu.au/clinical/index.html?page=64672&pid=64669](http://www.qotfc.edu.au/clinical/index.html?page=64672&pid=64669)

University of Virginia Preceptor Development Program (USA)

<http://www.med-ed.virginia.edu/courses/fm/precept/index.htm> particularly

Module 2 – Teaching and Learning Styles

Module 3 – Interacting with your student

University of Western Ontario's Preceptor Education Programme (Canada)

<http://www.preceptor.ca/enterModules.html> (you must log in)

Module 1 – Orientation

Module 2 – Developing Learning Objectives

Module 3 – Giving and Receiving Informal Feedback

Module 4 – Understanding and Fostering Clinical Reasoning

Module 5 – Fostering Reflective Practice

Module 6 – Dealing With Conflict

Module 7 – The Formal Evaluation

For those using the SPEF-R, occupational therapy student performance evaluation tool, see also

<http://www.uq.edu.au/spef/module-two>

Module Two: When the Student Arrives  
and

<http://www.uq.edu.au/spef/module-three>

Module Three: At Halfway and Final Evaluation



## Quality Domain: Placement Maintenance

Please tick the appropriate box

Quality Indicators		Probe Questions		Response			
				Yes	No	Unsure	Not applicable
6 Regular opportunities exist for reflection, discussion and timely feedback	6.1	Is the feedback process discussed, including its regularity and style?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.2	Is feedback relevant and timely, i.e. given as close to the event as possible?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.3	Do I allow adequate time for feedback?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.4	Does feedback include a balance of positive and constructive feedback?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.5	Does constructive feedback include strategies for improving performance?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.6	Do students have the opportunity for verbal (face to face) feedback?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.7	Do students have the opportunity to receive written feedback?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.8	Is the nominated student performance evaluation tool used to guide feedback provided?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.9	Is there a process where service users are engaged in giving students feedback?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Student workload/caseload is monitored and adjusted appropriately to the student's level of experience	7.1	Do I /am I able to adjust student's workload in accordance with his/her level of development during placement and have I communicated this to the student?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7.2	Are students provided with increasing levels of challenge throughout the placement?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7.3	Are opportunities for independent action identified and increased throughout the placement?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Students are evaluated using the nominated student performance evaluation tool at halfway and end of placement	8.1	Are university staff contacted with queries regarding the nominated student performance evaluation tool and student evaluation processes as required?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8.2	Has the nominated student performance evaluation tool been completed with required written and verbal feedback including strategies for developing skills?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8.3	Are university staff contacted if student performance concerns arise, e.g. failing halfway assessment?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Students are welcomed and included at the centre/site throughout placement	9.1	Are students respected and encouraged to participate in team activities?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9.2	Do students participate in staff meetings and/or in services?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9.3	Are students included in workplace social activities on placement where appropriate?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9.4	Has the environment remained welcoming and supportive of students throughout the placement?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<b>Placement Maintenance</b>		<b>Yes</b>	<b>No</b>	<b>Unsure</b>	<b>Not applicable</b>
<b>19 Questions</b>		<b>Number of Responses</b>					

### Comments/reflections

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Module 3 – Giving and Receiving Informal Feedback

Module 4 – Understanding and Fostering Clinical Reasoning

Module 5 – Fostering Reflective Practice

Module 6 – Dealing With Conflict

Module 7 – The Formal Evaluation

For those using the SPEF-R, occupational therapy student performance evaluation tool, see also

<http://www.uq.edu.au/spef/module-two>

Module Two: When the Student Arrives

and

<http://www.uq.edu.au/spef/module-three>

Module Three: At Halfway and Final Evaluation

## Quality Domain: Placement Maintenance

Please tick the appropriate box

Quality Indicators	Probe Questions	Response			
		Yes	No	Unsure	Not applicable
10 Shared understanding exists regarding communication between practice educator and students	10.1 Have students been provided with information to facilitate feedback to the practice educator?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10.2 Are students encouraged to communicate and review attainment of professional learning goals and expectations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10.3 Are students informed about accessing practice educator assistance when needed or requested by service users to ensure optimal service provision?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10.4 Are students encouraged to engage in safe and appropriate feedback/dialogue with the practice educator about their service provision?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Strategies are developed to enhance student performance as required	11.1 Do the practice educator and student collaboratively identify strategies/small steps towards improvement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11.2 Has the practice educator undertaken advanced practice educator training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11.3 Has university support been sought for provision of feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11.4 Have university staff been contacted for assistance with strategy development for enhancing learning if student is at risk?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Placement Maintenance	Yes	No	Unsure	Not applicable
8 Questions	Number of Responses				
Total 47 Questions	Sum of Responses from Pages 3, 5 and 7				

Comments/reflections



*Comments/reflections continued*

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For those using the SPEF-R, occupational therapy student performance evaluation tool, see also

<http://www.uq.edu.au/spef/module-two>

Module Two: When the Student Arrives

and

<http://www.uq.edu.au/spef/module-three>

Module Three: At Halfway and Final Evaluation



## Quality Domain: Placement Review

Please tick the appropriate box

Quality Indicators		Probe Questions		Response				
				Yes	No	Unsure	Not applicable	
1	Placement is reviewed after each student	1.1	Has an appropriate practice placement evaluation tool been provided to students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		1.2	Is feedback from students discussed and reviewed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		1.3	Do practice educators and relevant staff allow time for reflection following a practice placement?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		1.4	Are strategies devised to enhance future placements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		1.5	Are practice educators able to seek further training or support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<b>Placement Review</b>		<b>Yes</b>	<b>No</b>	<b>Unsure</b>	<b>Not applicable</b>	
<b>Total 5 Questions</b>		<b>Total Number of Responses</b>						

### Comments/reflections



## Resource Links

James Cook University, Queensland

Workplace Educators Resource Package

<http://www.jcu.edu.au/teaching/wil/index.htm>

Modules for the Educator, Managing a Placement, Following the Placement

University of Western Ontario's Preceptor Education Programme (Canada)

<http://www.preceptor.ca/enterModules.html>

Module 5b particularly M5b.06.8 Philosophy of Practice, and

M5b.06.9 Annual Self Review

For those using the SPEF-R, occupational therapy student performance evaluation tool, see also

<http://www.uq.edu.au/spef/other-components-of-the-spef-r-package>

Module One: Before the Student Arrives. Part One: Becoming Familiar with the SPEF-R Package – Other Components of the SPEF-R Package (Student Review of Professional Practice Placement)

# Action Plan

To achieve quality improvement in those Domains receiving **no** or **unsure** responses.

iQIPP-AH Guide: Practice Educators

Date \_\_\_\_\_

	Quality Indicators	Action Required (tick)	Key Actions (Develop strategies based on responses to probe questions)	Timeframe
<b>Placement Preparation</b>				
1	Planning for placement is undertaken	<input type="checkbox"/>		
2	Student orientation process and resources are reviewed	<input type="checkbox"/>		
3	Practice educator facilitates an environment that welcomes and values students	<input type="checkbox"/>		
<b>Placement Maintenance</b>				
1	Students are engaged with the orientation process	<input type="checkbox"/>		
2	Students have ongoing access to required resources	<input type="checkbox"/>		
3	Practice educators provide a range of learning opportunities for students	<input type="checkbox"/>		
4	Have service users received an explanation of the nature of student involvement in their care?	<input type="checkbox"/>		
5	Practice educators encourage active participation of students in learning opportunities	<input type="checkbox"/>		
6	Regular opportunities exist for reflection, discussion and timely feedback	<input type="checkbox"/>		
7	Student workload/caseload is monitored and adjusted appropriately to the student's level of experience	<input type="checkbox"/>		
8	Students are evaluated using the nominated student performance evaluation tool at halfway and end of placement	<input type="checkbox"/>		
9	Students are welcomed and included at the centre/site throughout placement	<input type="checkbox"/>		
10	Shared understanding exists regarding communication between practice educator and students	<input type="checkbox"/>		
11	Strategies are developed to enhance student performance as required	<input type="checkbox"/>		
<b>Placement Review</b>				
1	Placement is reviewed after each student	<input type="checkbox"/>		

*Continued next page*

## Action Plan (continued)

*General comments/reflections*

**Completed by:** \_\_\_\_\_