

Placement Models

Model	Advantages	Disadvantages
<p><u>One Clinical Educator to One Student</u> This describes a more traditional model of student supervision where one student works closely with one Clinical Educator for the length of their student placement.</p>	<ul style="list-style-type: none"> • Individual support for the student • Increased opportunity to support individuals without the need to share clinical experiences • The productivity of the team hosting the student may not be affected (although the Clinical Educator may experience increased workload) 	<ul style="list-style-type: none"> • Students may be dependent on one Clinical Educator for their learning requirements • Little (if any) opportunity for peer and collaborative learning between students occur. • Greater time commitment of Clinical Educator (when compared to other models)
<p><u>One Clinical Educator supervising multiple Students (2,3 or more)</u> This model of student supervision describes a number of students being supervised by one Clinical Educator.</p>	<ul style="list-style-type: none"> • Enhances opportunities for peer learning • Creates a social network for students • Enhances clinical competence and independence • Promotes an active learning environment • Facilitates teamwork • 	<ul style="list-style-type: none"> • Students' concerns regarding adequate supervision • Model may not be applicable to all clinical areas (e.g. physical restriction on student numbers) • Compatibility of students in the group • May encourage increased competitiveness between students • Increased organisational and administrative workload for supervisor
<p><u>Multiple Educators to One Student</u> In this model one student is supervised by multiple Clinical Educators either on the same site or across organisations. The Clinical Educators may come from the same professional background as the student</p>	<ul style="list-style-type: none"> • Diverse interdisciplinary learning opportunities • Student exposure to multiple educators and styles of supervision • Exposure to more than one clinical area • Shared workload for educators • Increased opportunities to include more staff 	<ul style="list-style-type: none"> • Need for increased collaboration between staff for purposes of assessment and planning • Students may find model challenging e.g. understanding how differing professionals can work together to provide holistic supports.
<p><u>Peer Learning</u> Students from the same or different professional backgrounds have specific and incidental opportunities to learn with and from each other by explaining their ideas to others and by participating in activities in which they can learn from their peers.</p>	<ul style="list-style-type: none"> • Students develop their skills working together as a team and can transfer these skills to other clinical situations • Enables students to practice articulating their clinical reasoning • Stimulates creativity in clinical reasoning • Students may feel more comfortable asking questions of peers than supervisors. 	<ul style="list-style-type: none"> • May encourage peer competition • Need for Clinical Educators to review work to ensure accuracy of information

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One Clinical Educator to One Student

This describes a more traditional model of student supervision where one student works closely with one Clinical Educator for the length of their student placement.

Advantages	Disadvantages
<ul style="list-style-type: none"> Individual support for the student Increased opportunity to support individuals without the need to share clinical experiences The productivity of the team hosting the student may not be affected (although the Clinical Educator may experience increased workload) 	<ul style="list-style-type: none"> Students may be dependent on one Clinical Educator for their learning requirements Little (if any) opportunity for peer and collaborative learning between students occur. Greater time commitment of Clinical Educator (when compared to other models)

One Clinical Educator supervising multiple Students (2,3 or more)

This model of student supervision describes a number of students being supervised by one Clinical Educator.

Advantages	Disadvantages
<ul style="list-style-type: none"> Enhances opportunities for peer learning Creates a social network for students Enhances clinical competence and independence Promotes an active learning environment Facilitates teamwork 	<ul style="list-style-type: none"> Students' concerns regarding adequate supervision Model may not be applicable to all clinical areas (e.g. physical restriction on student numbers) Compatibility of students in the group May encourage increased competitiveness between students Increased organisational and administrative workload for supervisor

Multiple Educators to One Student

In this model one student is supervised by multiple Clinical Educators either on the same site or across organisations. The Clinical Educators may come from the same professional background as the student *e.g. more than one Speech Pathologist supervising a student/s or from a different professional background*

Advantages	Disadvantages
<ul style="list-style-type: none"> Diverse interdisciplinary learning opportunities Student exposure to multiple educators and styles of supervision Exposure to more than one clinical area Shared workload for educators Opportunities to include more staff 	<ul style="list-style-type: none"> Need for increased collaboration between staff for purposes of assessment and planning Students may find model challenging e.g. understanding how differing professionals can work together to provide holistic supports.

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Peer Learning

Students from the same or different professional backgrounds have specific and incidental opportunities to learn with and from each other by explaining their ideas to others and by participating in activities in which they can learn from their peers.

Advantages	Disadvantages
<ul style="list-style-type: none">• Students develop their skills working together as a team and can transfer these skills to other clinical situations• Enables students to practice articulating their clinical reasoning• Stimulates creativity in clinical reasoning• Students may feel more comfortable asking questions of peers than supervisors.	<ul style="list-style-type: none">• May encourage peer competition• Need for Clinical Educators to review work to ensure accuracy of information