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Student clinical placements: best practice checklist. Key points to consider when planning and coordinating student clinical placements
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**STUDENT CLINICAL PLACEMENTS:
BEST PRACTICE CHECKLIST**
Key points to consider when planning and coordinating
student clinical placements

A resource developed by the
'Building teams for quality learning in clinical placements' project

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STUDENT CLINICAL PLACEMENTS: BEST PRACTICE CHECKLIST

Key points to consider when planning and coordinating student clinical placements

UNIVERSITY

- **Clinical teams are multi-disciplinary.** During their clinical placements students interact with a number of different health professionals in addition to their clinical supervisor.
Have we:
Provided students with information on our expectations for their discipline specific learning on each placement?
Identified opportunities for students to also learn from different health professionals?
Encouraged our students to make the most of every opportunity to learn from everyone in the workplace?
- **Health services are complex organisations.** Information regarding the University's student learning objectives and assessment requirements should be available to both health service administration and clinical team members.
Have we:
Provided clinical supervisors with information about the student's learning objectives for the clinical placement?
Provided clinical supervisors with information about assessment requirements for the clinical placement?
- **Health services are busy.** Information about students on clinical placements should be clear and concise.
Have we:
Ensured our information to supervisors is clear and concise?
- **Health service staff need easy mechanisms to communicate concerns about a student.**
Have we:
Provided clinical supervisors with a clearly identified university contact person for every student?
- **Health services support a number of education programs** and may be hosting students from other disciplines and/or universities at the same time as your students.
Have we:
Been responsive to the existing teaching and supervision workload of clinical staff?
- **Health service staff value their connection with the university and strive to do their best for students.**
Have we:
Explicitly acknowledged the contribution of health service staff in teaching and supervision?
Provided health service staff with feedback from students and us?

CLINICAL TEAMS AND HEALTH SERVICES

- **Universities have students in a number of different courses and at different levels of competence and clinical experience.** The more we know about a student before the placement commences, the better we can plan for that placement.
Have we asked the university:
What is the year level of each student? What are the skills and competencies of each student?
What previous experience have the students had?
What are you expecting of us in terms of teaching, supervision, assessment and reporting?
Who should I tell if I have concerns about one of your students?
- **We want to encourage active learning.** As much as possible we would like students to become members of our clinical team during their placement.
Have we asked each student:
Why are you here?
What do you hope to learn on this placement?
- **We are all members of a clinical team.** We work together each day to provide health care.
Have we:
Discussed our different roles in supporting student's learning?
Identified any changes we could make that would improve student learning?

BUILDING TEAMS FOR QUALITY LEARNING
IN CLINICAL PLACEMENTS PROJECT

