

Clinical Education Fact Sheet #8

Structuring the learning experience

Pre-placement preparation

Facilities may wish to provide specific information pertaining to the service prior to the students attending. This can be useful in preparing the student for the type of environment and conditions in which they will be working. In addition, the inclusion of specific information required to enable the student to be familiar with the client mix they will work with may also assist the student to prepare. Some suggestions to include are listed below:

- Start and finish times.
- Meeting place day one.
- Details of other sites or facilities where the student may operate from.
- Special instructions or equipment required.
- Suggested websites or reference material that is necessary and will be used during the placement.

Preparatory information provided in advance can be made available to student through the CELMs. Please provide PDF versions for material/instructions such that the CELMs can distribute to the students. Alternatively, as students are advised to contact their CEs at least one week before the immersion state date, you may prefer to e-mail information directly to students.

Orientation

A good and thorough orientation at the start of a clinical immersion is essential to facilitate a successful immersion. A well-planned orientation may avoid misunderstandings along the way. It is important to allow adequate time to cover orientation information. An orientation seeks to provide details of the structure, expectations and the responsibilities for the student while on a clinical immersion.

It is important to remember that students will change immersions and facilities every 5 weeks. Expectations may be different in each facility. Please don't assume that the student will know what is expected of them as they begin their clinical immersion within your clinical environment. Use the orientation to clarify this.

As part of orientation, it is recommended that you include information at both an organisational and local level in addition to information which will assist the development of a good learning relationship between the Clinical Educator and the student(s).

Please remember that students will be processing a large amount of information on the first day. Please filter the NEED to know information from the NICE to know information. Additional information can be transferred progressively during the immersion as it becomes relevant.

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Suggested inclusions in addition to OHS, workplace policy and procedure should cover:

- Expectations during the immersion of both the student and the educator.
- Feedback methods (formal and informal) during the immersion- perhaps include within timetable.
- Discussion regarding learning preferences (styles, goals, any limitations etc.).
- Learning opportunities and initiatives appropriate for the immersion (give examples).
- Communication channels.
- Student responsibilities (both supported and independent).
- Set the ground rules (do's and don'ts) for the immersion.

Guidelines for structuring an immersion

It is important to consider the following when structuring learning and assigning a reasonable workload to students:

- Context and demands of service including complexity of client mix.
- Client numbers.
- Time frames for interventions including necessary discussion time with CEs.
- Support required for novice learners.

Please refer to the resource **Placement Structure Guidelines** as an example of how to plan learning across a 5-week placement. Please use this as a guide only rather than a prescriptive plan.

In addition, the **iQIPP-AH** can assist educators and facilities to prepare for taking students. Please refer to this resource for guidance.

These resources are included in the CE resources sent in advance of the placement. If you do not have access to these please contact the CELMs.

Queensland public health (QH) and Mater Health services (Brisbane) placement coordination

Clinical Placements offered by QH/Mater facilities are organised through the Queensland Physiotherapy Placement Collaborative (QPPC). This group collaborates on clinical education activity within QH and has several processes in place that facilitate communication between QH sites and the Universities. All QH/Mater placement offers (including changes to existing offers) must be communicated through the Physiotherapy Placement and Development Coordinator and the facility staff member responsible for coordination of student placements (e.g. Director of Physiotherapy).

Please contact QLD_PT_Placements@health.qld.gov.au for more information.

For specific enquiries related to students while on placement Clinical educators are encouraged to communicate directly with the CELMs.