

Samples of Health and Medical Student Practice Education Models

Excerpt of work from a Co-op project conducted for the Allied Health Policy Secretariat
Health Sector Workforce and Beneficiary Services Division
Spring 2021



The table below provides examples of student practice education (SPE) models identified during a jurisdictional scan completed as part of a student project. The table does not contain an exhaustive list of models but does provide samples that may be used to increase provincial SPE quality and capacity.

Category	Model	Definition	Jurisdiction
Traditional			
Models that are well established practices in clinical education. The one-to-one model is the most common SPE model overall.	One-to-One ⁱ	One practice educator supervises and assesses one student in-person and at the same site	International, Canada, BC
	Group Supervision ⁱⁱ	One supervisor oversees the clinical education of multiple students at once in-person and at the same site	International, Canada, BC
Remote Learning			
Models and techniques that utilize simulated environments or virtual platforms that allow students to practice in any setting.	Simulation ⁱⁱⁱ	Use mannequins, actors, simulated environments, video or interactive computer packages for learning and practice	International, Canada, BC
	Telehealth ^{iv}	Students meet and practice on telecommunication platforms (e.g., phone, text, video conferencing, etc.)	UK, Saskatchewan
	Distributed Online Learning ^v	Decentralized learning opportunities (e.g., online course modules or portals) for students to access online resources whenever needed	Northern Canada (Northern Nursing Education Network)
Revised or Adapted Techniques			
Models that follow traditional formats but utilize alternative procedures, settings, scheduling, or organization of duties and responsibilities.	Intra-agency Collaboration ^{vi}	All placements in a student's clinical practice experience are within a single healthcare organization, but may occur in multiple areas within the organization	International, Canada, BC
	Dedicated Practice Educator (DPE) Model ^{vii}	Clinicians have time set aside from normal clinical caseloads to supervise several students or provide enhanced support for colleagues	UK

	Community Based Placement Locations ^{viii}	Students are placed in community settings and locations, based on areas of increased need for care and support	International, Canada, BC
	Long-arm Supervision ^{ix}	Experienced clinician/preceptor, that is not based at the same location as student, provides supervision	UK
	Clinical Education Wards/Units (AKA: Dedicated Education Units) ^x	Wards within health facilities are primarily staffed by students with appropriate clinical supervision	BC (PRISM Clinic) UK, Australia
	Final Year Placements ^{xi}	Final year students are in placements full time, and include responsibilities of tutoring less experienced students	England
	Dedicated Training Lists	Students are provided with lists of patients that are reserved for their practice	Australia (Sonography)
	Ratios	Paired placements of two or more students to one preceptor (upwards to eight students at one time) in-person	International, Canada, BC
	Dedicated Student Positions	Positions reserved for students on a professional clinical practice team	England
	Scheduling	Placements are scheduled through summer months, and or after hours (e.g., evenings and weekends)	Ontario, Europe
Collaborative Learning and Supervision			
Models that permit collaborative or mutually beneficial	Peer-Assisted Learning (PAL) ^{xii}	Two or more students concurrently working with one educator, with expectations that students work collaboratively with each other	UK, Ontario (Pharmacy)

learning opportunities among students within the same program, different disciplines, or multiple educators.	Team Model (or Co-preceptorship) ^{xiii}	Two or more preceptors share the supervision of one student	UK, Ontario (Pharmacy)
	Multiple Mentoring Model ^{xiv}	A team of educators/preceptors supervise a team of students	UK, Australia
	Hub and Spoke ^{xv}	A base (hub) for students with a single preceptor, require the student to spend significant portions of a placement with different departments, organizations, institutions, or agencies (spokes)	Australia
	Interprofessional Placements ^{xvi}	Students from different professional programs learn collaboratively in practice	UK, Australia
	Individualized Preceptorship Program	Two-phase accredited preceptorship program resulting in improved retention of newly qualified staff	UK
	Collaborative Learning Units (CLUs) ^{xvii}	Students are on a unit where every clinician is a preceptor and provides evaluations of the student's development	International, Canada, BC
	Near-Peer Teaching (NPT) ^{xviii}	One or more junior students are paired with one or more senior students	Ontario, (Pharmacy)
	Collaborative Learning in Practice (CLiP)	Students work alongside other students, under the guidance of a coach who is freed from their clinical responsibilities while on a preceptor shift	UK, Denmark
Student-Led/Directed Learning			
Models where the student is responsible	Project Focused Model ^{xix}	Capstone project; student works on a project as the focus of their practice experience	Canada (Dietitians), UK

for the creation of practice learning experiences, whether those opportunities are conducted individually or with a team.	Clinical Academic Opportunities ^{xx}	Preceptors with research and clinical responsibilities facilitate placements and learning activities in both academic research and clinical practice for students	UK – (Integrated Clinical Academic Careers Programme)
	Student-led Groups ^{xxi}	Cohorts of students with responsibility for providing therapy to patient groups	US, UK, Australia
	Student-led University Based Clinics ^{xxii}	Students run clinics for specific populations in the university, with support and supervision from practice educators and academics	UK, Australia
	Split Placements	Students are placed with multiple health care organizations in a single term	US, UK
Work-Integrated Learning (WIL)			
Models that integrate paid-learning opportunities with academic or theoretical learning.	Clinical Apprenticeships	Paid learning experience in the workplace, where students work toward a competence, knowledge, or professional qualification	UK, Germany
	Service Learning	Students undertake a placement providing a service or completing a project that would otherwise be unavailable to the community	Australia
	Residency	Experience opportunities for post-graduates that are licensed to deliver clinical services only while in a recognized training program and under the supervision of a licensed practicing preceptor, appointed by an academic faculty. Residents are hired and compensated by the health organization while in their training programs. Some residencies may include interprofessional educational activities to compliment the residency.	International, National, BC (Medical and Pharmacy)
	Co-operative Education	Paid work terms that provide experience in a professional setting related to the student's field of study	Canada
Hybrid Approaches			

Models that incorporate the principles and techniques of two or more individual models.

Weekly Rotations	One-week student is practicing in-person onsite, following week working remotely or virtually, blending scheduling, virtual, and onsite one-to-one models	Ontario
Specialist School Placement	Integration of telesupervision, telehealth, online learning, modified scheduling, WIL, peer-assisted learning	Australia (Physiotherapy)
Practice Education Partnership ^{xxiii}	Integration of Interprofessional and student-led clinic models	BC (Northern Health - PRISM Clinic, Physiotherapy)
Academic-Practice Partnerships	Academic and health organizations provide practice experience, with a dedicated Clinical Liaison Nurse linking the student between organizations	US (Nursing)
Telesupervision	Application of telehealth and remote or arms-length supervision models, where students practice through telehealth and are supervised by a preceptor not in-person	Australia
Term 8 Clinical Practice Model	Majority of final term in an offsite practice setting working 1:1 with a clinical preceptor and faculty advisor from the post-secondary institution. Blend of interprofessional placements, one-to-one, and intra-agency collaboration.	BC (BCIT - Nursing), Alberta
Capacity Development Facilitator Model	Incorporates several models in practice (e.g., peer learning, groups with a 4:1 or 6:1 ratio of students to professional, interprofessional learning and team teaching) and is flexible to meet the needs of clinical educators, and patients. An onsite facilitator is present to ensure SPE quality.	Australia (Physiotherapy)
Institutional and Faculty Partnerships	Cross collaboration between multiple post-secondary, health organizations, and rural recruitment programs. Blend of Intra-agency Collaboration, CLiP, and many other placement models	BC - Interprofessional Rural Program of BC (IRPbc)

Technology
Enhanced
Learning (TEL)

Traditional models and videoconferencing technology are blended to co-deliver teaching sessions for students on clinical placement with in-person activities

Australia (Bristol
Medical School)

References

- ⁱ Luhanga FL, Billay D, Grundy Q, et al. (2010) The one-to-one relationship: Is it really key to an effective preceptorship experience? A review of the literature. *International Journal of Nursing Education Scholarship* 7(1): 1–15. DOI: 10.2202/1548-923X.2012
- ⁱⁱ Holmlund K, Lindgren B, Athlin E. Group supervision for nursing students during their clinical placements: its content and meaning. *J Nurs Manag.* 2010 Sep;18(6):678-88. doi: 10.1111/j.1365-2834.2010.01157.x. PMID: 20840362.
- ⁱⁱⁱ Bradford, H. M., Farley, C. L., Escobar, M., Heitzler, E. T., Tringali, T., & Walker, K. C. (2021). Rapid Curricular Innovations During COVID-19 Clinical Suspension: Maintaining Student Engagement with Simulation Experiences. *Journal of Midwifery & Women’s Health*. <https://doi.org.ezproxy.hlth.gov.bc.ca/10.1111/jmwh.13246>
- Blackford, J., McAllister, L., & Alison, J.A. (2015). Simulated Learning in the Clinical Education of Novice Physiotherapy Students
- Pritchard SA, Blackstock FC, Nestel D, Keating JL. Simulated Patients in Physical Therapy Education: Systematic Review and Meta-Analysis. *Phys Ther.* 2016;96(9):1342-1353. doi:10.2522/ptj.20150500
- International Journal of Healthcare Simulation:178 Upstream Immersion: Preparing Allied Health Students with Foundational Placement Skills through a Multi-Disciplinary Simulation Week. 10.54531/QAVZ1602. *Adi Health+Wellness*. <https://www.ijohs.com/article/doi/10.54531/QAVZ1602>
- ^{iv} Kay, Judie, Norah McRae, and Russell Leoni. "Two institutional responses to work-integrated learning in a time of COVID-19: Canada and Australia." *International Journal of Work Integrated Learning*, 21.5 (2020): 491.
- ^v Allsop, Sarah, et al. "Using Videoconferencing to Deliver Anatomy Teaching to Medical Students on Clinical Placements." *Translational Research in Anatomy*, vol. 19, no., June 2020. doi:10.1016/j.tria.2019.100059.

-
- ^{vi} Pedregosa, Sara, et al. "Effective Academic-Practice Partnership Models in Nursing Students' Clinical Placement: A Systematic Literature Review." *Nurse Education Today*, vol. 95, Dec. 2020, p. 104582. doi:10.1016/j.nedt.2020.104582.
- ^{vii} Ferguson A, Haantjens A and Milosavljevic M (2014) Evolution of the clinical educator role to increase student placement capacity: From traditional to innovative. *Nutrition & Dietetics* 71(1): 51-56.
- ^{viii} Brown LJ, Macdonald-Wicks L, Squires K, Crowley E, Harris D. An innovative dietetic student placement model in rural new South wales, australia. *J Allied Health*. 2015;44(2):117-122.
- ^{ix} Beveridge, J., & Pentland, D. (2020). A mapping review of models of practice education in allied health and social care professions. *British Journal of Occupational Therapy*, 83(8), 488–513. <https://doi.org/10.1177/0308022620904325>
- ^x Manninen K, Henriksson EW, Scheja M, et al. (2015). Supervisors' pedagogical role at a clinical education ward – An ethnographic study. *BMC Nursing* 14: 1–8.
- ^{xi} Morton, Jennifer L., et al. "New Education Models for Preparing Pre-Licensure Students for Community-Based Practice." *Journal of Professional Nursing*, vol. 35, no. 6, Nov. 2019, pp. 491498. doi:10.1016/j.profnurs.2019.05.004.
- ^{xii} Beveridge, J., & Pentland, D. (2020). A mapping review of models of practice education in allied health and social care professions. *British Journal of Occupational Therapy*, 83(8), 488–513. <https://doi.org/10.1177/0308022620904325>
- ^{xiii} Engel LI, Gillespie H and Lundberg J (2013) Integrated-split placement: Optimizing opportunities and enhancing learning. *Occupational Therapy Now* 15(1): 24-26.
- ^{xiv} Copley J and Nelson A (2012) Practice educator perspectives of multiple mentoring in diverse clinical settings. *British Journal of Occupational Therapy* 75(10): 456–462
- ^{xv} Beveridge, J., & Pentland, D. (2020). A mapping review of models of practice education in allied health and social care professions. *British Journal of Occupational Therapy*, 83(8), 488–513. <https://doi.org/10.1177/0308022620904325>
- ^{xvi} Boshoff K, Murray C, Worley A, Berndt A. Interprofessional education placements in allied health: A scoping review. *Scand J Occup Ther*. 2020 Feb;27(2):80-97. doi: 10.1080/11038128.2019.1642955. Epub 2019 Aug 10. PMID: 31402739.
- ^{xvii} Callaghan, D., Watts, W. E., McCullough, D. L., Moreau, J. T., Little, M. A., Gamroth, L. M., & Durnford, K. L. (2009). The experience of two practice education models: Collaborative learning unit and preceptorship. *Nurse Education in Practice*, 9(4), 244–252. doi:10.1016/j.nepr.2008.08.010
- ^{xviii} McIntyre, C., Natsheh, C., Leblanc, K., Fernandes, O., Mejia, A. B., Raman-Wilms, L., & Cameron, K. (2019). An Analysis of Canadian Doctor of Pharmacy Student Experiences in Non-Traditional Student-Preceptor Models. *American journal of pharmaceutical education*, 83(10), 7367. <https://doi.org/10.5688/ajpe7367>

^{xix} Nightingale, J., et al. “The Role of Allied Health Professions and Nursing Research Internships in Developing a Research Culture: A Mixed-Methods Exploration of Stakeholder Perspectives.” *Health Research Policy and Systems*, vol. 18, no. 1, Oct. 2020, p. 122. doi:10.1186/s12961-020-00638-1.

^{xx} Nightingale, J., et al. “The Role of Allied Health Professions and Nursing Research Internships in Developing a Research Culture: A Mixed-Methods Exploration of Stakeholder Perspectives.” *Health Research Policy and Systems*, vol. 18, no. 1, Oct. 2020, p. 122. doi:10.1186/s12961-020-00638-1.

^{xxi} Patterson F, Fleming J, Marshall K, Ninness N. Student perspectives of a Student-Led Groups Program model of professional practice education in a brain injury rehabilitation unit. *Aust Occup Ther J*. 2017 Oct;64(5):391-399. doi: 10.1111/1440-1630.12382. Epub 2017 Apr 7. PMID: 28386952.

^{xxii} Beveridge, J., & Pentland, D. (2020). A mapping review of models of practice education in allied health and social care professions. *British Journal of Occupational Therapy*, 83(8), 488–513. <https://doi.org/10.1177/0308022620904325>

^{xxiii} Faculty of Medicine, Department of Physical Therapy. “PRISM Clinic (Prince Rupert Interprofessional Student-Led Model).” Department of Physical Therapy, University of British Columbia, 2020, physicaltherapy.med.ubc.ca/site-profiles/prism-prince-rupertinterprofessional-student-led-model/.