

Practice Education Metrics Report

2nd Annual Report

Fiscal Year 2014-15

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Acknowledgement

The following report is prepared for the Provincial Health Services Authority (PHSA) Board of Directors on an annual basis to present data related to the Framework for PHSA Practice Education Metrics (see Appendix C). As an academic health sciences organization, PHSA works in close partnership with the University of British Columbia, BC Institute of Technology, Simon Fraser University, University of Victoria, University of Northern BC and other BC educational institutions. BC Emergency Health Services works closely with the Justice Institute of BC.

The practice education activities described in this report are made possible only through the collaboration and partnership of PHSA, its agencies and programs, and its academic partners.

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PHSA Practice Education Metrics Summary

Indicator	Key Measure Description	FY 2013-14	FY 2014-15	
		Value	Value	
Build Practice Education Capacity	1a	Total Number of Student Hours (excludes medical students) by PHSA Agency	237,546	200,952
		BCEHS	86,980	53,952
		BCCH	79,173	97,326
		BCW	31,045	30,899
		BCCA – all locations	23,893	6,033
		SunnyHill	8,080	4,456
		BCMHS (Forensics, Mental Health & Addictions, Burnaby Centre for MH)	7,672	11,978
		All Other (BCCDC, BC Transplant, Cardiac Services BC, PSBC)	1,082	765
	1b	Total Number of Medical Students (Undergraduate & Post-Graduate)		
		Undergraduate Medical Students (for July/Aug 2015 only)	TBD	123
	Post-Graduate Medical Students (for July/Aug 2015 only)	TBD	199	
1c	Total Number of Medical Student Hours by Student Type and Specialty	TBD	TBD	
1e	Estimated Cost of Staff Time by Encounter Type			
	One-to-one	\$4,288,537	\$2,882,153	
	Group	\$195,804	\$113,237	
1f	Total Number of confirmed placement requests (this is # of requests not # of students)	582	621	
1g	Total Number of PHSA declined placement requests	280	261	
1h	Total Number of Staff Participants involved in Preceptor/Educator Training			
	Educator Pathway Project (Preceptor/Educator Training)	89	86	
	BC Emergency Health Services (Preceptor Training)	139	20	
1i	Total Number of Preceptors* in HSPnet with and without a placement			
	With a placement	90	229	
	Without a placement	446	280	
1j	Total Number of Destination*s in HSPnet with and without a placement			
	With a placement	116	157	
	Without a placement	285	166	
Build Effective Partnerships and Collaborations to Support Innovation	2a	Total # of Affiliation Agreements / % based on standard template	77 / 71%	73/71%
	2b	Top 5 Education Institutions by placement hours		
		JIBC	68,352	50,176
		BCIT	40,263	27,520
		University of BC (excluding undergraduate and post-graduate medical students)	36,914	37,043
	Langara	19,692	24,738	
	BCEHS	19,140	3,840	
2c	Total Number of student hours in an ambulatory/outpatient care setting	32,916	20,329	
2d	Distribution of Student Hours by practice education setting			
	Inpatient	89,980	98,962	
	Ambulatory/Outpatient	32,916	20,329	
	Mixed (OP/Amb & Inpatient)	27,477	26,797	
	On Car (Paramedic)	67,840	50,112	
	On Plane (Paramedic)	10,840	3,840	
	Admin/Support Services & Public/Population Health	8,404	552	
Quality of Clinical Learning Environment and Results	3a	# of hires at PHSA with previous PE Placement	TBD	TBD
	3b	Quality of the Clinical Learning Environment survey results	TBD	TBD
	3c	Readiness for Student Practice Education survey results	TBD	TBD

Executive Summary

PHSA's mandate as an academic health sciences organization includes creating a high-performance health workforce by providing experiential learning opportunities in specialized care for students from a full range of health disciplines. To advance this mandate, the PHSA Student Education Coordinating Committee (see Appendix A) completed PHSA's first Action Plan for Student Practice Education (2012-15)¹ which included the goal of assessing progress and impact annually. In March 2014, a Framework for PHSA Practice Education Metrics (see Appendix B) was developed with three broad categories of indicators: **1) Build Practice Education Capacity; 2) Build Effective Partnerships and Collaborations that Support Innovation, and 3) Monitor the Quality of the Clinical Learning Environment and Results.**

In October 2014, PHSA achieved a milestone with the Research Committee's approval of the baseline Practice Education Metrics Report for FY 2013-14. This report provided important preliminary insights into PHSA's practice education system and identified data gaps, most notably, the lack of available data on UBC medical student and resident placements in the HSPnet system². This gap impacted PHSA's organizational understanding of training activities in medical specialties and, further, contributed to process inefficiencies for both UBC and PHSA in provisioning medical students and residents for access to computer networks, clinical information systems, and the requisite core orientation modules. During 2014-15 these issues were raised at the UBC – PHSA Joint Advisory Council and, subsequently, a working group involving relevant departments from PHSA, VCH, PHC and UBC was struck to address inclusion of medical student and resident placement data in HSPnet. This shared effort between UBC, VCH, Providence and PHSA resulted in the development of a process to enable the upload of medical student and resident placement data into HSPnet for all placements starting in July of 2015. This data, while not yet complete, is a strong foundation upon which to build for future collaborative efforts and helped identify the issue of tracking of both UBC and non-UBC visiting medical students.

Additional work to address gaps in quality and operational reporting of HSPnet data has been initiated by the PHSA Student Education Coordinating Committee which sponsored workshops in 2014 for lead internal users of the system and launched the HSPnet Improvement Project (HIP) Working Group in May 2015.

HSPnet is currently utilized by most health disciplines at PHSA agencies but does not capture 100% of placement activity. Current disciplines not utilizing HSPnet for placement management are PHSA corporate departments (Information Technology, Communications, Finance, and Human Resources), Population and Public Health, co-op students, paramedic program placements and lab programs at BCCA. Manual collection of data from BC Emergency Health Services (BCEHS) is included, when applicable, due to the scope of practice education activities related to the paramedic programs.

This report presents the second annual reporting of practice education metrics and includes metrics in the first two categories of indicators. While every effort was made to collect data for all indicators, some data was unavailable but considered important to continue to pursue for future reporting. The most notable change this year was the provision of the medical student and resident placement data from UBC for placements starting July 1, 2015 or later. Even though this data is partial data for FY 2015-16, it's being included here to provide a proxy for the volume of placements during FY 2014-15. This metric will take the place of the # of students who completed the confidentiality/privacy course which was used as a proxy for medical student volume in the initial report. For medical student data, the Total Number of Medical Students for both undergraduate (123) and graduate medical (199) students who started a placement at PHSA in July of 2015 is shown. While this provides a sense of the volume of medical students at PHSA facilities, work is still underway to provide the total number of student **hours** of placement activity as is shown for all allied health and nursing placements. In addition, data

¹ The November 2014 *Progress Report: Student Practice Education Action Plan 2012-2015* is available at: <http://www.phsa.ca/student-practice-education-site/Documents/Progress%20Report-Final%20Dec%205%202014.pdf>

² HSPnet (Health Sciences Placement Network) is the standard web-based system for managing practice education in health sciences education across BC. PHSA has been the managing organization for HSPnet since February 2014.

is not yet available for UBC's visiting medical students (of which 40% are international) or those visiting students who coordinate their own placements through direct contact with physicians and the College of Physicians & Surgeons. UBC estimates the total number of these students to be in excess of 2,000 per year.

For fiscal year 2014-15, Total Number of Student hours (not including medical student and resident data) decreased by 15.4% to 200,952 and is the result of both the Critical Care Paramedic and the Radiation Therapy programs not running in FY 14-15. Both of these programs require significant hours and represented over 75,000 placement hours in the previous fiscal year. Further explanation for these changes can be found in the Placement Activity section in the body of the report.

Work is underway to report the indicators in category three, Monitor the Quality of the Clinical Learning Environment and Results. PHSA Human Resources had committed to begin collection of previous placement data on all new hires, but this project has been delayed due to the upgrade of Peoplesoft, PHSA's human resources management tool. This will result in a suitable measure of the recruitment benefits of participating in practice education and is seen as worthwhile to pursue. In addition, the publication of the PLACES study³, *Placements for Learners: Assessing Capacity and Effectiveness of Clinical Sites*, took place in February 2015. This study validated two survey instruments to measure the quality of the clinical learning environment and given the proper resources could be implemented and reported in future fiscal years. Specific recommendations and conclusions from this study will be included in the renewal of PHSA's Practice Education Strategy.

To better understand the metrics report, it is helpful to refer to the glossary and definitions document (see Appendix C) that guided data collection.

Going forward, it will be important for PHSA to renew the Practice Education Strategy and refine the metrics framework accordingly. Strategy discussions will consider BC's evolving academic health environment, lessons learned through the first practice education strategy, and insights gained through the first two metrics reports.

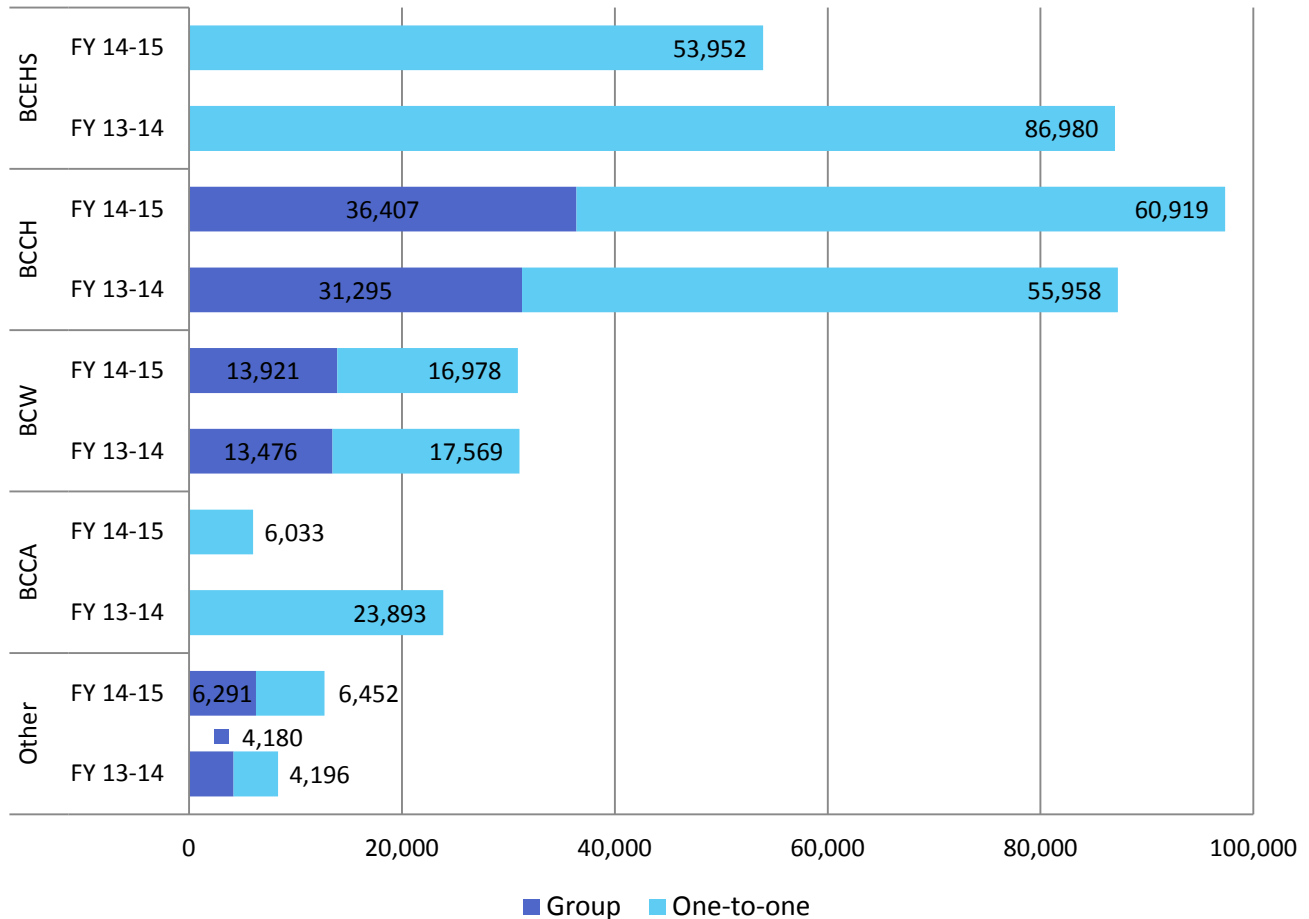
³ Currie LM, Wolff AC, Mickelson G, Chamberlin, C (February 2015). *Placements for Learners: Assessing Capacity and Effectiveness of Clinical Sites (PLACES)* - Final Report. Prepared for the Michael Smith Foundation for Health Research. Vancouver, BC.

Build Practice Education Capacity

Placement Activity

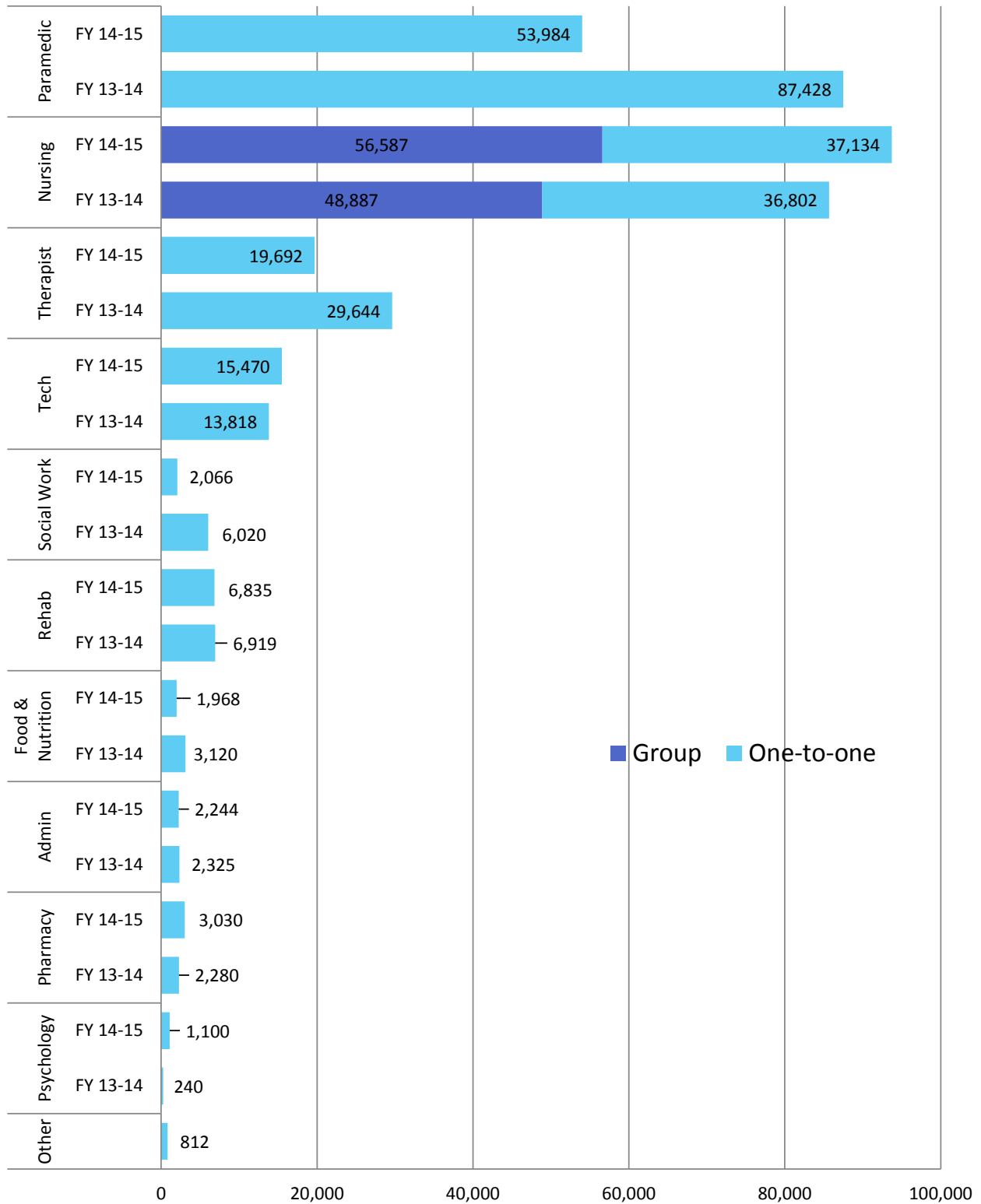
In FY 14-15, PHSA provided 200,952 student hours (not including medical students) of which 72% were one-to-one preceptorships (supervised by a PHSA preceptor/employee) and 28% were group placements (supervised by an instructor provided by the educational institution). This represents about a 15% reduction in the number of total student hours from FY 13-14. Two programs that require significant hours, the Critical Care Paramedic (CCP) and Radiation Therapy programs did not run in FY 14-15 and account for the decline. A breakdown of student hours by PHSA agency, placement type and fiscal year can be found in Figure 1.

Figure 1
Total Student Hours by Agency, Placement Type and Fiscal Year, excluding Medical Students



A breakdown of hours by discipline, placement type and fiscal year can be found in Figure 2. Of note is the drop in Paramedic and Therapist disciplines related to the Critical Care Paramedic (CCP) program at BCEHS and Radiation Therapy programs at BCCA. There was no co-hort in FY 14-15 in the Critical Care Paramedic Program. The Radiation Therapy program run by BCIT had no intake of students in either 2014 or 2015 due to reduced job prospects for this discipline resulting from workforce adjustments following the last collective agreement. It is anticipated that reduced jobs will be temporary and BCIT has enrolled a co-hort of students for the 2016 academic year. A detailed table of student hours by agency, discipline and sub-discipline is shown in Appendix D.

Figure 2
Total Student Hours by Discipline, Placement Type and Fiscal Year, excluding Medical Students
**The total number of requested placement hours times the number of students placed*

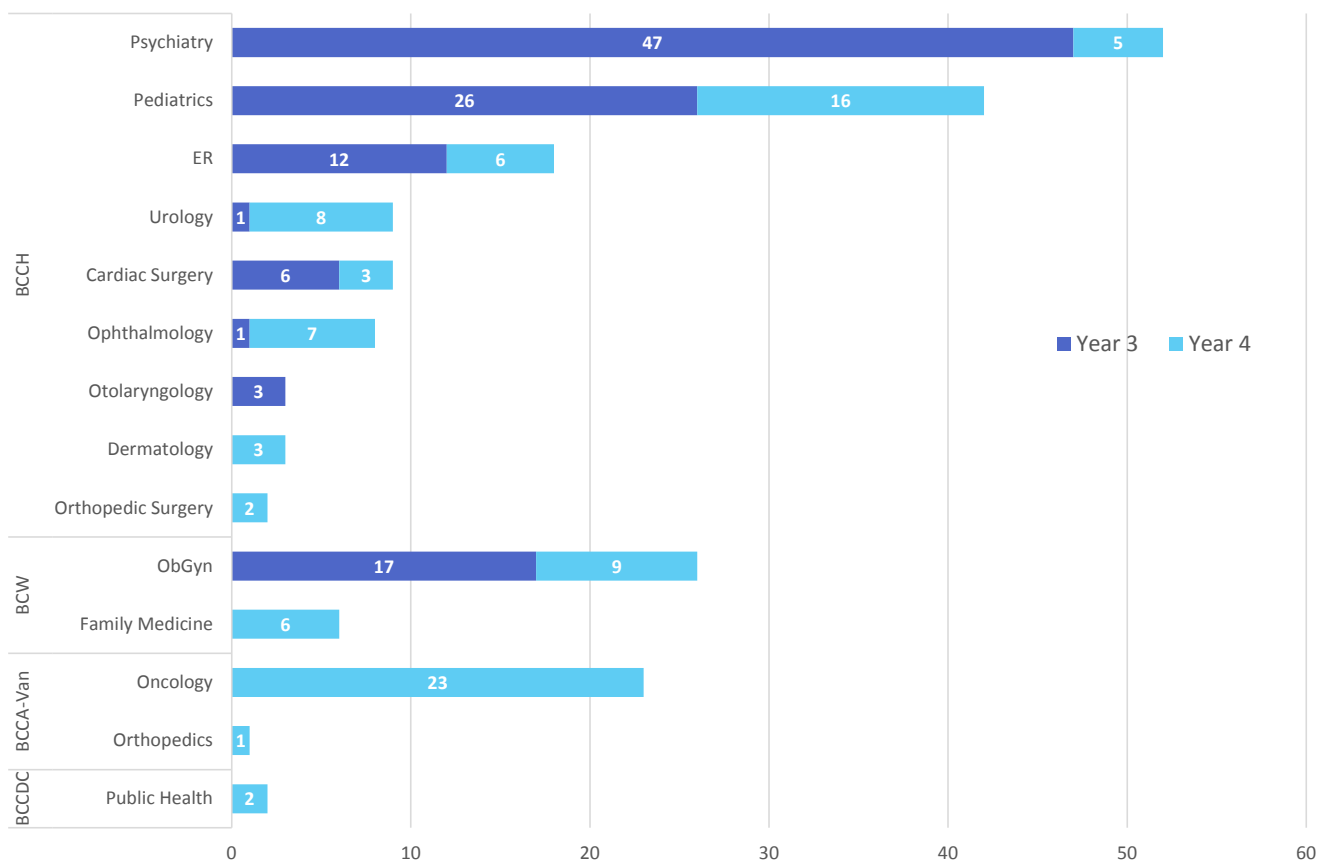


Beginning in July of 2015, UBC has agreed to provide all medical student placement data for both undergraduate and post graduate medical education students to HSPnet. This is part of the Advanced Clinical Placement Notification (ACPN) project of the UBC Faculty of Medicine Strategic Initiatives. The goal is to create a reporting system to meet the needs of the health authorities who have a legal mandate to control access to patient health information. The intention is to improve the overall quality of the processes and data for scheduling and tracking medical student placements. Use of UBC’s one45 placement system is mandatory for all academic departments. This data is then provided for upload to HSPnet for tracking and reporting.

Although this data is representative of placement activity for next fiscal year, it’s a strong proxy for the volume of placements seen in FY 14-15. It is expected that next year’s report will include full placement activity (including placement hours) for all medical student education.

The medical doctor undergraduate program (MDUG) had a total of 127 students arriving at PHSA facilities for placements in July and August of 2015. In July, there were 87 students with 94 placements, and in August there were 78 students with 110 placements. Figure 3 is the placement activity by program year (3rd or 4th year) by specialty for July and August placements in FY 15-16.

Figure 3
Total Number Medical Undergraduate Student Placements by Specialty and Program Year



The post graduate medical education program (PGME) has a total of 199 students arriving at PHSA facilities for placements in July and August of 2015. In July, there were 163 students with 168 placements and in August there were 124 students with 132 placements. Table 1 shows a breakdown of placement activity by program year by specialty for all placements (300 in total) for July and August of 2015.

Table 1
Total Number Post Graduate Medical Student Placements by Specialty and Program Year*

Site	Specialty	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	# of Total Placements
BCCH	Pediatrics	58	22	20	12	13		125
	ER	14	5	4	4	4		31
	Psychiatry		8	3	2	2	2	17
	Anesthesiology			5	4	1		10
	Pathology	1	3		2	2		8
	Cardiac Surgery	3				1		4
	Dermatology		2	1				3
	Otolaryngology	2						2
	Rheumatology		1	1				2
	ObGyn			1	1			2
	General Internal Medicine					1		1
	Medical Genetics	1						1
	Orthopedic Surgery				1			1
	Plastic Surgery				1			1
BCCH Total		79	41	35	27	24	2	208
BCW	ObGyn	6	7	1	7	2	1	24
	Family Medicine	6	1					7
	Anesthesiology			1	3			4
	Diagnostic Radiology		1		2			3
	Urology			1	1			2
	Endocrinology		2					2
	Medical Genetics						1	1
BCW Total		12	11	3	13	2	2	43
BCCA-Van	Oncology		3	6	8	2	4	23
	Radiation	4	1	1	2			8
	ObGyn		1	2				3
	Dermatology		3					3
	Pathology				2			2
	Palliative			2				2
	Psychiatry					1		1
BCCA-Van Total		4	8	11	12	3	4	42
SunnyHill	Pediatrics		2		2			4
SunnyHill Total			2		2			4
BCCDC	Pathology		2	1				3
BCCDC Total			2	1				3
Grand Total		95	64	50	54	29	8	300

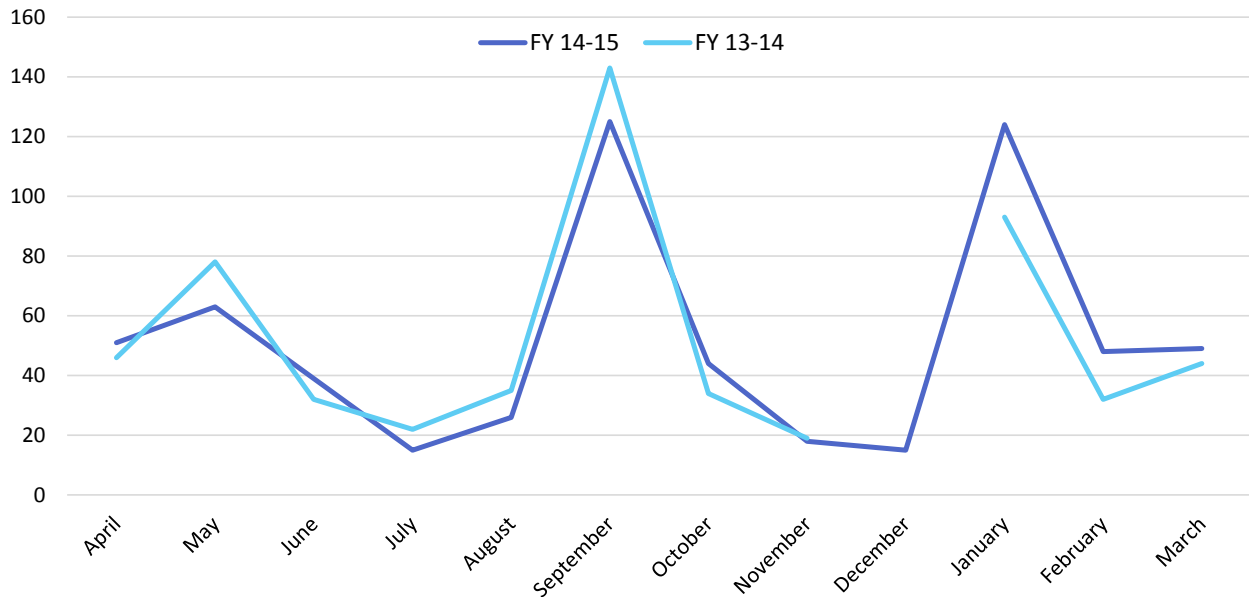
* data is for July and August 2015 only

As reported by UBC, all MD undergraduate students are required to do a 6 week placement in year 3 in both pediatrics and obstetrics. In year 4, some will return to PHSA for elective placements in specific specialties.

Post-graduate MD students in years 1-7 (i.e. residents; fellows) also utilize PHSA for specialty placements at BC Children's Hospital, BC Women's Hospital, BC Cancer Agency, BC Mental Health and Substance Use Services and BC Centre for Disease Control. As reported by UBC, there are approximately 1,400 medical residents, fellows, etc. across the province in various years of the post-graduate medical education program. They admit approximately 365 first year and new-to-UBC residents each year.

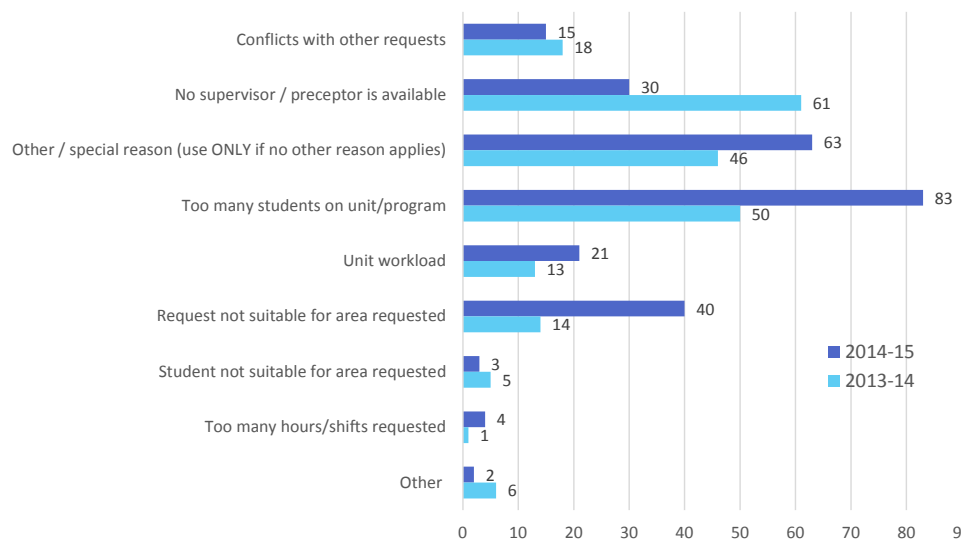
The number of placement requests processed by month (Figure 4) illustrates continued high demand in September, January and May. However, a leveling of requests between September and January has been seen and is likely the result of Kwantlen Polytechnic University and Langara College’s changes in their curriculum to more evenly distribute requests and placements throughout the year. These months represent 50% of total requests, down 4% from last year. Excluded from this graph are medical students (residents and 3rd/4th year MD undergraduates) who begin their placements in July and August respectively and paramedic placements whose current policies result in an equal distribution of placements throughout the year.

Figure 4
Number of Confirmed Placement Requests by Month and Fiscal Year



In FY 2014-15, PHSA agencies declined a total of 261 placement requests representing 528 students. Top reasons for these declines are shown in Figure 5. The top discipline declined is baccalaureate student nurse (BSN) placements from lower mainland education institutions. While there is consistently greater demand for placements in our specialty areas than supply, this is an important metric to measure to inform PHSA’s efforts to reach optimal placement capacity.

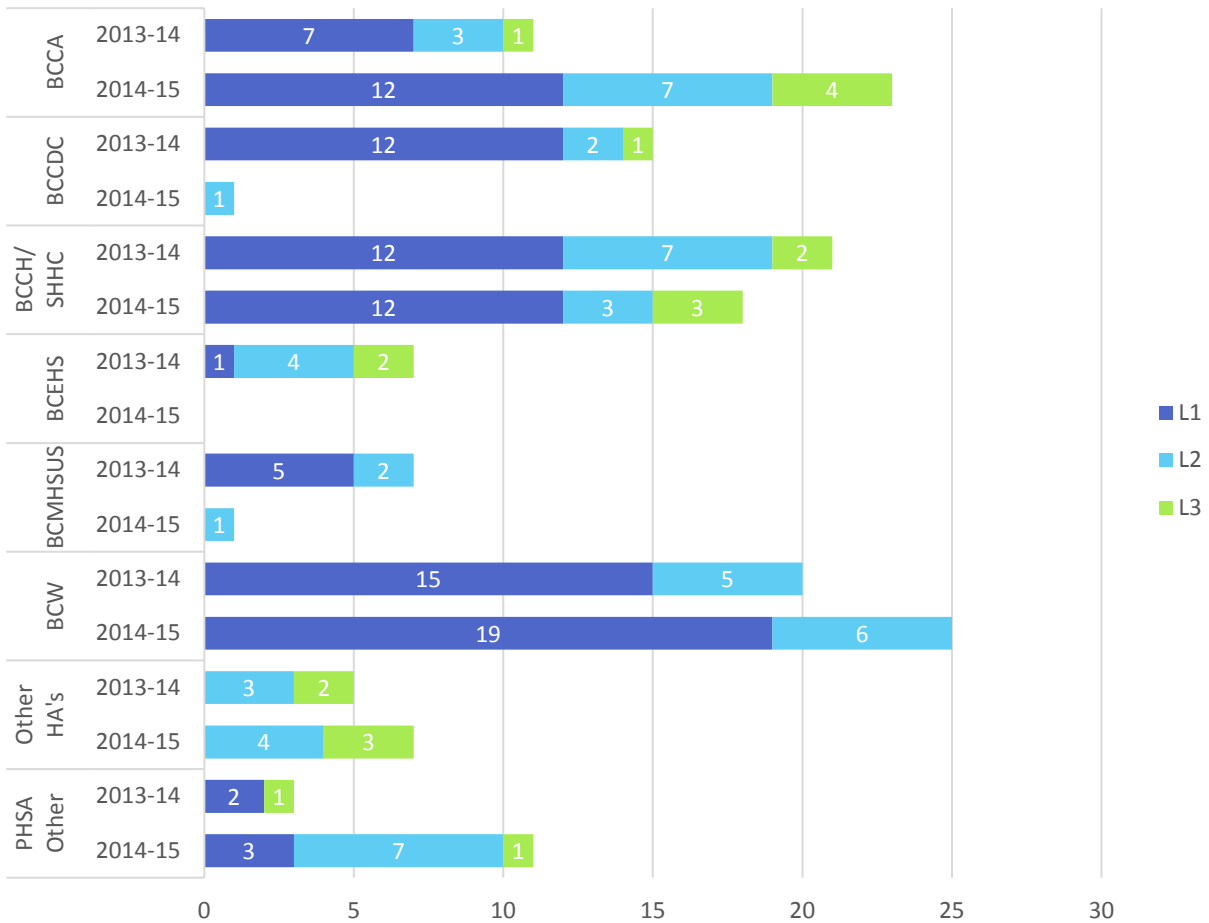
Figure 5
Top Reasons for Placement Decline by PHSA by Fiscal Year



Preceptor/Educator Training

To increase practice education capacity PHSA is committed to providing preceptor/educator training on an ongoing basis. In 2011, the Educator Pathway (EP) program was implemented throughout PHSA. The EP Program was developed from a three year research collaboration between practice and academic partners. This inter-professional multi-level curriculum targets health care professionals in formal education roles who support learners in a clinical health care setting. These learners could be students or newly hired staff. In FY 2014-15, 86 preceptors/educators were trained (see Figure 6). For a definition of Levels 1-3, see glossary (Appendix C).

Figure 6
Number of Preceptors/Educators trained by the Educator Pathway Program by Agency by FY

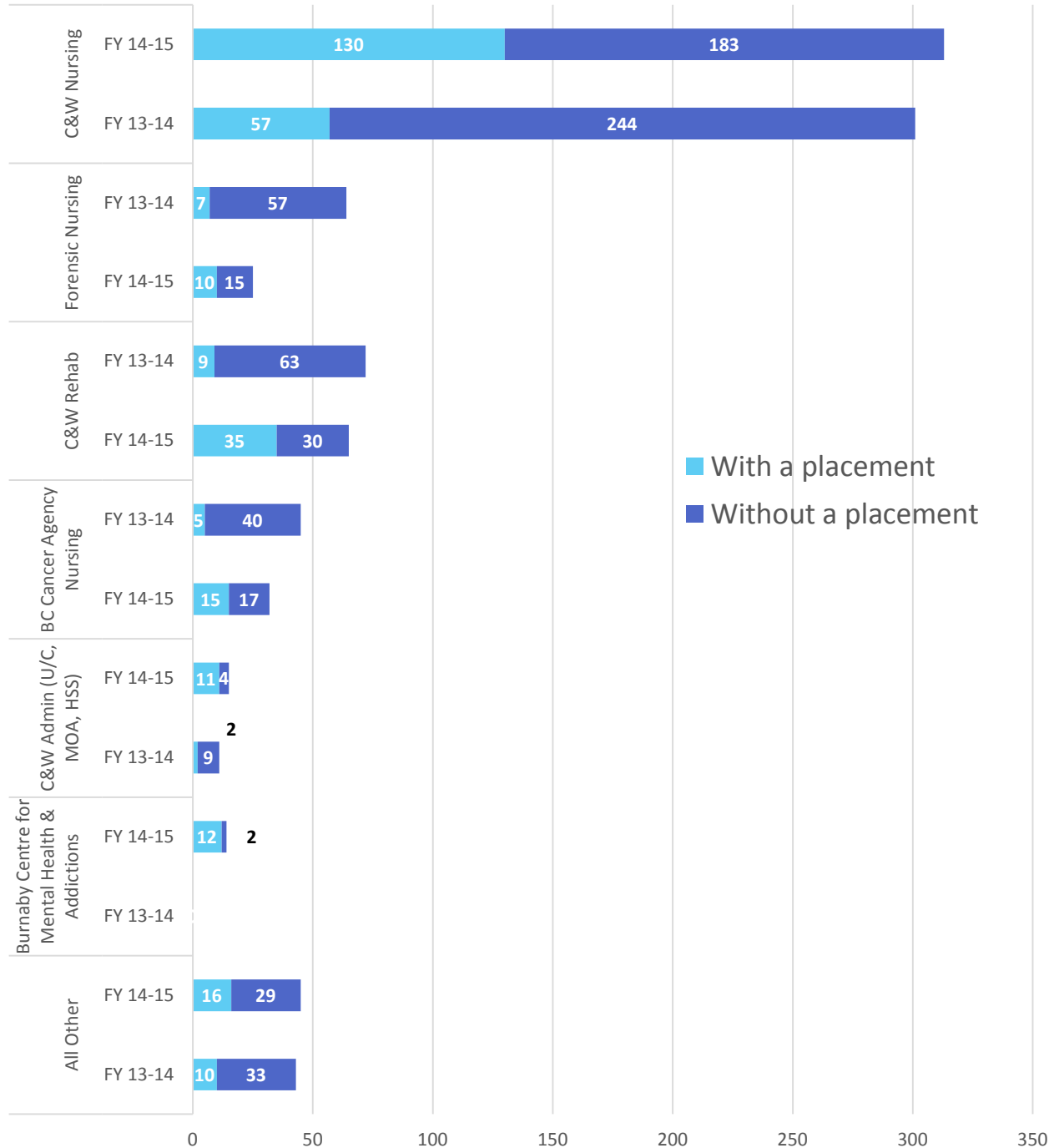


In addition to the Educator Pathway program, BC Emergency Health Services (BCEHS) also offers preceptor training. The only preceptor training that took place in FY 2014-15 was in the Primary Care Paramedic (PCP) program where BCEHS trained 20 preceptors.

Preceptor/Destination Activity

In HSPnet, PHSA has a total of 509 active preceptors, down 27 from FY 13-14. These represent preceptors across PHSA for all disciplines who have had an active placement within the past two years. Excluded from these graphs are medical student programs and the programs administered by BCEHS for paramedic and dispatch training. The number of preceptors with and without an active placement by fiscal year is shown in Figure 7. This reflects training of students and does not include training for new employees. Preceptors train new staff members and employees and thus may be unavailable to take a student placement.

Figure 7
Number of HSPnet Preceptors by Student Placement Activity and Fiscal Year



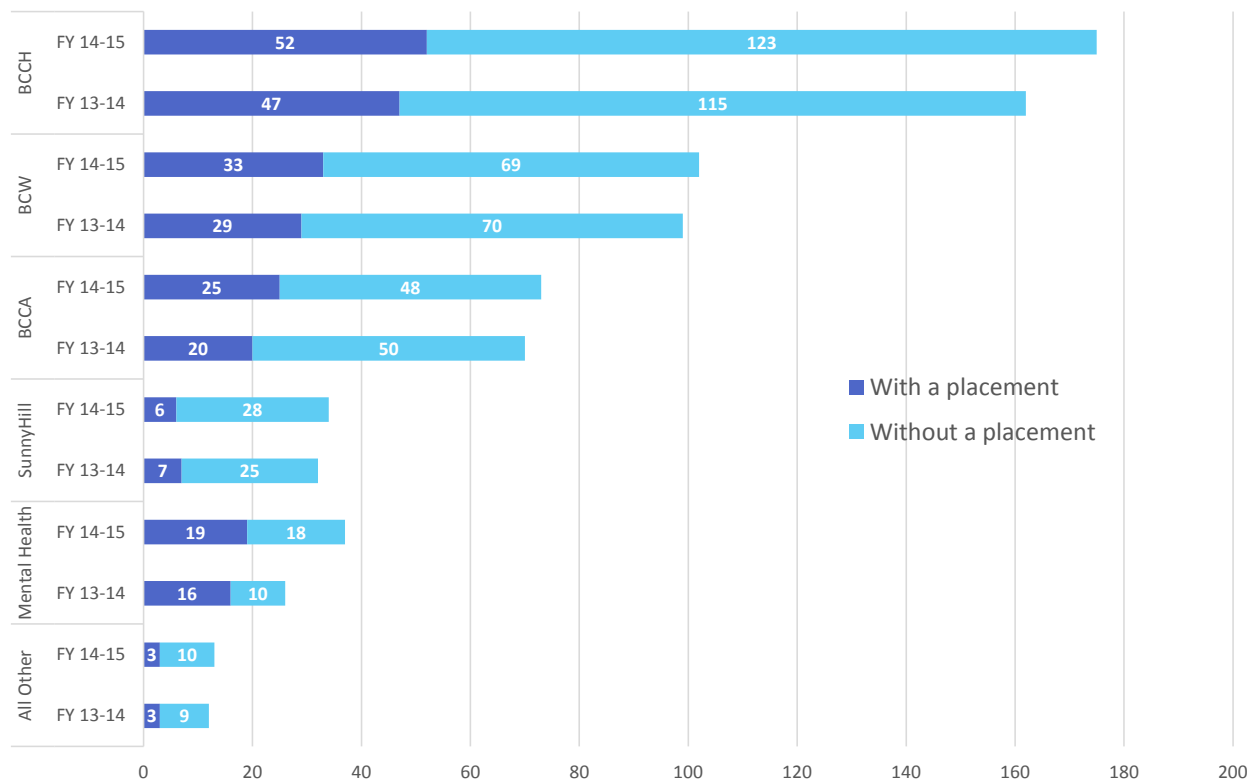
The number of trained and active preceptors in BC Emergency Health Services (BCEHS) are detailed below in Table 2. This includes all preceptor and student training for the following programs: Primary Care Paramedic, Advanced Care Paramedic, Critical Care Paramedic, Infant Transfer Team, and Dispatch. Patient transfer network preceptor activity will be included in future reports. There was no cohort of Critical Care Paramedic students in FY 14-15, training was for updating staff.

Table 2
Number of BCEHS Preceptors & Placement Activity by Program by Fiscal Year

BCEHS Training Program	FY 2013-14		FY 2014-15	
	# of Available Preceptors	# of Preceptors with an Active Placement	# of Available Preceptors	# of Preceptors with an Active Placement
Primary Care Paramedic	180	141 (78%)	145	105 (72%)
Advanced Care Paramedic	106	48 (45%)	112	52 (46%)
Critical Care Paramedic	54	Semester 1 – 50 (94%)	53	12 (22%)
		Semester 2 – 43 (81%)		12 (22%)
Infant Transport Team	16	No cohort	16	No cohort
Dispatch	35	17	35	Not available

In HSPnet, PHSA has a total of 323 unique combinations of Site, Destination and Service locations. Of these, 157 or 49% received an active placement in FY 14-15. 166 or 51% did not receive a placement in FY 14-15. Figure 8 below details the number of destinations with and without placements by PHSA Agency (Site) by fiscal year. Destinations (agency specific units) with an active placement in FY 2014-15 are detailed in Appendix F for BC Children’s Hospital, Appendix G for BC Women’s Hospital, and Appendix H for all other PHSA agencies.

Figure 8
Total Number of Destinations by Placement Activity, Site and FY



One element of the total cost of practice education is staff time related to direct supervision of students. These activities include orientation of the students to the site, unit and/or program, planning of daily learning activities that meet learning objectives, skill demonstrations, supervision of students while they practice, dealing with student performance issues, and evaluations. Utilizing the ratio of staff hours to student hours, 1:20 for group placements and 1:5 for one-to-one placements, developed from previous reports⁴, and 1:1 for all paramedic programs, Table 3 shows the estimated cost of staff time by discipline for FY 14-15. Also assumed is a \$40 per hour average staff salary cost. Excluded from this table is estimated cost related to medical students.

Table 3
Estimated Cost of PHSA Staff Time by Discipline and Encounter Type in FY 2014-15

Discipline	Group	One-to-One	Total
Administration	\$0	\$17,948	\$17,948
Food & Nutrition	\$0	\$15,744	\$15,744
Health Information Management	\$0	\$1,440	\$1,440
Nursing	\$113,173	\$297,068	\$410,241
Paramedic	\$64	\$2,159,360	\$2,159,424
Pharmacy	\$0	\$24,240	\$24,240
Psychology	\$0	\$8,800	\$8,800
Rehabilitation Sciences	\$0	\$54,677	\$54,677
Social Work	\$0	\$16,528	\$16,528
Technologist/Technician	\$0	\$123,760	\$123,760
Therapist	\$0	\$157,532	\$157,532
Other Health	\$0	\$4,416	\$4,416
Non Health	\$0	\$640	\$640
Grand Total	\$ 113,237	\$ 2,882,153	\$ 2,995,390

⁴ (1) Children's & Women's Health Centre of BC (2004). Students and Resident Education at Children's & Women's Health Centre of BC: Planning for increased numbers.

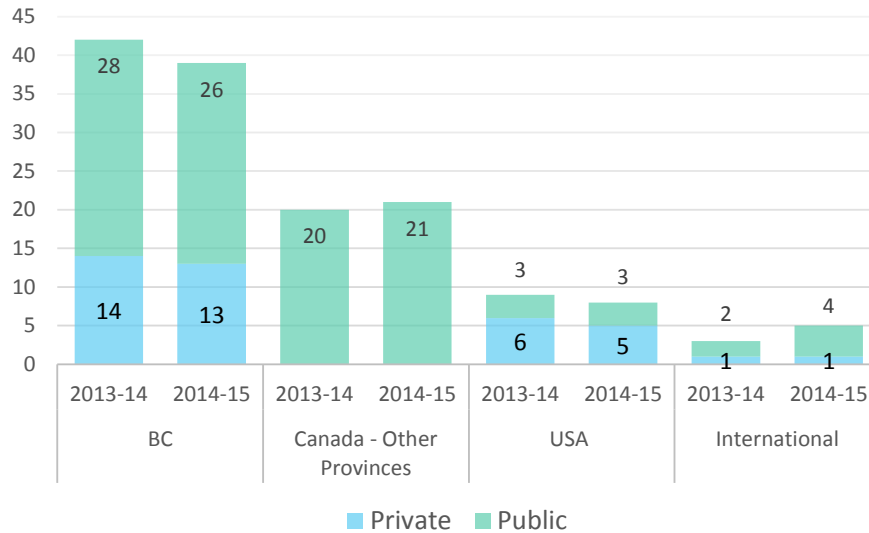
(2) Education and Research in the Fraser Health Authority. (2005). Report prepared by Janet MacIntosh Newberry for Dr. Peter Hill, Vice President, Academic Development and Clinical Innovation.

(3) Corpus Sanchez International Consultancy Inc. (May 5, 2004). Understanding the costs of academic health sciences centres. Final Report to Vancouver Coastal Health Authority and Provincial Health Services Authority.

Build Effective Partnerships and Collaborations that Support Innovation

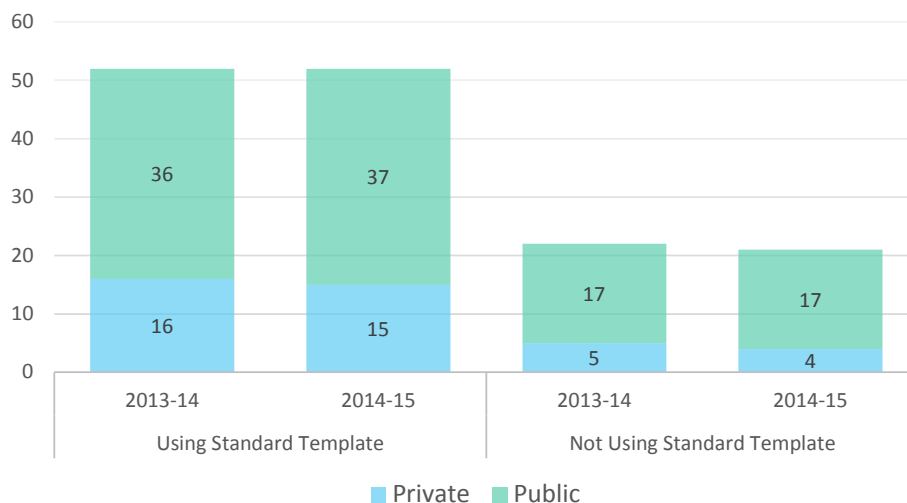
PHSA has seventy-three (73) affiliation agreements with sixty-six (66) educational institutions in both the public (74%) and private (26%) sector. See Figure 9 for a breakdown by region and sector. In addition to these, PHSA has affiliation agreements (Inter-health authority agreements) in place with other BC Health Authorities and BC Emergency Health Services to support continuing professional development. For a detailed list of education partners see Appendix I.

Figure 9
Number of Affiliation Agreements by Region and Sector by FY



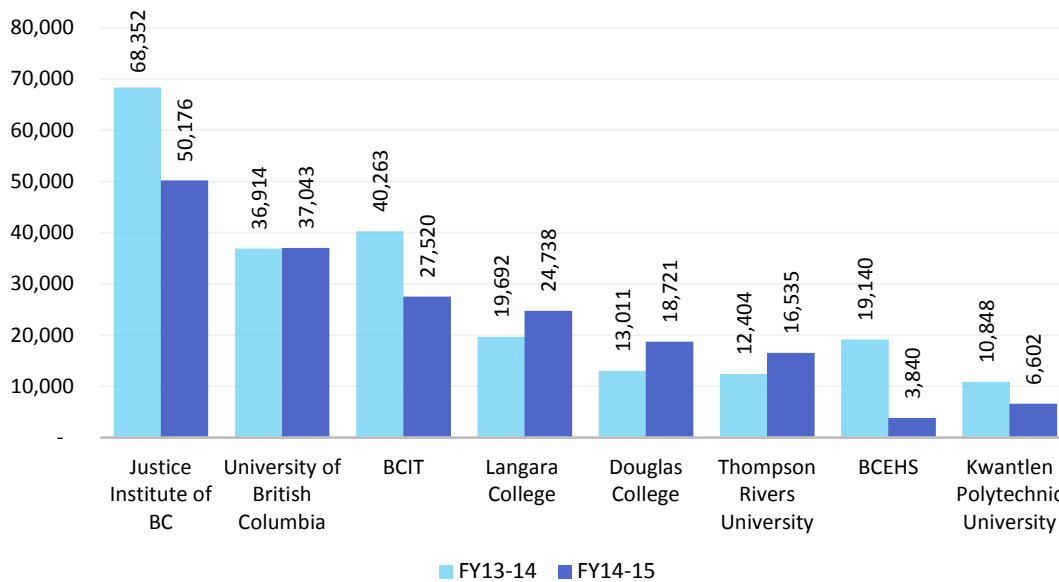
The standard template for this agreement was developed as a project of the Practice Education Innovation Fund of the BC Academic Health Council in 2007. PHSA is working to transition all educational institutions to the standard template (endorsed by BC Healthcare Protection Program) (see Figure 10) when existing agreements expire and this is a measure of effective risk management, efficiency and building effective partnerships. Over the last five years the number of affiliation agreements has declined from 125 to 73. The number using standard templates has remained stable in FY 14-15 at 52 or 71% of all affiliation agreements. The Inter-health authority agreement is mostly identical to the standard template.

Figure 10
Number of Affiliation Agreements Utilizing Standard Template by FY



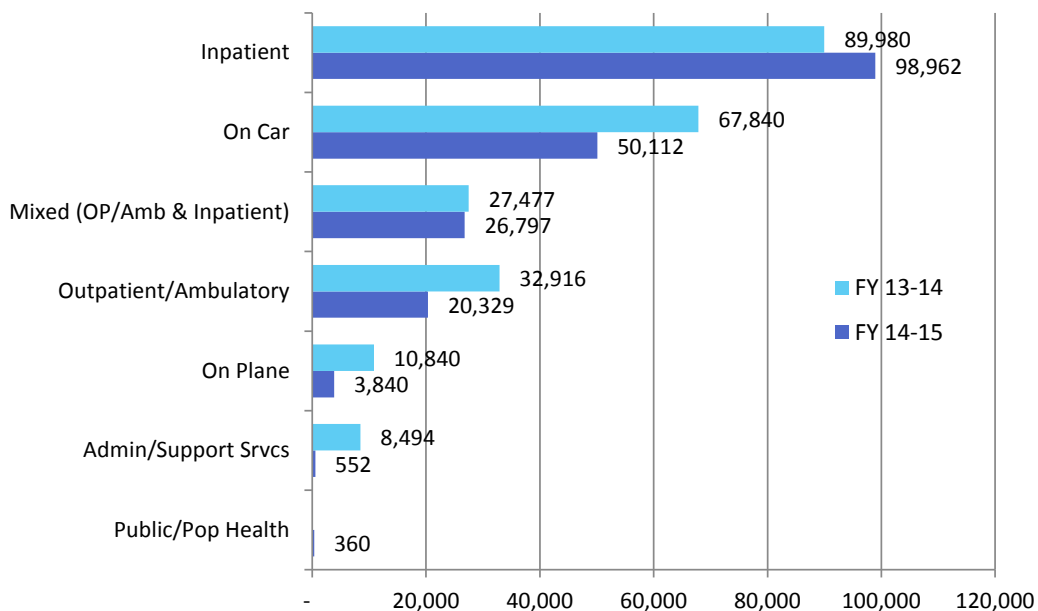
While PHSA has 73 partnerships in place, 92% of student practice hours for FY 2014-15 were with eight of these institutions (see Figure 11) covering 11 affiliation agreements. A detailed listing of student hours by institution and discipline can be found in Appendix E. It is important that PHSA continues to strengthen its relationship with primary academic partners, and evaluate relationships with other affiliates to determine whether continued affiliation is warranted. Note that student hours for UBC does not include medical student/resident placements.

Figure 11
Number of Student Hours by Top 8 Educational Institutions by FY



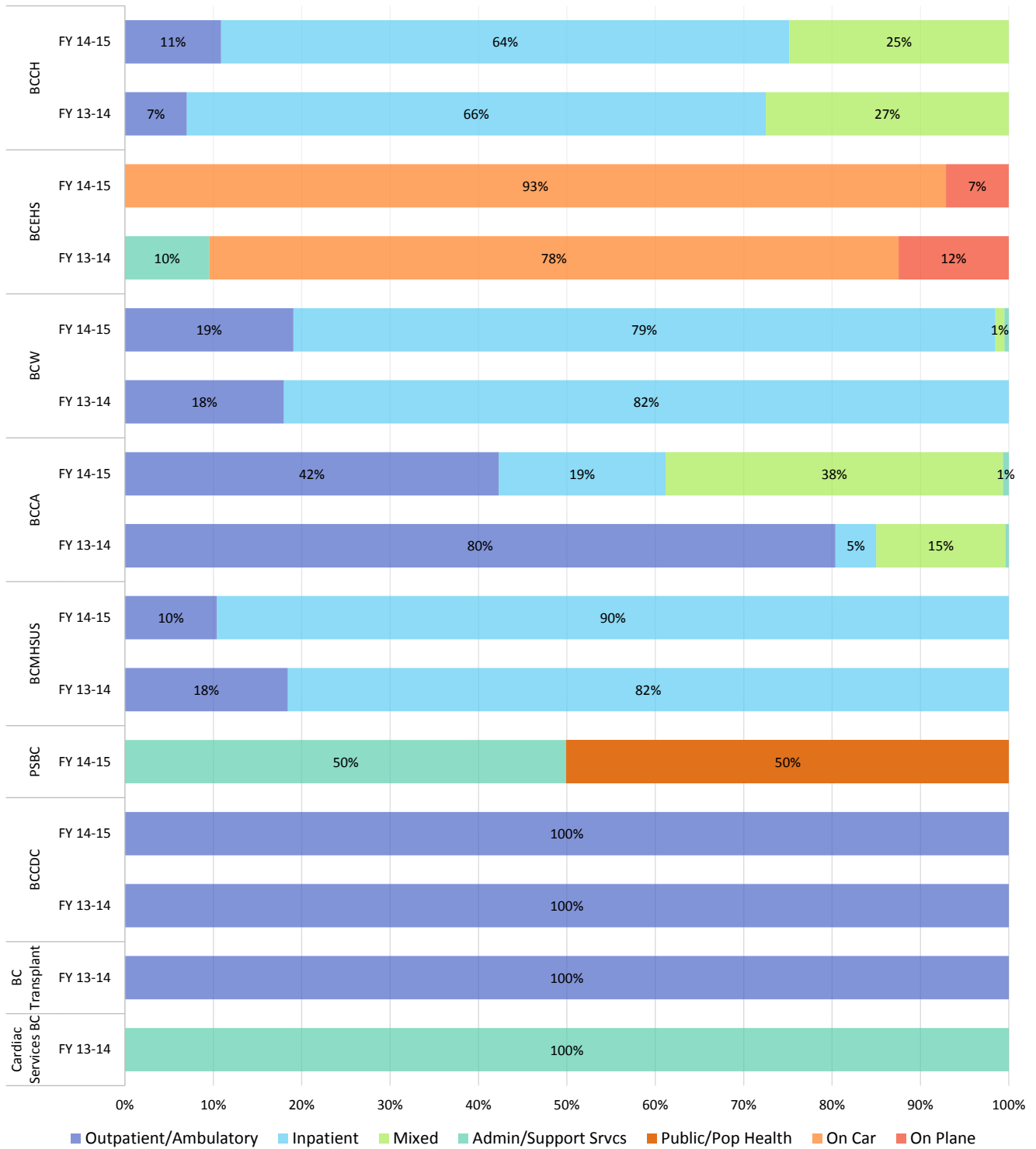
The majority of services provided by PHSA agencies are outpatient or ambulatory in nature and delivered by inter-professional teams. Accordingly, a key goal in the PHSA Action Plan for Student Practice Education: 2012 – 2015 is for PHSA to foster innovation in ambulatory care and inter-professional practice education placements. See Figure 12 for the distribution of student hours by placement setting.

Figure 12
Distribution of Student Hours by Placement Setting in FY 2013-14



Practice setting is also influenced by the agency mandate as can be seen in Figure 13. Please see glossary for definitions of practice settings.

Figure 13
Percent of Student Hours by Practice Setting by Agency in FY 2013-14



Monitor the Quality of Clinical Learning Environment and Results

FY 2014-15 saw the release of the results from the Michael Smith Foundation for Health Research funded project titled "Places for Learners: Assessing Capacity and Effectiveness of Clinical Sites" (PLACES project). PHSA partnered with UBC, VCH, FH, PHC and eight lower mainland schools of nursing on this project. This project produced a validated instrument to assess the quality of the clinical learning environment (QCLE) from three perspectives: 1) students, 2) health authority staff who are teaching and supervising the students, and 3) onsite faculty/instructors from the education institutions. The goal for PHSA is to adapt and deploy this instrument electronically and be able to include results in subsequent reports. Discussions are underway to examine the potential for using HSPnet to distribute this automatically triggered by the student's placement end date. The technology developed by HSPnet in partnership with the Canadian Council of Physiotherapy University Programs (CCPUP) to implement their evaluation tool could be utilized to deploy the QCLE survey in sub-sequent years and provides a good test case for the use of HSPnet for this function.

This project also developed an instrument called "Readiness for Student Practice Education" (RSPE). This was an extension of a provincial project that PHSA led in 2008 to develop "Practice Education Quality Improvement Checklists" for health authorities. Development of the RSPE instrument takes this work a step further. The RSPE is for use by health authority clinical programs, and could be utilized to inform an update to the PHSA Action Plan for Student Practice Education 2012-2015 strategy document.

In addition, PHSA has agreed to modify the data collected on the new hire form in Peoplesoft to capture whether a new hire had a previous PHSA placement as a student. Tracking of this helps measure the links between recruitment and education activities throughout PHSA and helps gauge the benefits of participation in practice education. This project has been delayed due to the upgrade of Peoplesoft with no formal timeframe for implementation.

Data from the above tools is intended to measure the improvement in practice education planning and decision making and assessment of the practice education progress and impact.

Appendix A - Student Education Coordinating Committee*

*As of January 2015

Ellen Chesney ¹	Chief Administrative Officer – Research <i>Executive Sponsor</i>
Paul Anderson ²	<i>Co-chair</i> , Director - Learning & Development
Grace Mickelson ¹	<i>Co-chair</i> , Corporate Director - Academic Development
Kate Cummins	Student Coordinator
Sarah Titcomb ¹	Administrative Coordinator - Academic Development
Cathy Rayment ³	Provincial Library Leader
Lorelei Newton ³	Professional Practice Leader – Nursing
Amanda Bolderston ³	Professional Practice & Academic Leader, Radiation Therapy
Jagbir Kohli ³	Education Resource Nurse – Fraser Valley & Abbotsford
Dori Van Stolk ^{4,5,6}	Director - Learning & Development
Sandra Harris ^{4,5,6}	Senior Leader - Clinical Education, Learning & Development
Karen Derry ⁶	Collaborative Practice Leader
Lori Roxborough ⁶	Associate Director – Occupational Therapy & Physical Therapy (Sunny Hill Health Centre)
Sylvia Wu ⁴	Manager – Education, Dept. of Pediatrics
Rick Ruppenthal ⁷	Manager - Education
Vacant ⁹	Multi-site Director – Lower Mainland Pathology & Laboratory Medicine
Leslie Beleski ²	Manager, Learning & Development
Sherry Hamilton ¹	Chief Nursing & Liaison Officer, <i>corresponding</i>
Debbie Mcdougall ^{4,5,6}	Director of Professional Practice, <i>corresponding</i>

1. PHSA
2. BC Mental Health and Substance Use Services
3. BC Cancer Agency
4. BC Children's Hospital
5. BC Women's Hospital and Health Centre
6. Sunny Hill Health Centre for Children
7. BC Emergency Health Services
8. BC Centre for Disease Control
9. Lower Mainland Pathology and Laboratory Medicine

1. Indicator: Build Practice Education Capacity

This category includes measures reflecting the optimal use of practice education capacity and readiness in specialized care.

- a. # of Student Hours by Receiving Agency, Discipline, and Sub-Discipline
- b. # of medical school students (undergrads & post-grads) by specialty (UBC provided)
- c. # of medical student hours by specialty (UBC provided)
- d. # of confidentiality/privacy courses completed by participant type
- e. Estimated Cost of Staff Time by Encounter Type
- f. # of confirmed placement requests by month
- g. # of declines by reason (most frequent)
- h. # of staff participants in preceptor/educator training (Educator Pathway Project & BCEHS training)
- i. # preceptors in HSPnet with and without a placement by FY
- j. # of destinations in HSPnet with and without a placement by FY
- k. # of PHSA staff with practice education activities as part of defined job responsibilities

2. Indicator: Build Effective Partnerships and Collaborations that Support Innovation

This category includes measures reflecting partnerships and innovation in ambulatory and inter-professional collaborative practice education placements.

- a. # of formal affiliation agreements and % based on standard template
- b. Top % of Education institutions by student hours
- c. # of student hours in ambulatory/outpatient placement care setting
- d. Distribution of student hours by practice education setting

3. Indicator: Monitor the Quality of the Clinical Learning Environment and Results

This category includes measures reflecting improved practice education planning and decision making and assessment of Practice Education progress and impact.

- a. # hires at PHSA with previous PE placement
- b. Quality of Clinical Learning Environment (QCLE) survey results by Student, HA Staff and Faculty/Instructor
- c. Readiness for Student Practice Education (RSPE) survey results by HA clinical program

- Metrics denoted *in grey and italics* will be reported on in future reports

Glossary

Term	Description
Metric Definitions	
Metrics 1a – Total number of Student Hours by Receiving Agency, Discipline, and Encounter Type Source: HSPnet activity report/custom field	Total number of Student Hours (calculated as number of students X requested placement hours) for the confirmed placement status beginning within the Fiscal Year. These numbers are calculated by Receiving Agency, HSPnet discipline, sub-discipline and Encounter Type (Group or One-to-One)
Metric 1b – # of Medical Students by Type (Undergraduate and Post graduate) and Specialty	Total number of Students (not hours) with placements at PHSA facilities for both undergraduate and graduate medical student programs from UBC. Excluded are UBC and non-UBC visiting medical student placements.
Metric 1c – # of Medical Students hours by Type and Specialty	TBD
Metric 1d – # of Confidentiality /Learning Hub Orientation Courses Completed by Participant Type Source: LH Course Completed report from Sarah Titcomb, manual	A count of those completing the Student Privacy/Confidentiality course on the Learning Hub from a designated student, employee, or unidentified email address. USED AS A PROXY FOR MEDICAL STUDENT VOLUME IN FY 2013-14
Metric 1e – Estimated Cost of Staff Time by Discipline and Encounter Type Source: HSPnet activity report/custom Field	Total number of student hours * \$40 average wage. The ratio of staff hours to student hours of 1:5 for one-to-one, and 1:20 for group placements is utilized.
Metric 1f - # of confirmed placement requests by month Source: HSPnet + custom field	The sum of the # of Placement Requests by the month in which it starts within the Fiscal Year.
Metric 1g - # of PHSA declined placements by top reason Source: HSPnet Declined and Cancelled Report	The number of declines for the Declined by Agency (DecA) status and reasons as provided in HSPnet.
Metric 1h – Number of staff participants involved in preceptor and educator training (Educator Pathway and BCEHS programs) Source: Educator Pathway participant report (from Sandra Harris, Lead – Educator Pathway Program) and Self-reported numbers by BCEHS Manager, Education Operations	Educator Pathway Program participant report, manual. A sum of all levels. <u>Level 1 - Preceptor/Mentor Theory and Practice (EP Level 1 & 1A)</u> <ul style="list-style-type: none"> ▪ The preceptor and mentor competency development and education programs vary across agencies within PHSA. <u>Level 2 - Education Theory and Practice (Staff preparing for Clinical Educator Role)</u> <ul style="list-style-type: none"> ▪ 8 Instructional days spread over the course of 4 months. ▪ Content moves to supporting group and classroom learning focused on a specific clinical area of practice. ▪ Eligibility – PHSA professional clinical staff in an educator role that primarily focuses on program specific education. Endorsement letter from leader required. <u>Level 3 - Education Theory and Practice:</u> <ul style="list-style-type: none"> ▪ Five instructional days over 3 months. ▪ Focus is on supporting learning beyond the context of a specific clinical area of practice. Best suited for experienced educators shifting from developing content-based education to concept-based facilitation for learners across programs, disciplines and/or Health Service Delivery Areas. ▪ Eligibility – PHSA professional clinical staff in an educator role and who have significant experience as an educator, and whose role typically goes beyond the confines of a specific practice area. ▪ Endorsement letter from leader required <u>Level 4 – Masters in Education from a University.</u>

Glossary

Term	Description
<p>Metric 1i – # of Preceptors in HSPnet with and without a placement within the Fiscal Year</p> <p>Source: Unused Supervisor Custom Report from HSPnet and Listing of all Preceptors from HSPnet report wizard.</p>	Calculated number of preceptors showing as active in HSPnet – those without a placement from the Unused Supervisors Report.
<p>Metric 1j – # of Destinations in HSPnet with and without a placement within the Fiscal Year</p> <p>Source: Customer HSPnet report listing all destinations with and without a placement</p>	A listing of destinations within an agency, and a tally of each PR status for each destination. Calculated number for only the confirmed placement status.
<p>Metric 1k – # of PHSA staff with practice education activities as part of defined job responsibilities.</p>	TBD
<p>Metric 2a – Number of formal affiliation agreements and % based on the Standard Template</p> <p>Source: Affiliation Agreement excel worksheet from Practice Education plus custom fields</p>	A count of the number of educational institutions with an affiliation agreement and their designation as a private or public entity and on the standard or non-standard template
<p>Metric 2b – Top % of education institutions by student hours</p> <p>Source: HSPnet Activity data</p>	Sum of student hours by education institution. Calculation of the top 90% or above.
<p>Metric 2c – Number of student hours in ambulatory and/or inter-professional collaborative practice setting by site</p> <p>Source: HSPnet Activity data plus custom fields</p>	Utilizing the destination field in the HSPnet activity report, added another field called practice setting. Calculates the number of student hours by the ambulatory/outpatient setting type.
<p>Metric 2d – Distribution of student hours by practice education setting</p> <p>Source: HSPnet Activity data plus custom field</p>	Utilizing the practice setting field, calculates the number of student hours in each category.
<p>Metric 3a - # of hires at PHSA with a previous practice education placement</p>	TBD
<p>Metric 3b – QCLE survey results</p>	TBD
<p>Metric 3c – RSPE survey result</p>	TBD
HSPnet Definitions	
Hours	
Student Hours	Total number of placement hours for all students (groups and non-groups) for all confirmed placements (calculated as # of students x the number of placement hours requested).
Placement Hours	Total number of hours requested, per student/group for all confirmed placements.

Glossary

Term	Description
Placement Status	
Confirmed	Represents all accepted requests that are confirmed by the school and agency.
Declined by Agency	Represents all requests that were officially declined by the receiving agency. The reasons for decline are also captured for this placement status.
Accepted by Agency	Represents all accepted requests that have not been confirmed by the school. Once a school accepts the placement, it becomes a Confirmed Status.
Placement Type	
One-to-one (supervision provided by PHSA preceptor)	<p>These placements include the following types of encounters:</p> <p>Preceptor: These involve direct care and are supervised by an individual of the same discipline. An individual placement with an experienced practitioner in a collegial learning relationship; students may be assigned to one or more preceptors during the placement. A preceptor is an employee/contractor of the Receiving site; the educational program may also identify an instructor, facilitator or liaison.</p> <p>Observation: A supervised placement involving student observation only, or "shadowing" a service provider.</p> <p>Project: Does not involve direct care, students function independently. An opportunity for one or more students to work on a project involving content, data, and/or materials that are furnished by the Receiving site. Supervision is provided by a Project Supervisor, who is an employee/contractor of the Receiving site; the educational Program may also assign an instructor, facilitator or liaison.</p> <p>Fieldwork: Individual: A placement that is focused on linking what is learned in class with what is seen, collected, and tested in the field. Supervision is provided by a field guide, who is an employee/contractor of the Receiving Site; the educational Program may also identify a facilitator or liaison.</p> <p>Internship: A placement involving supervised practical experience, for a student or recent graduate. Supervision is provided by a preceptor or supervisor, who is an employee or contractor of the Receiving site; the educational Program may also assign an instructor, facilitator, or liaison.</p> <p>Practice Education: A generic description for placements in educational programs that prefer not to use another term like "Fieldwork" or "Preceptor".</p> <p>Independent Study: A placement that is organized by a learner directly, and not through an educational program. The learner may be a student or graduate. The placement does not normally involve direct patient care. Supervision is provided by an employee/contractor of the Receiving Site.</p> <p>Collaborative Learning Unit: A preceptored placement of students in groups on a unit where a Collaborative Learning Unit (CLU) program has been introduced (e.g. BC). Students are involved in direct patient care and have a high level of independence. All staff on the unit participate in the teaching-learning relationship with all students in the CLU group.</p>
Group (supervision provided by instructor from education institution)	<p>Group: Instructor led, groups of two or more students in a placement location, under the clinical supervision of an instructor or faculty member who is assigned by the educational program.</p> <p>Alternate experiences: involves spending a portion of a placement in an alternate destination within the same receiving agency. An experience offered to students of an Instructor-led Group, whereby some or all students from the "parent" group may rotate to another unit for one or more shifts. Supervision is provided by the instructor who is assigned by the educational Program.</p>

Glossary

Term	Description
Other Applicable HSPnet terms	
Discipline	A health sciences field of expertise such a Nursing or Medical Radiography,
Placing Agency	Typically a health sciences educational institution that initiates a student placement, but can be any organization that places a student (e.g. BCEHS).
Placement Destination	The physical or virtual location in which the student will complete their placement experience (e.g. 6 th floor surgical ward, 2B). A destination is considered “active” if a Destination Coordinator is actively managing the Inbox (accepting/declining).
Receiving Agency/Site	The agency (typically but not necessarily a health services organization) that receives a student placement request. The Receiving Agency represents the legal entity (health authority, private lab, etc.) as opposed to the placement destination or site.
General Terms	
Students	Learners who are involved in a practice education experience as part of their studies in an undergraduate, graduate, post-graduate (eg. post-doctoral fellow) or post-professional (eg. resident) education program in the health and human services professions. This may include students from non-clinical programs in health services support areas such as information management, human resources, communications and decision support.
Practice education	The component of an educational program in which students learn and practice in a community, clinical or simulated setting. It provides the experiential learning that helps students acquire the necessary skills, attitudes and knowledge to practice effectively in their field. It may include direct contact with patients/clients and access to their personal health information.
Affiliation Agreement	A legal contract that defines the roles and responsibilities of a health authority and education institution in providing practice education.
Practice Setting	<p>Inpatient - a student placement that takes place only in an inpatient care delivery setting.</p> <p>Outpatient/Ambulatory - a student placement that takes place only in an outpatient or ambulatory care delivery setting.</p> <p>Mixed (OP/Amb & Inpatient) - a student placement that takes place partly in an inpatient setting and partly in outpatient/ambulatory care settings.</p> <p>Admin/Support Services - a student placement that takes place in a health authority administrative or support unit versus a clinical care delivery unit.</p> <p>Public/Pop Health - a student placement that takes place in a service unit focused on public or population health (e.g. epidemiology program at BCCDC).</p> <p>On Car/Plane – a student placement that takes place on a BC Ambulance or Air Ambulance.</p>
Fiscal Year	<p>April 1, 2013 – March 31, 2014</p> <p>April 1, 2014 – March 31, 2015</p>

Appendix D - Total Student Hours by Discipline and Sub-discipline by Agency

AGENCY	DISCIPLINE	SUB-DISCIPLINE	TOTAL STUDENT HOURS
BCCH	Nursing	Bacc Nursing - BScN/BSN/BN	51,617
		Nurse Practitioner	1,791
		Psychiatric Nursing Bacc - BScN/BN/RPN Psych	524
		Psychiatric Nursing - Diploma	455
		Post-RN Specialty	268
		Registered Nurse	160
		Nursing - Masters	96
	Nursing Total		54,910
	Therapist	Respiratory Therapist	16,415
		Music Therapist	850
		Recreation Therapist Degree	560
	Therapist Total		17,825
	Technologist/Technician	Medical Laboratory Technologist	8,050
		Radiology Tech	2,050
		Nuclear Medicine Tech	880
		Medical Laboratory Assistant	470
	Technologist/Technician Total		11,450
	Rehabilitation Sciences	Occupational Therapist	3,210
		Physiotherapist	2,564
		Speech & Language Pathologist/Communications	317
		Audiologist	245
		Orthotist	175
		Rehabilitation Assistant	144
	Rehabilitation Sciences Total		6,655
	Pharmacy	Pharmacist	2,560
		Pharmacy Technician	150
	Pharmacy Total		2,710
Food & Nutrition	Dietitian	1,608	
Food & Nutrition Total		1,608	
Administration	Clerical - General	840	
	Unit Clerk	648	
Administration Total		1,488	
Social Work	Master of Social Work	450	
Social Work Total		450	
Psychology	Counselling Psychology	150	
Psychology Total		150	
Non-Health	Other Non Health Disciplines	80	
Non-Health Total		80	
BCCH Total		97,326	
BCEHS	Paramedic	Advanced Care Paramedic	29,376
		Primary Care Paramedic	20,736
		Critical Care Paramedic	3,840
		Dispatch	
	Paramedic Total		53,952
BCEHS Total		53,952	
BCW	Nursing	Bacc Nursing - BScN/BSN/BN	19,073
		Post-RN Specialty	4,564
		Nurse Practitioner	1,158
		Registered Nurse	440
		Psychiatric Nursing - Diploma	360
		Nursing - Masters	280
	Nursing Total		25,875
	Technologist/Technician	Sonography Tech	2,440
	Technologist/Technician Total		2,440
	Administration	Unit Clerk	688
Administration Total		688	
Other Health	Masters of Public Health	520	
	Midwifery	32	

AGENCY	DISCIPLINE	SUB-DISCIPLINE	TOTAL STUDENT HOURS
	Other Health Total		552
	Social Work	Master of Social Work	450
	Social Work Total		450
	Food & Nutrition	Dietitian	320
	Food & Nutrition Total		320
	Health Information Management	Other Health	180
	Health Information Management Total		180
	Rehabilitation Sciences	Physiotherapist	180
	Rehabilitation Sciences Total		180
	Therapist	Music Therapist	150
	Therapist Total		150
	Paramedic	Paramedic-Advanced/Critical Care	64
	Paramedic Total		64
BCW Total			30,899
BCMHSUS	Nursing	Bacc Nursing - BScN/BSN/BN	5,832
		Psychiatric Nursing - Diploma	2,421
		Psychiatric Nursing Bacc - BScN/BN/RPN Psych	480
		Nurse Practitioner	358
	Nursing Total		9,091
	Therapist	Music Therapist	1,157
		Recreation Therapist Degree	560
	Therapist Total		1,717
	Social Work	Bachelor of Social Work	420
		Master of Social Work	200
	Social Work Total		620
	Psychology	Psychology (PHD)	450
		Counselling Psychology	100
	Psychology Total		550
BCMHSUS Total			11,978
BCCA	Nursing	Bacc Nursing - BScN/BSN/BN	1,686
		Nurse Practitioner	967
		Bacc Nursing - Post Diploma BSN/BN	234
		Nursing - Masters	192
	Nursing Total		3,079
	Technologist/Technician	Nuclear Medicine Tech	1,120
		Medical Laboratory Assistant	460
	Technologist/Technician Total		1,580
	Social Work	Master of Social Work	546
	Social Work Total		546
	Psychology	Counselling Psychology	400
	Psychology Total		400
	Pharmacy	Pharmacist	320
	Pharmacy Total		320
	Administration	Medical Office Assistant	68
	Administration Total		68
	Food & Nutrition	Dietitian	40
	Food & Nutrition Total		40
BCCA Total			6,033
PSBC	Nursing	Bacc Nursing - BScN/BSN/BN	720
	Nursing Total		720
PSBC Total			720
BCCDC	Nursing	Licensed/Registered Practical Nurse	45
	Nursing Total		45
BCCDC Total			45
Grand Total			200,952

Appendix E - Total Student Hours by Top Education Institutions by Sub- Discipline

Education Institution	Discipline	Total Student Hours
Justice Institute of BC	Paramedic	50,176
	Paramedic-Advanced/Critical Care	64
	Advanced Care Paramedic	29,376
	Primary Care Paramedic	20,736
Justice Institute of BC Total		50,176
University of British Columbia	Nursing	24,547
	Bacc Nursing - BScN/BSN/BN	23,108
	Nurse Practitioner	1,055
	Nursing - Masters	384
	Rehabilitation Sciences	6,516
	Occupational Therapist	3,210
	Physiotherapist	2,744
	Audiologist	245
	Speech & Language Pathologist/Communications	317
	Pharmacy	2,880
	Pharmacist	2,880
	Food & Nutrition	1,968
	Dietitian	1,968
	Social Work	1,100
Master of Social Work	1,100	
Other Health (Midwifery)	32	
University of British Columbia Total		37,043
BCIT	Technologist/Technician	14,540
	Sonography Tech	2,440
	Nuclear Medicine Tech	2,000
	Radiology Tech	2,050
	Medical Laboratory Technologist	8,050
	Nursing	12,980
	Bacc Nursing - BScN/BSN/BN	8,148
Post-RN Specialty	4,832	
BCIT Total		27,520
Langara College	Nursing	24,738
	Bacc Nursing - BScN/BSN/BN	24,738
Langara College Total		24,738
Douglas College	Nursing	17,421
	Bacc Nursing - BScN/BSN/BN	14,186
	Psychiatric Nursing - Diploma	3,236
	Therapist	1,120
	Recreation Therapist Degree	1,120
	Health Information Management	180
Other Health	180	
Douglas College Total		18,721
Thompson Rivers University	Therapist	16,415
	Respiratory Therapist	16,415
	Nursing	120
Registered Nurse	120	
Thompson Rivers University Total		16,535
Kwantlen Polytechnic University	Nursing	6,266
	Bacc Nursing - BScN/BSN/BN	4,782
	Psychiatric Nursing Bacc - BScN/BN/RPN Psych	1,004
	Registered Nurse	480
	Administration	336
Unit Clerk	336	
Kwantlen Polytechnic University Total		6,602
BCEHS	Paramedic	3,840
	Critical Care Paramedic	3,840
BCEHS Total		3,840
Grand Total		200,952

Appendix F - Destinations with a placement in FY 2013-14 - BCCH

Agency	Destination Long Name	Total Number of Placements
BCCH	Alternate observation experiences	8
	Asthma Clinic	1
	Attention Deficit Hyperactivity Disorder Clinic	2
	Audiology Department	3
	Cardiac Program 2	1
	Cardiology Clinic	4
	Child & Youth health - general	4
	Child & Youth Health - primary care	9
	Child Youth Councillor	2
	Concurrent Disorders Program	1
	Cystic Fibrosis Clinic	1
	Dermatology Clinic	3
	Diabetes/Endocrine Clinic	2
	Eating Disorders Outpatient Clinic	3
	Emergency	8
	Hospital Support Specialist - ICU	1
	Hospital Support Specialist - Radiology	6
	Intensive Care Unit	17
	Kelty Resource Centre	1
	Laboratory	19
	Medical/Cardiac - 3M	26
	Mental Health	6
	Metabolic Clinic	2
	Music Therapy	3
	Nuclear Medicine	12
	Nurse Resource Team	2
	Nutrition	7
	Oncology - 3B	8
	Oncology/Hematology Clinic	2
	Outpatient Clinic Psych	5
	P1 Child Psych Inpatient Unit	1
	P2 Adolesc. Psych Inpatient Unit	6
	P3 Eating Disorders	5
	Pediatrics	13
	Pharmacy	15
	Pharmacy Doctoral	1
	Pharmacy Technologist	10
	Physical Dysfunction	2
	Radiology	7
	Renal/Endocrine - 3F	14
	Respiratory	78
	Social Pediatrics Initiative 1	4
	Social Pediatrics Initiative 2	3
	Social Pediatrics Initiative 4	1
	Speech Language Pathology	2
	Surgery/Neurosciences - 3R	28
	Surgical Services	11
	Unit Clerk	5

Agency	Destination Long Name	Total Number of Placements
	Youth Health	4
BCCH Total		379
SunnyHill	Complex Developmental Behavioural Conditions	1
	Inpatient	3
	Occupational Therapy	33
	Speech Language Pathology	2
	Therapeutic Recreation Services	4
	To be determined	5
SunnyHill Total		48
Grand Total		427

Appendix G - Destinations with a placement in FY 2013-14 - BCW

Agency	Destination Long Name	Total Number of Placements
BCW	Administration	1
	Antepartum Home Care Program	4
	ANY Unit	24
	Arbutus Square	3
	Balsam Square	4
	Birthing (SRMC & LDR)	42
	Diagnostic Ambulatory - general	6
	Dogwood	1
	Evergreen Square	11
	Food and Nutrition	8
	Health Information Management - Amb	2
	Heartwood Centre for Women	4
	Lactation Services	1
	Neonatal Care Nursery	5
	New Beginnings Maternity Clinic	1
	Oak Tree (HIV & AIDS)	3
	Obstetrics-Physio	1
	OR/PAR	1
	PP - Social Work	1
	Projects	4
	Special Care Nursery	1
	The Heart Program for Women	1
	UBC Family Practice Clinic 2	2
	Ultrasound	12
	Unit Clerk - AP	1
	Unit Clerk - Birthing	1
	Unit Clerk - Diagnostic Ambulatory	2
	Unit Clerk - PP	1
	Withdrawal Management-Fir Square	11
	Women's Health Centre Clinics	6
BCW Total		165
Grand Total		165

Appendix H - Destinations with a placement in FY 2013-14 - All Other PHSA Sites

Agency	Destination Long Name	Total Number of Placements
BCCA-Abbot	Patient & Family Counselling	1
BCCA-Abbot Total		1
BCCA-Fras	Administration	1
	Patient & Family Counselling	1
	Radiation Therapy Clinic	4
BCCA-Fras Total		6
BCCA-Kel	Nursing - Radiation Therapy	3
	Nursing - Systemic Therapy	3
	Radiation Therapy	2
BCCA-Kel Total		8
BCCA-PG	General Oncology Clinic	2
	Patient & Family Counselling	1
BCCA-PG Total		3
BCCA-Van	5E Inpatient Oncology	5
	Laboratory	4
	Nuclear Medicine	8
	Nurse Practitioner	3
	Pain & Symptom Management/Palliative Care	1
	Patient & Family Counselling	3
	Pharmacy	2
	Professional Practice	1
	Radiation Therapy	2
BCCA-Van Total		29
BCCA-VICC	General Practice Office - Nurse Practitioner	1
	Patient & Family Counselling	1
	Patient Support Clinic	1
	Professional Practice Nursing	8
	Radiation Therapy Clinic A	3
BCCA-VICC Total		14
BCCDC	STD/HIV Services - Nursing Outreach Program	2
BCCDC Total		2
BCRCP	Perinatal Nurse Consultant	2
BCRCP Total		2
Forensic	Ashworth Four	2
	Ashworth One	3
	Ashworth Three	2
	Ashworth Two	2
	Elm-North	1
	Kamloops - Outpatients Clinic	1
	Pharmacy	1
	Psychiatry Inpatients - all wards	3
	Surrey - Outpatients Clinic	4
	Vancouver - Outpatients Clinic (Broadway)	4
Forensic Total		23
MentHthAdc	BC Psychosis Program	3
MentHthAdc Total		3
BbyCtrMH	Assessment and Stabilization Unit	2
	Burnaby Centre for Mental Health - Unit A	4

Agency	Destination Long Name	Total Number of Placements
	Burnaby Centre for Mental Health - Unit B	4
	Music Therapy	3
	Primary Care	1
	Psychology	1
	Recreation Therapy	1
	Social Work	3
BbyCtrMH Total		19
Grand Total		110

Appendix I - Education Institutions with Affiliation Agreements in Place FY 2014-15

Standard Template

Public

Athabasca University
BC Institute of Technology
Camosun College
Capilano University
Cardiff University
Concordia University
Dalhousie University
Douglas College
Justice Institute of BC
Kwantlen Polytechnic University
Lakehead University
Langara College
McGill University
McMaster University
Mount Royal University
Nicola Valley Institute of Technology
North Island College
Queens University
Royal Roads University
Selkirk College
Simon Fraser University
Thompson Rivers University - Open Learning
University of Abertay, Scotland
University of Alberta
University of Calgary
University of Guelph
University of New Brunswick
University of Northern BC
University of Porto
University of the Fraser Valley
University of Victoria
University of Washington - School of Pharmacy
Vancouver Community College
Vancouver Island University
University Medical Center Groningen
University of Waterloo

Private

AcadLearn - Richmond
Bilkent University, Turkey
Discovery Community College
Insignia College
LaunchLife International
MTI Community College
Sarah Lawrence College
Stenberg College
Surrey Community College
Thompson Career College
Trinity Western University
Utopia Academy of Integrated Health & Beauty
Walden University
West Coast College of Health Care
Western University of Health Sciences

No Standard Template

Public

Department of National Defense
Michener Institute
Mohawk College
Okanagan College
Saskatchewan Institute of Applied Science & Tech
Simon Fraser University
UBC - Health Sciences
UBC - School of Nursing
UBC - Social Work
UBC - University of British Columbia
University of Lethbridge
University of Manitoba
University of Missouri-Kansas
University of Saskatchewan
University of Colorado

Private

Adler School of Professional Psychology
City University of Seattle (Victoria)
Gonzaga University
Western Seminary - Seattle