A network diagram background consisting of a complex web of interconnected nodes and lines, rendered in a light gray color. The nodes are represented by small circles, and the lines are thin, creating a mesh-like structure that fills the page.

# PRACTICE EDUCATION METRICS REPORT

**4<sup>th</sup> Annual Report**

Fiscal Year 2016–17

Prepared For:

**PHSA Research Committee**

Prepared by:

**PHSA Research and Academic Services**

**Beth Palacios • Consultant**

# ACKNOWLEDGEMENT

The following report is prepared for the Provincial Health Services Authority (PHSA) Board of Directors—Research Committee on an annual basis to present data related to the Framework for PHSA Practice Education Metrics (see Appendix B). 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 and health authority partners.



# TABLE OF CONTENTS

<b>Table of Contents</b>	<b>3</b>
<b>PHSA Practice Education Metrics Summary</b>	<b>5</b>
<b>Executive Summary</b>	<b>7</b>
<b>Build Practice Education Capacity</b>	<b>8</b>
<b>Placement Activity</b>	<b>8</b>
Figure 1. Total Student Hours by Agency, Placement Type & Fiscal Year: Nursing	8
Figure 2. Total Student Hours by Agency, Placement Type & Fiscal Year: Non-nursing	9
Figure 3. Total Student Hours by Discipline & Fiscal Year: Disciplines with < 10,000 Student hours	10
Figure 4. Total Student Hours by Discipline & Fiscal Year: Disciplines with > 10,000 Student hours	11
Table 1. MDUG: Total # of Distinct Students, Placements and Requested Days by Agency and Specialty	12
Table 2. PGME: Total # of Distinct Students, Placements and Requested Days by Agency and Specialty	13
Figure 5. Total Number of Confirmed Placement Requests by Discipline by Fiscal Year	15
Figure 6. Number of Confirmed Placement Requests by Month and Fiscal Year	16
Figure 7. Number of Medical Student Placement Requests by Month: FY 16–17	17
Figure 8. Top Reasons for Placement Decline by PHSA by Fiscal Year	18
Table 3. Number of Declines, Students and Hours by Discipline, Agency and Reason	19
<b>Preceptor/Educator Training</b>	<b>21</b>
Table 4. Number of Preceptors/Educators trained by the Educator Pathway Program by Agency	21
<b>Preceptor/Destination Activity</b>	<b>22</b>
Figure 9. Number of HSPnet Preceptors by Student Placement Activity and Fiscal Year: Nursing	22
Figure 10. Number of HSPnet Preceptors by Student Placement Activity and Fiscal Year: Non-nursing	23
Table 5. Number of BCEHS Preceptors & Placement Activity by Program by Fiscal Year	23
Figure 11. Total Number of Destinations by Placement Activity, Site and FY	24
Table 6. Estimated Cost of PHSA Preceptor Time by Discipline and Encounter Type in FY 2016–17	25

<b>Build Effective Partnerships and Collaborations that Support Innovation</b>	<b>26</b>
Figure 12. Number of Affiliation Agreements by Region and Sector by FY	26
Figure 13. Number of Affiliation Agreements Utilizing Standard Template by FY	27
Figure 14. Number of Student Hours by Top 10 Educational Institutions by FY: All Disciplines	27
Figure 15. Number of Student Hours by Top 8 Educational Institutions by FY: Nursing Placements	28
Figure 16. Number of Student Hours by Top 8 Educational Institutions by FY: Non-nursing Placements	28
Figure 17. Distribution of Student Hours by Placement Setting in FY 2016–17	29
Figure 18. Percent of Student Hours by Practice Setting by Agency in FY 2016–17	30
<b>Monitor the Quality of Clinical Learning Environment and Results</b>	<b>31</b>
Table 7. Number of PHSA Placements by Program and Placement Year for New Hires	31
Table 8. Number of PHSA Placements by Educational Institution and Program Year for New Hires	32
<b>Appendices</b>	<b>34</b>
Appendix A. Student Education Coordinating Committee	34
Appendix B. Framework for PHSA Practice Education Metrics	35
Appendix C. Glossary	36
Appendix D. Total Student Hours by Discipline and Sub-discipline by Agency	41
Appendix E. PGME Total Placements and # of Days by Program Year and Specialty	44
Appendix F. Destinations with a placement by Fiscal Year: BCCH	46
Appendix G. Destinations with a placement by Fiscal Year: BCW	48
Appendix H. Destinations with a placement by Fiscal Year: All Other PHSA Sites	50
Appendix I. Education Institutions with Affiliation Agreements in Place FY 2016–17	52
Appendix J. Total Student Hours by Education Institution by Sub-Discipline	53
Appendix K. New Hire Orientation Course: Practice Education Questions	59
Appendix L. Reasons for Decline by Agency	60
Appendix M. Action Plan for Student Practice Education, September 2016–December 2017	62

# PHSA PRACTICE EDUCATION METRICS SUMMARY

Indicator		Key Measure Description	FY 2014–15*	FY 2015–16	FY 2016–17
			Value	Value	Value
Build Practice Education Capacity	<b>1a</b>	<b>Total Number of Student Hours</b> (excludes medical students) <b>by Agency</b>	<b>197,113</b>	<b>245,560</b>	<b>235,396</b>
		BCCH	92,870	99,880	110,542
		BCEHS	50,112	75,264	56,408
		BCW	30,899	38,160	36,795
		BCMHSUS (Forensics, Mental Health & Addictions, Burnaby Centre for MH)	11,978	9,910	16,878
		BCCA: all locations	6,033	16,943	9,701
		SunnyHill	4,456	5,043	4,192
		All Other (BDDC, PSBC, BC Renal Agency, BCPSLS, Transcare BC)	765	360	880
	<b>1b</b>	<b>Total Number of Medical Students</b> (Undergraduate & Post-Graduate)	<i>Jul/Aug only</i>	<i>Full Year</i>	<i>Fiscal Year</i>
		Undergraduate Medical Students (annual)	123	403	405
		Post-Graduate Medical Students (annual)	199	571	697
	<b>1e</b>	<b>Estimated Cost of Staff Time by Encounter Type</b>			
	One-to-one	\$2,882,153	\$3,958,872	\$3,227,016	
	Group	\$113,237	\$102,202	\$115,282	
<b>1f</b>	<b>Total Number of confirmed placement requests in HSPnet<sup>†</sup></b>	619	682	743	
<b>1g</b>	<b>Total Number of PHSA declined placement requests in HSPnet<sup>†</sup></b>	261	259	229	
<b>1h</b>	<b>Total Number of Staff Participants involved in Preceptor/Educator Training</b>				
	Educator Pathway Project (Preceptor/Educator Training)	86	40	56	
	BC Emergency Health Services (Preceptor Training)	20	27	0	
<b>1i</b>	<b>Total Number of Preceptors in HSPnet with and without a placement</b>				
	With a placement	229	253	315	
	Without a placement	280	280	212	
<b>1j</b>	<b>Total Number of Destinations in HSPnet with and without a placement</b>				
	With a placement	138	157	151	
	Without a placement	281	276	268	

Indicator		Key Measure Description	FY 2014–15*	FY 2015–16	FY 2016–17
			Value	Value	Value
Build Effective Partnerships and Collaborations to Support Innovation	2a	<b>Total # of Affiliation Agreements (% based on standard template)</b>	73 (71%)	77 (75%)	73 (81%)
	2b	<b>Top 5 Education Institutions by placement hours: all disciplines</b>			
		Justice Institute of BC	50,176	75,448	49,172
		University of BC (excluding undergraduate and post-graduate medical students)	37,043	41,881	44,897
		BCIT	27,520	34,778	33,848
Langara		24,738	30,895	25,855	
	Thompson Rivers University	16,535	18,968	18,848	
2c	<b>Total Number of student hours in an ambulatory/outpatient care setting†</b>	20,329	33,521	28,307	
2d	<b>Distribution of Student Hours by practice education setting†</b>				
	Inpatient	98,962	106,061	113,653	
	On Car (Paramedic)	50,112	75,264	56,408	
	Ambulatory/Outpatient	20,329	33,521	28,307	
	Mixed (OP/Amb & Inpatient)	26,797	22,920	30,478	
	Admin/Support Services & Public/Population Health	912	7,794	6,550	
Quality of Clinical Learning Environment and Results	3a	<b># of hires at PHSA with previous PE Placement</b>	TBD	TBD	146 (30%)
	3b	<b>Quality of the Clinical Learning Environment survey results</b>	TBD	TBD	TBD
	3c	<b>Readiness for Student Practice Education survey results</b>	TBD	TBD	Template Developed

\* Please note that Radiation Therapy hours are not included for FY 14–15 and total 24,720 hours.

† Excludes undergraduate and post-graduate medical students

# EXECUTIVE SUMMARY

This is the 4<sup>th</sup> annual Practice Education Metrics report based on the Framework for PHSA Practice Education Metrics (see Appendix B) which was developed as part of the Action Plan for Student Practice Education (2012–2015) and includes 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.**

With preliminary results for indicators in category 3 available for the first time this year, the report includes updated measures in all three categories of indicators.

Additionally, UBC Medical student placement data is included for the first full fiscal year. PHSA facilities and agencies accepted 4,153 placements for 405 medical doctor undergraduates and for 697 post-graduates. While the total number of student **hours** of placement activity is still not captured, we are reporting total number of days of placements as a measure of the volume of activity while on site. For FY 2016–17, a total of 106,584 days [27,088 for MDUG and 79,496 for PGME] of medical student training took place at facilities across PHSA. The collection of this data is utilized to meet the goals of the updated Action Plan for Student Practice Education as it moves towards the first implementation of Clinical Systems Transformation (CST) at BCCA in 2018 as well as improved PHSA's organizational understanding of training activities in the medical specialties.

For fiscal year 2016–17, Total Number of Student hours (not including medical student and resident data) was 235,396. While this appears to be a decrease over last year's total, the reduction is attributed to more accurate collection of data from BCEHS and the result of no cohort in radiation therapy during the FY. Further details on student hours by discipline can be found in the Placement Activity section in the body of the report.

Health Sciences Placement Network (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, paramedic program placements and lab programs at BCCA.

Standardizing student practice education processes, including the use of HSPnet, across PHSA is a key direction with specific goals and actions set out in the updated Action Plan for Student Practice Education, September 2016–December 2017 (see Appendix M).

Significant progress was made during FY 2016–17 to report the indicators in category three, Monitor the Quality of the Clinical Learning Environment and Results. In January 2017, PHSA Human Resources (HR) implemented the New Hire Orientation Online Course which includes a survey of previous practice placement activities. Partial years data is reported in the body of the report. This much-needed metric will help inform the link between hosting practice placements and recruitment at PHSA and is also a key direction of the updated Action Plan.

Also measured in category three, is the readiness of staff, residents and physicians to host students utilizing one of the validated survey tools from the PLACES study<sup>1</sup>, Placements for Learners: Assessing Capacity and effectiveness of Clinical Sites. In FY 2016–17, PHSA Academic Services partnered with agency leadership at BC Children's Hospital, Sunnyhill Health Centre, BC Women's Hospital, and Children's Mental Health to pilot the tool. The survey was sent to approximately 80 individuals in management and leadership and resulted in a 26% response rate. Lessons learned from the pilot will be used to expand dissemination to other PHSA clinical areas.

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

The updated Action Plan for Student Practice Education includes action items to review and refine the metrics framework for future years.

---

1. 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

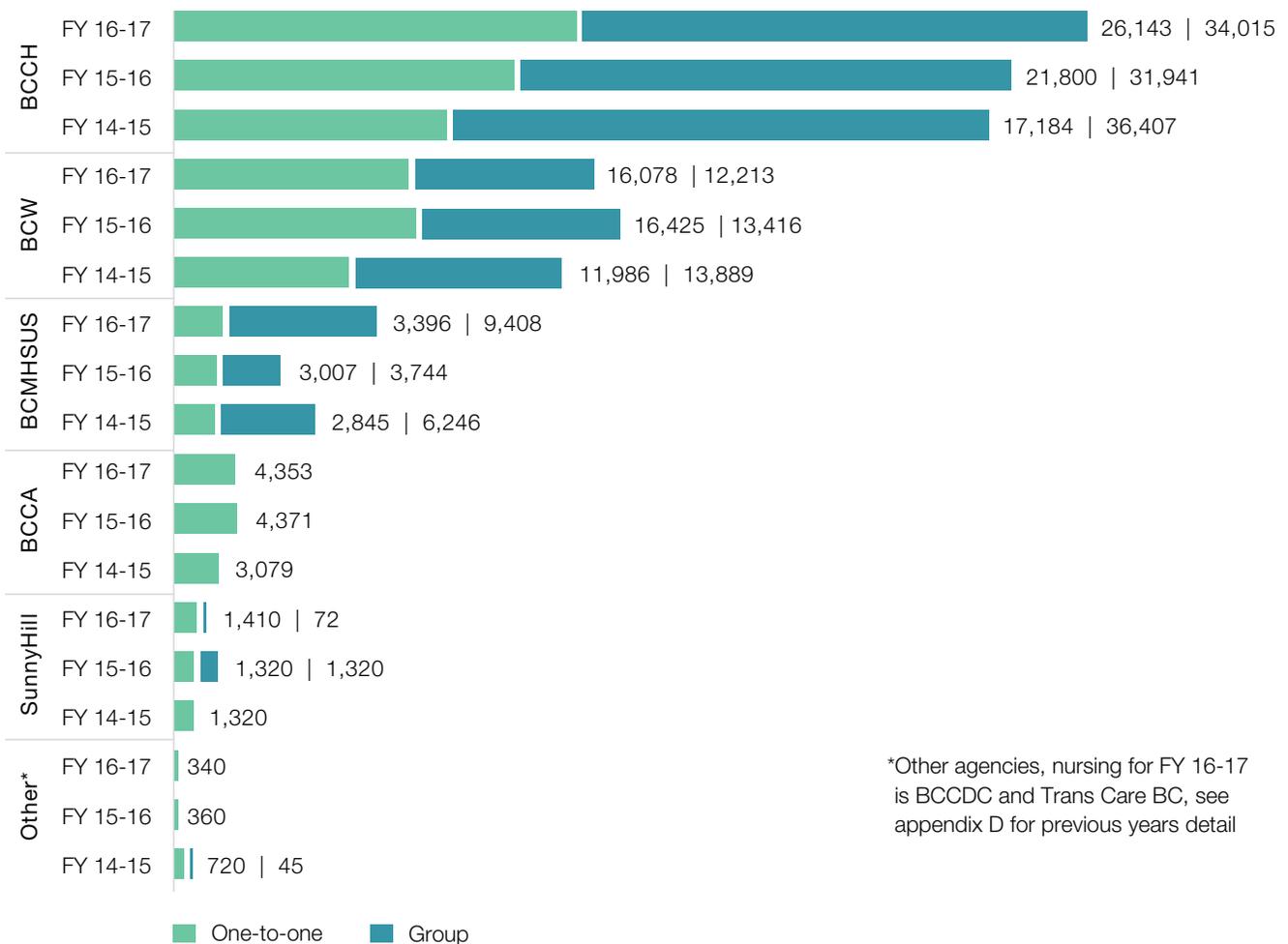
## Placement Activity

In FY 16–17, PHSA and its agencies provided 235,396 student hours (not including medical students) of which 76% were one-to-one preceptorships (supervised by a PHSA preceptor/employee) and 24% were group placements (supervised by an instructor provided by the educational institution). Nursing placements represent 46% of total student hours which is a 6% increase over FY 15–16. This increase is due in part from the reduction of non-nursing paramedic hours resulting

from the ability to collect actual paramedic hours this year. A breakdown of student hours by PHSA agency, placement type and fiscal year can be found in Figure 1 for nursing and Figure 2 for non-nursing disciplines.

Of the 107,428 nursing student hours provided, 52% of those are in a group setting while 48% are one-to-one preceptorships.

**FIGURE 1 Total Student Hours by Agency, Placement Type & Fiscal Year: Nursing**

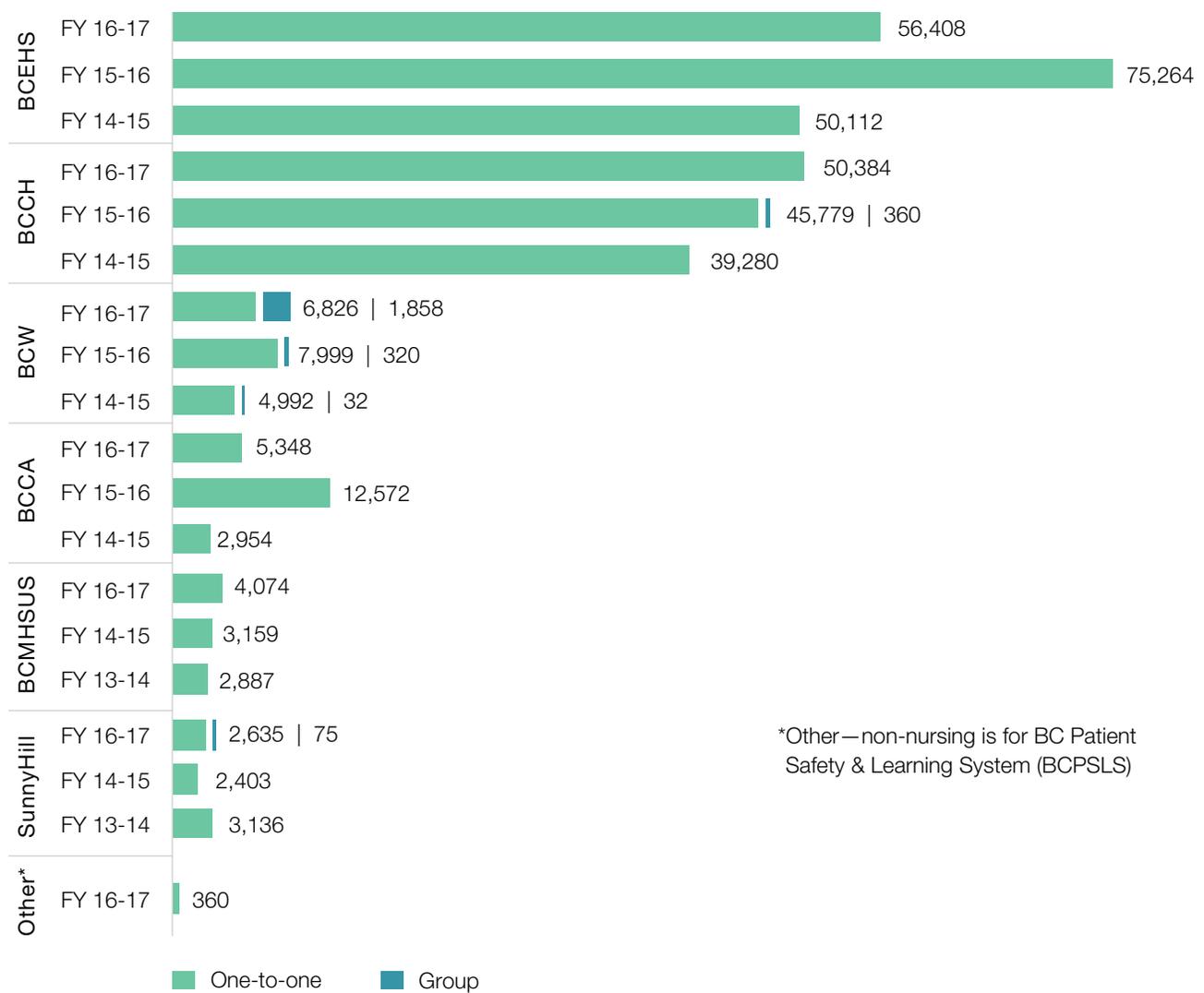


\*Other agencies, nursing for FY 16-17 is BCCDC and Trans Care BC, see appendix D for previous years detail

Non-nursing disciplines include Administration, Food & Nutrition, Non-Health (Masters of Public Health and Health Information Management), Other Health (Midwifery and Therapeutic Touch Practitioner), Paramedic, Pharmacy, Psychology, Rehab, Social work, Technologists/Technician, and Therapists. The vast majority of student placements

in the non-nursing disciplines are one-on-one preceptorships. The small amount of group placements is attributed to Advanced Care and Critical Care Paramedic training in the acute care setting, therapeutic touch practitioner and massage therapy at BCW's and occupational therapists at BCCH.

**FIGURE 2 Total Student Hours by Agency, Placement Type & Fiscal Year: Non-nursing**

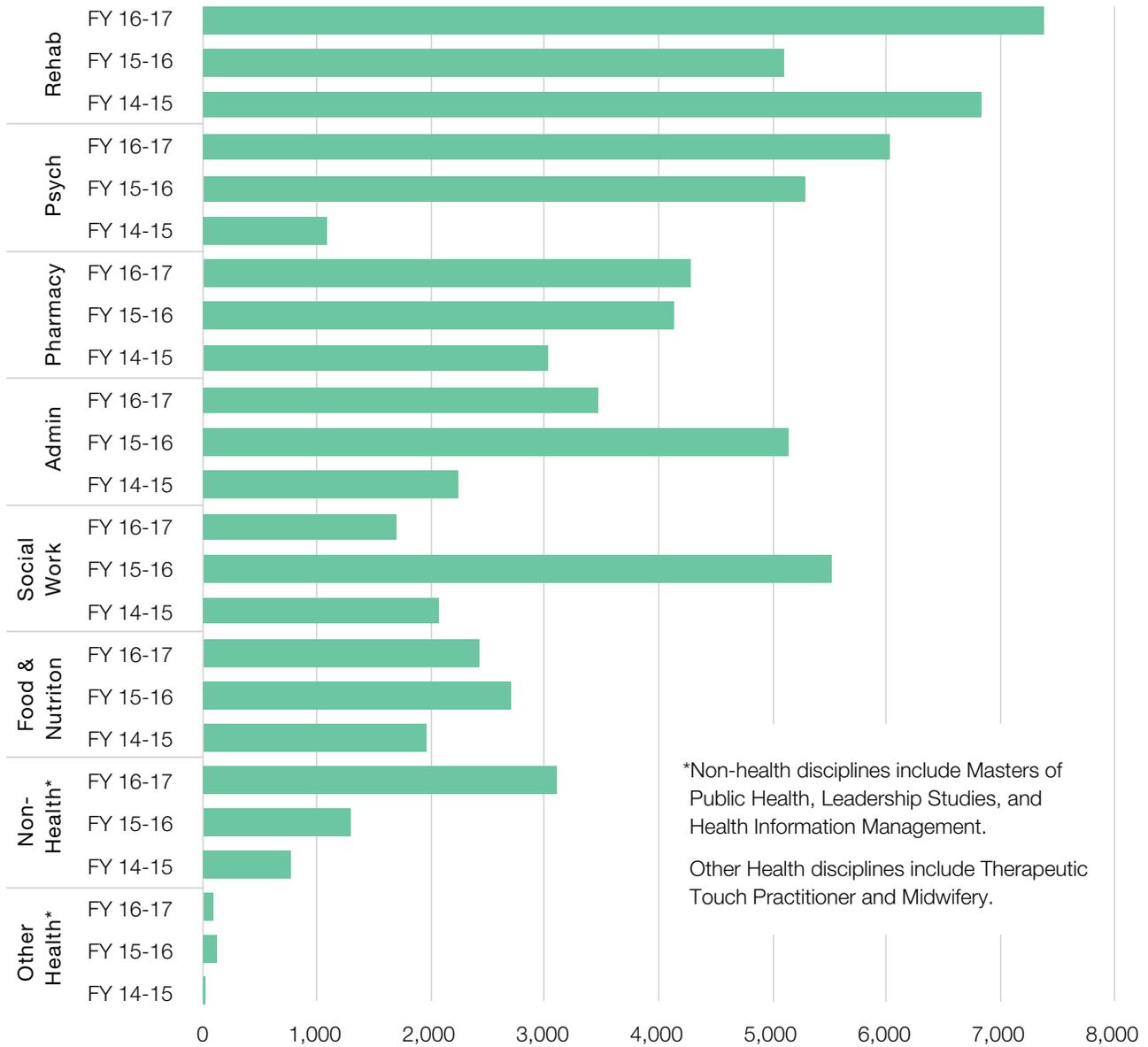


\*Other—non-nursing is for BC Patient Safety & Learning System (BCPSLS)

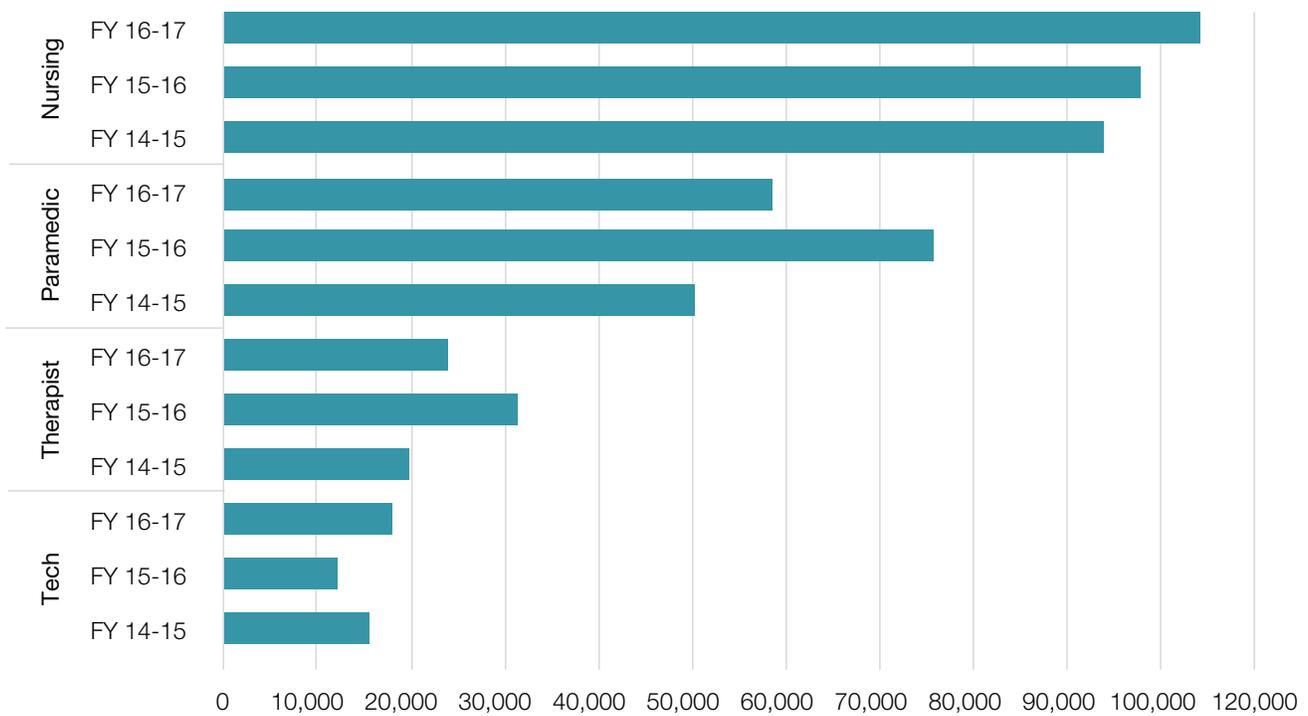
A breakdown of hours by discipline and fiscal year can be found in Figures 3 and 4. Figure 3 includes disciplines with less than 10,000 student hours and figure 4 shows disciplines with greater than 10,000 student hours. A detailed

table of student hours by PHSA agency, discipline and sub-discipline is shown in Appendix D. Work is underway with the placement coordinators of the educational institutions to find appropriate placement for social work students.

**FIGURE 3 Total Student Hours by Discipline & Fiscal Year: Disciplines with < 10,000 Student hours**



**FIGURE 4 Total Student Hours by Discipline & Fiscal Year: Disciplines with > 10,000 Student hours**



Through the use of UBC's one45 placement system all clinical placement data for medical students in both the MD Undergraduate (MDUG) and Post Graduate Medical Education (PGME) programs are uploaded to HSPnet for tracking and reporting. For both the MDUG and PGME programs, the HSPnet data are being utilized for auto-provisioning of computer network access and email accounts. The number of students (1,102), placements (4,153) and days (106,584) for all clinical placements can be found in Tables 1 and 2. Total number of days are not representative of actual days worked.

The Medical Doctor Undergraduate Program (MDUG) had a total of 405 distinct students, representing 1,510 placements and 27,088 days, arriving at PHSA facilities from April 1, 2016–March 31, 2017. On average, each MDUG participated in 67 days of placement activity. See Table 1 for a breakdown by agency and specialty. Please note that the grand total for the number of distinct students does not represent the sum of the data by agency and specialty due to the same student having placements in multiple specialties and locations. BCCH's sees the majority of MDUG placement days at 78.5% with BCW's being the second highest at 14.2%.

**TABLE 1 MDUG: Total # of Distinct Students, Placements and Requested Days by Agency and Specialty**

Site	Specialty	# of Distinct Students	# of Placements	Total # of Days
BCCH	Pediatrics	242	376	10,423
	Ophthalmology	192	193	1,407
	Psychiatry	146	315	5,782
	ER	72	88	1,008
	Cardiology	34	49	700
	Plastic Surgery	18	19	252
	Orthopedic Surgery	16	19	305
	Cardiac Surgery	15	22	308
	Urology	14	16	224
	Dermatology	11	12	224
	Otolaryngology	9	14	175
	Rheumatology	5	6	105
	Endocrinology	4	5	98
	Infectious Disease	3	4	56
	Diagnostic Radiology	2	2	28
	ObGyn	2	3	35
	Gastroenterology	1	1	21
	Medical Biochemistry	1	1	14
	Neurosurgery	1	1	14
	Medical Genetics	1	3	49
Neuropathology	1	1	28	
BCW	ObGyn	90	195	3,451
	Family Medicine	14	21	378
	Psychiatry	1	1	14
BCCA—Fras	Radiation Oncology	28	37	518
	Medical Oncology	13	14	204
BCCA—Kel	Radiation Oncology	1	1	7
	Medical Oncology	1	1	14
BCCA—PG	Radiation Oncology	1	1	14
BCCA—Van	Oncology	35	41	588
	Internal Medicine	23	25	315
	Radiation Oncology	10	14	189
	Orthopedics	1	2	28
BCCA—VICC	Medical Oncology	1	2	28
BCCDC	Public Health	3	5	84
<b>Grand Total</b>		<b>405</b>	<b>1,510</b>	<b>27,088</b>

The Post Graduate Medical Education program (PGME) had a total of 697 distinct students, representing 2,643 placements and 79,496 days, arriving at PHSA facilities from April 1, 2016–March 31, 2017. On average, each PGME participated in 114 days of placement activity. See Table 2 for a breakdown by agency and specialty. Please note that the grand total for the number of distinct students does not represent the sum of the data by agency and specialty due to

the same student having placements in multiple specialties and locations. BCCH's sees the majority of MDUG placement days at 62% with BCW's being the second highest at 20% and BCCA at 16%. BCMHSUS also has medical student placements but due to data entry errors are not indicated below. For a distribution of the PGME placement data by specialty and program year, please see Appendix E.

**TABLE 2 PGME: Total # of Distinct Students, Placements and Requested Days by Agency and Specialty**

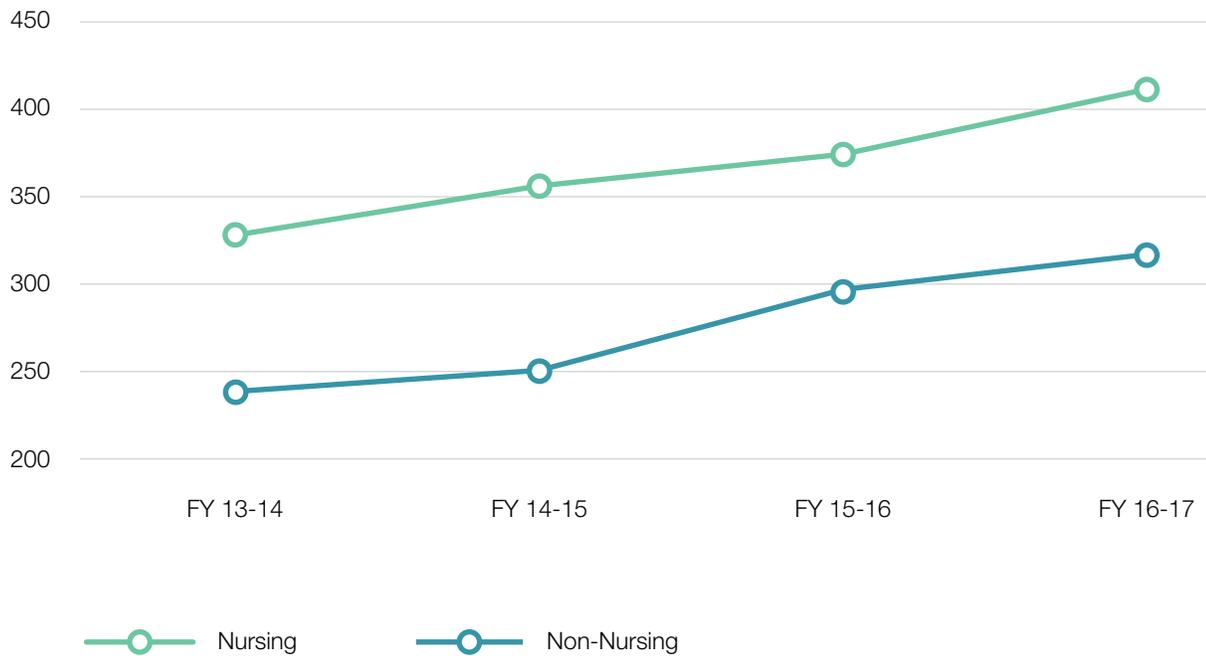
Site	Specialty	# of Distinct Students	# of Placements	Total # of Days
BCCH	Pediatrics	208	672	17,671
	ER	135	175	5,375
	Critical Care	65	93	2,913
	ObGyn	46	68	1,742
	Anesthesiology	46	79	2,162
	Psychiatry	44	155	5,165
	Endocrinology	33	62	2,632
	Medical Biochemistry	19	26	712
	Gastroenterology	18	33	927
	Dermatology	17	19	514
	Infectious Disease	16	35	991
	Rheumatology	15	26	747
	Orthopedic Surgery	15	35	993
	Cardiology	12	13	364
	Otolaryngology	12	24	3,709
	Ophthalmology	9	9	257
	Plastic Surgery	8	13	363
	Urology	8	11	311
	Hematology	5	6	165
	Medical Genetics	5	8	206
	Family Medicine	3	14	392
	Internal Medicine	3	3	69
	Neurosurgery	2	10	283
	Neuroradiology	2	3	84
	Diagnostic Radiology	2	2	42
	Physical Medicine & Rehabilitation	2	5	141
	Neuropathology	2	2	55
Pathology	1	1	56	
Geriatric Medicine	1	1	28	
Nuclear Medicine	1	1	31	

Site	Specialty	# of Distinct Students	# of Placements	Total # of Days
<b>BCW</b>	ObGyn	111	299	8,592
	Anesthesiology	32	51	1,423
	Family Medicine	18	43	1,152
	Diagnostic Radiology	17	19	532
	Urology	12	21	585
	Endocrinology	8	27	1,655
	Psychiatry	6	12	355
	Infectious Disease	6	13	346
	Pediatrics	5	6	70
	Medical Genetics	5	23	614
	Hematology	4	4	112
	Geriatric Medicine	4	4	113
	Emergency Medicine—Pediatrics	2	2	56
	General Internal Medicine	1	4	112
<b>BCCA-Fras</b>	Radiation Oncology	2	2	39
	Medical Oncology	2	2	56
<b>BCCA-Van</b>	Oncology	59	145	4,077
	Radiation Oncology	36	85	2,356
	Pathology	25	53	1,478
	Psychiatry	20	59	2,075
	ObGyn	15	36	1,018
	Dermatology	9	16	447
	Neurology	8	15	420
	General Survey	7	15	420
	Palliative	3	4	84
	Orthopedics	2	2	58
<b>BCCA-VICC</b>	Radiation Oncology	1	1	27
	Medical Oncology	1	1	29
<b>BCCDC</b>	Pathology	10	29	817
	Infectious Disease	2	2	60
	Public Health	2	2	42
	Respirology	1	1	28
<b>SunnyHill</b>	Pediatrics	14	26	726
	Developmental Pediatrics	7	10	281
	Physical Medicine & Rehabilitation	2	5	141
<b>Grand Total</b>		<b>697</b>	<b>2,643</b>	<b>79,496</b>

Total number of placement requests (736) are up 28% since FY 13–14. FY 16–17 nursing placement requests total 415 and represent 56% of total requests. Non-nursing requests total 321 and represent 44% of total requests (see Figure 5). The increase in the number of confirmed placement requests is a combination of the increase in the use of HSPnet for

placement management from academic institutions and PHSA departments as well as an increase in the number of placements requests. Continued increase in the number of placement requests is a measure of demand on PHSA resources for the provision of student practice education opportunities.

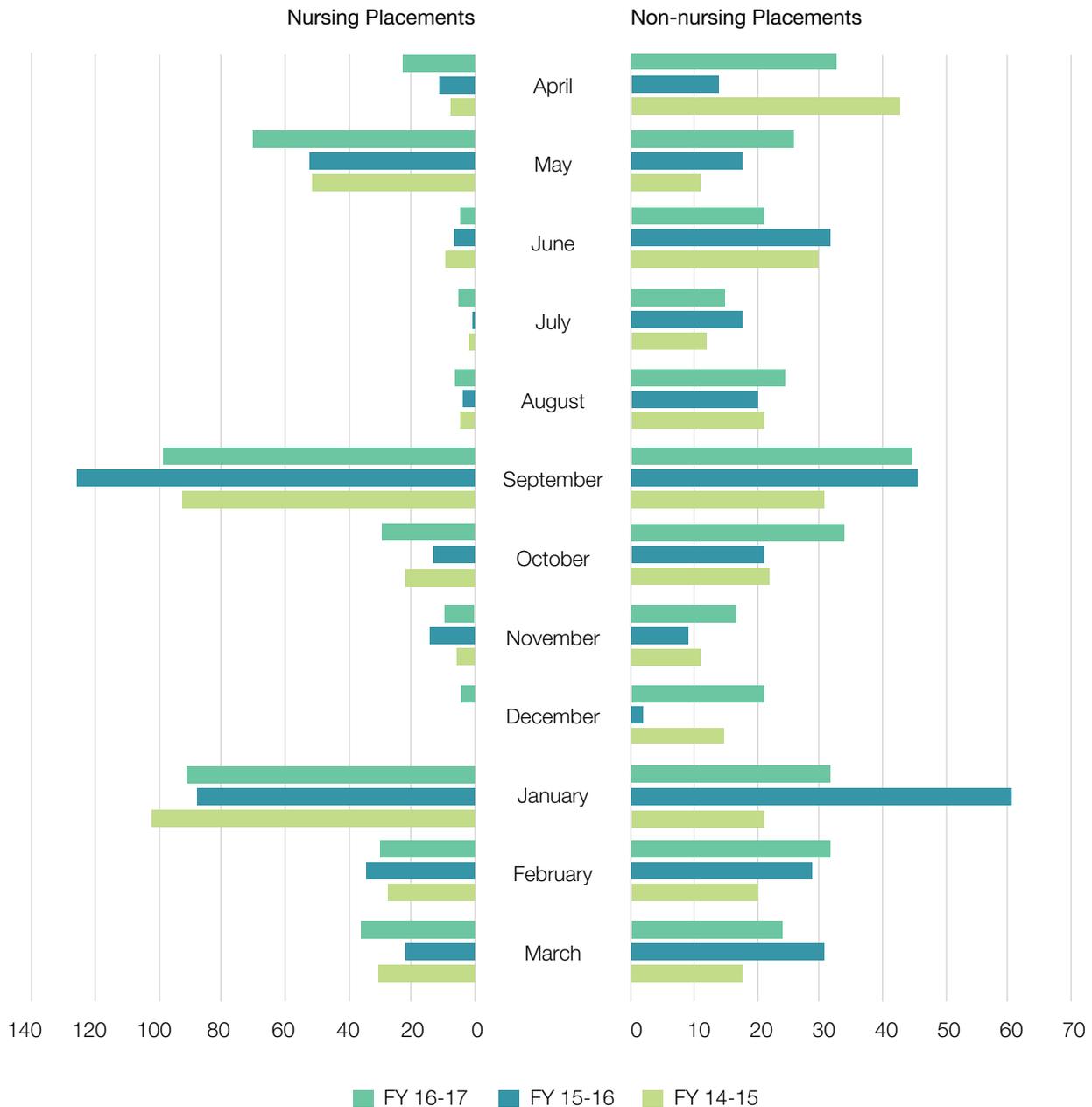
**FIGURE 5** Total Number of Confirmed Placement Requests by Discipline by Fiscal Year



The number of nursing placement requests processed by month (see Figure 6) illustrates continued high demand in September, January and May and represents 63% of all nursing placement requests, an 8% decline over FY 15-16. There is a leveling trend appearing as nursing placements were up in most other months with the exception of June and is the result of a collaboration between PHSA Academic

Services and the nursing community to address this issue. Non-nursing requests continue to be evenly distributed throughout the year with only 32% requested in September, January, and May. Excluded from these graphs are medical students (see figure 7), and paramedic placements whose current policies result in an equal distribution of placements throughout the year.

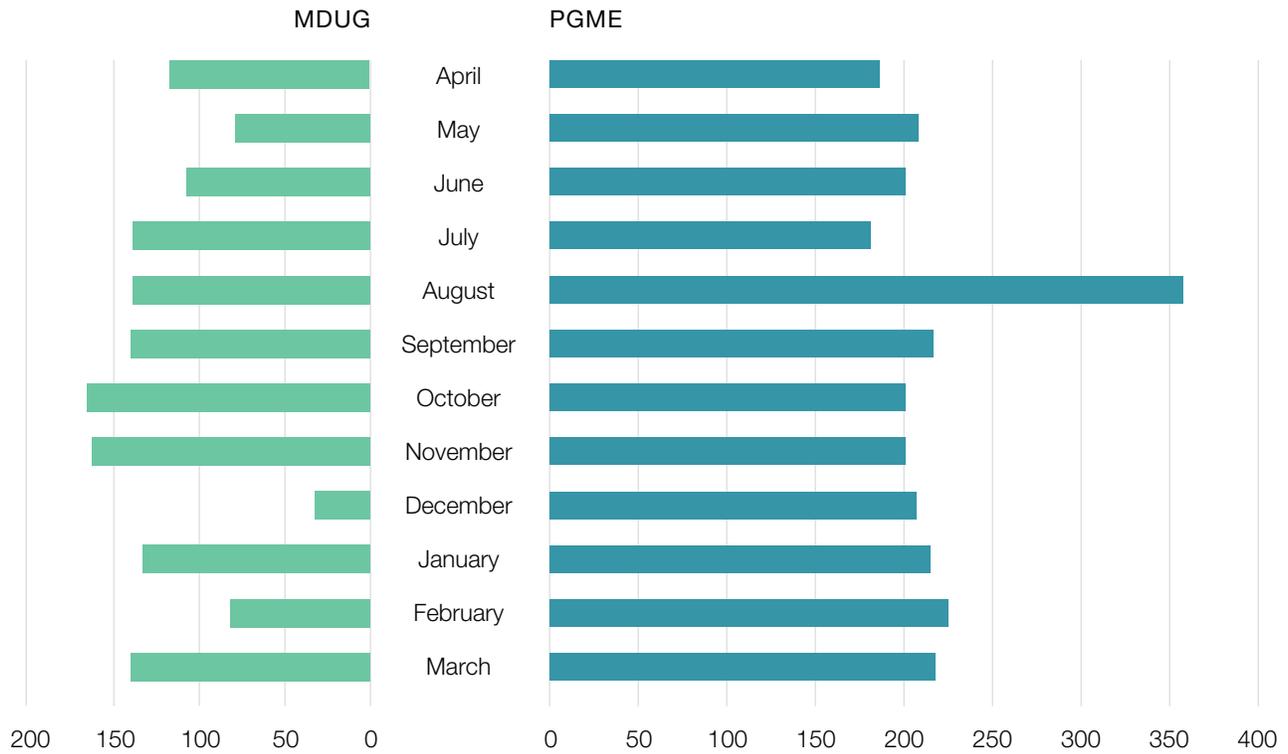
**FIGURE 6** Number of Confirmed Placement Requests by Month and Fiscal Year



Medical Student placement requests are presented for the full fiscal year for the first time in Figure 7. The large number of placement requests in August for the PGME (Post Graduate Medical Education) program is the result of 106 placement

requests for pediatrics and 63 for OB/GYN. The remainder of requests are relatively evenly distributed throughout the year for both the MDUG and PGME programs.

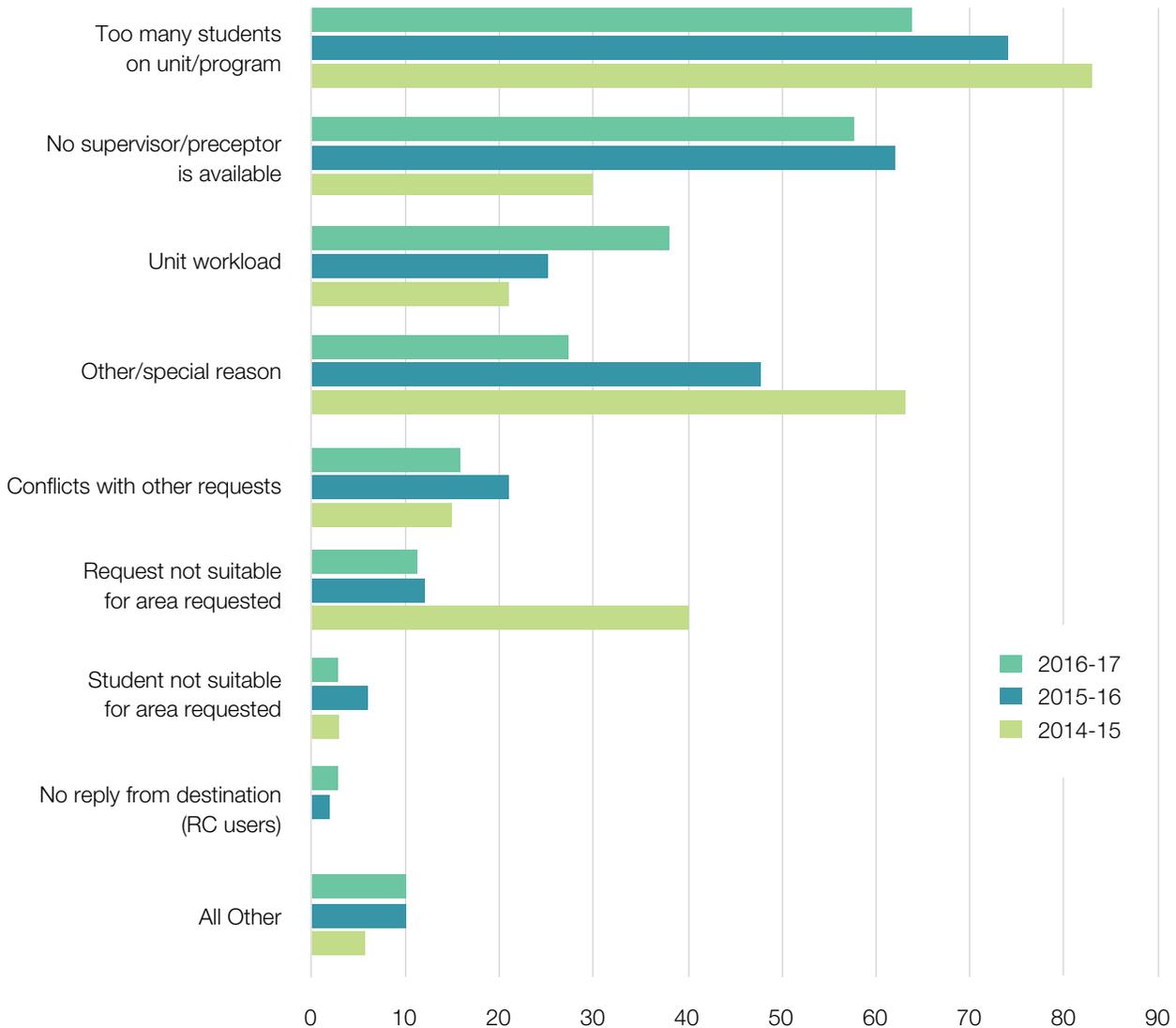
**FIGURE 7** Number of Medical Student Placement Requests by Month: FY 16-17



In FY 2016–17, PHSA agencies declined a total of 229 placement requests representing 294 students and 47,956 hours. Requests are for individual and group placements which is why the number of students exceeds the number of requests. Top reasons for these declines for all agencies

combined are shown in Figure 8. The top discipline declined is nursing placements. See Table 3 for declines by discipline, agency and reason for FY 16–17. See Appendix L for decline statistics by Agency.

**FIGURE 8 Top Reasons for Placement Decline by PHSA by Fiscal Year**



Declines in the All Other category had less than 3 declines each and include the following: *Destination is closed during placement period; No reply from the RA; No Affiliation*

*Agreement in place; Service has changed; Too many hours/shifts requested; No reason given; Blank*

**TABLE 3** Number of Declines, Students and Hours by Discipline, Agency and Reason

Discipline	Agency	Reason Combined	Count of Reason Combined	Sum of # Students	Sum of Student Hours	
Nursing	BCCH	Too many students on unit/program	35	38	8,209	
		Other/special reason (use ONLY if no other reason applies)	11	12	2,426	
		Unit workload	9	16	1,677	
		No supervisor/preceptor is available	9	14	1,519	
		Conflicts with other requests	6	7	1,111	
		Request not suitable for area requested	3	3	476	
		Too many hours/shifts requested	1	1	420	
		Destination is closed during placement period	2	4	213	
	SunnyHill	Unit workload	1	1	360	
	BCW	Too many students on unit/program	17	18	3,933	
		Unit workload	6	6	1,920	
		No supervisor/preceptor is available	6	6	1,016	
		Request not suitable for area requested	4	4	978	
		Conflicts with other requests	4	4	883	
		Other/special reason (use ONLY if no other reason applies)	6	7	822	
	BCCA—Van	Too many students on unit/program	3	3	912	
		Unit workload	2	2	470	
		Request not suitable for area requested	2	2	390	
		Student not suitable for area requested	2	2	330	
		No supervisor/preceptor is available	2	2	283	
		No Reason given	1	1	240	
		Other/special reason (use ONLY if no other reason applies)	2	2	200	
	BCCA—Kel	No supervisor/preceptor is available	5	5	415	
	BCCA—VICC	No supervisor/preceptor is available	4	4	312	
	BCCA—Fras	Unit workload	1	1	240	
	Forensic	Unit workload	7	11	1,480	
		Other/special reason (use ONLY if no other reason applies)	3	3	800	
		No supervisor/preceptor is available	2	2	340	
		No Reply from RA (for PC users)	2	4	312	
	BbyCtrMH	Conflicts with other requests	3	16	1,512	
		No supervisor/preceptor is available	3	3	1,080	
		Too many students on unit/program	3	6	672	
		Unit workload	3	3	540	
		Other/special reason (use ONLY if no other reason applies)	1	1	100	
	<b>Nursing Total</b>			<b>171</b>	<b>214</b>	<b>36,590</b>

Discipline	Agency	Reason Combined	Count of Reason Combined	Sum of # Students	Sum of Student Hours
Administration	BCCH	No supervisor/preceptor is available	16	16	1,914
		Other/special reason (use ONLY if no other reason applies)	1	1	120
		No Reply from Destination (RC users)	1	1	100
	BCW	No supervisor/preceptor is available	5	5	600
		Unit workload	4	4	480
		Other/special reason (use ONLY if no other reason applies)	3	3	368
		Service has changed (see Comments)	2	2	240
		Too many students on unit/program	1	1	120
SunnyHill	Request not suitable for area requested	1	1	80	
<b>Administration Total</b>			<b>34</b>	<b>34</b>	<b>4,022</b>
Technologist/ Technician	BCCH	Conflicts with other requests	2	14	1,680
		Unit workload	1	1	160
		No supervisor/preceptor is available	1	1	160
		Too many students on unit/program	1	1	150
	BCCA—Van	No Reply from Destination (RC users)	2	2	320
<b>Technologist/ Technician Total</b>			<b>7</b>	<b>19</b>	<b>2,470</b>
Therapist	BbyCtrMH	No Affiliation Agreement in place	2	8	160
	BCW	No supervisor/preceptor is available	1	1	140
<b>Therapist Total</b>			<b>3</b>	<b>9</b>	<b>300</b>
Other Health	Forensic	Unit workload	2	4	120
	BCW	Request not suitable for area requested	1	3	120
<b>Other Health Total</b>			<b>3</b>	<b>7</b>	<b>240</b>
Social Work	BCW	Unit workload	1	1	441
		Student not suitable for area requested	1	1	420
	BbyCtrMH	No supervisor/preceptor is available	2	2	870
	BCCH	Too many students on unit/program	2	2	600
<b>Social Work Total</b>			<b>6</b>	<b>6</b>	<b>2,331</b>
Rehabilitation Sciences	BCCH	Unit workload	1	1	263
		Too many students on unit/program	1	1	180
<b>Rehabilitation Sciences Total</b>			<b>2</b>	<b>2</b>	<b>443</b>
Psychology	BCCH	No supervisor/preceptor is available	2	2	1,400
<b>Psychology Total</b>			<b>2</b>	<b>2</b>	<b>1,400</b>
Pharmacy	BCW	Conflicts with other requests	1	1	160
<b>Pharmacy Total</b>			<b>1</b>	<b>1</b>	<b>160</b>
<b>Grand Total</b>			<b>229</b>	<b>294</b>	<b>47,956</b>

## Preceptor/Educator Training

PHSA staff participation in preceptor development is a key measure of practice education readiness and an indication of available capacity. Currently, PHSA utilizes the Educator Pathway (EP) program in conjunction with agency specific preceptor development courses to educate and support staff who work with students to deliver the practice education component of health care provider education programs. The EP program consists of 4 levels (see glossary) with level

1 being specific to each health authority. During FY 16–17, the Level 3 of the EP program underwent curriculum redesign so had no cohort. See Table 4 below for a breakdown of preceptor training by agency. In addition to the EP level 1 training, BCEHS’s agency specific program trains Primary Care Paramedic (PCP) and Advanced Care Paramedic (ACP) preceptors but had no cohort for either program in FY 16–17. See Table 5 for # of trained preceptors for these programs.

**TABLE 4** Number of Preceptors/Educators trained by the Educator Pathway Program by Agency

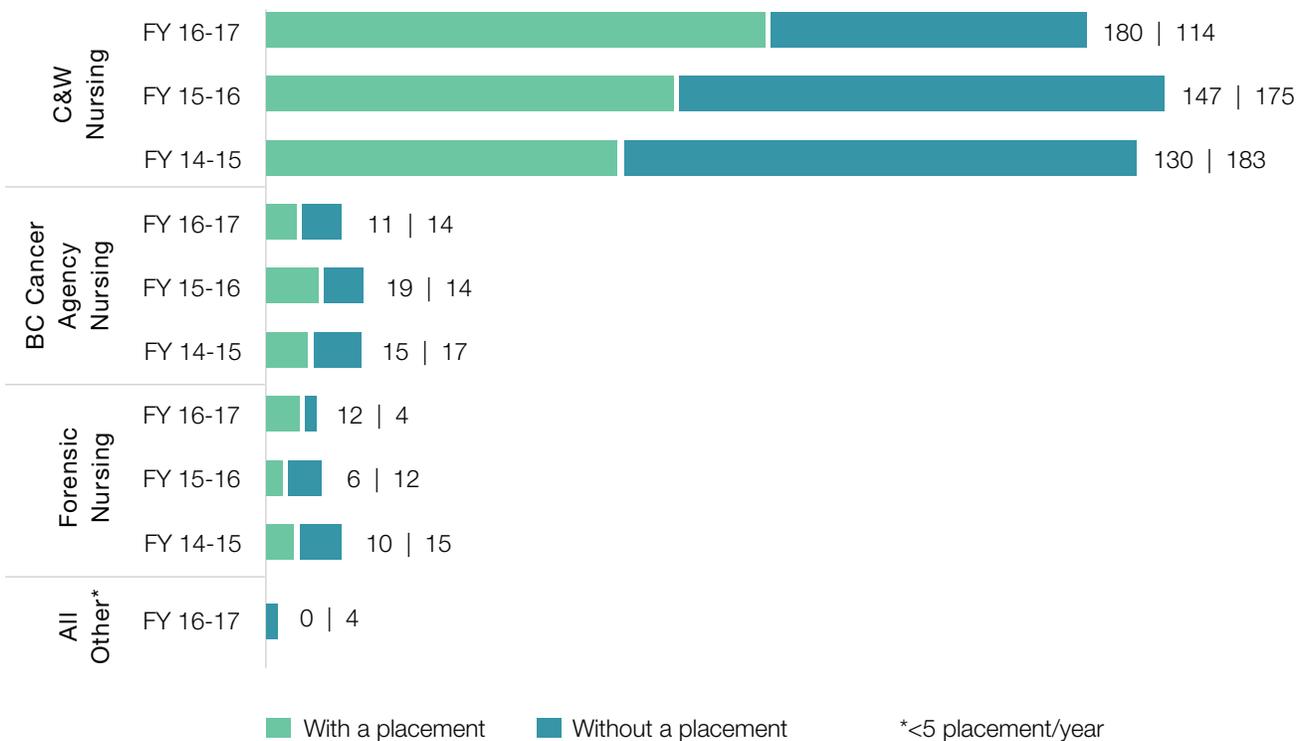
Agency	Number of Participants 2016/17	
	L1	L2
BCCH/BCW	48	0
BCCDC	0	0
BCCA	6	0
BCMHSUS	0	0
BC Lab	1	0
BC Transplant	1	0
<b>Total</b>	<b>56</b>	<b>0</b>

## Preceptor/Destination Activity

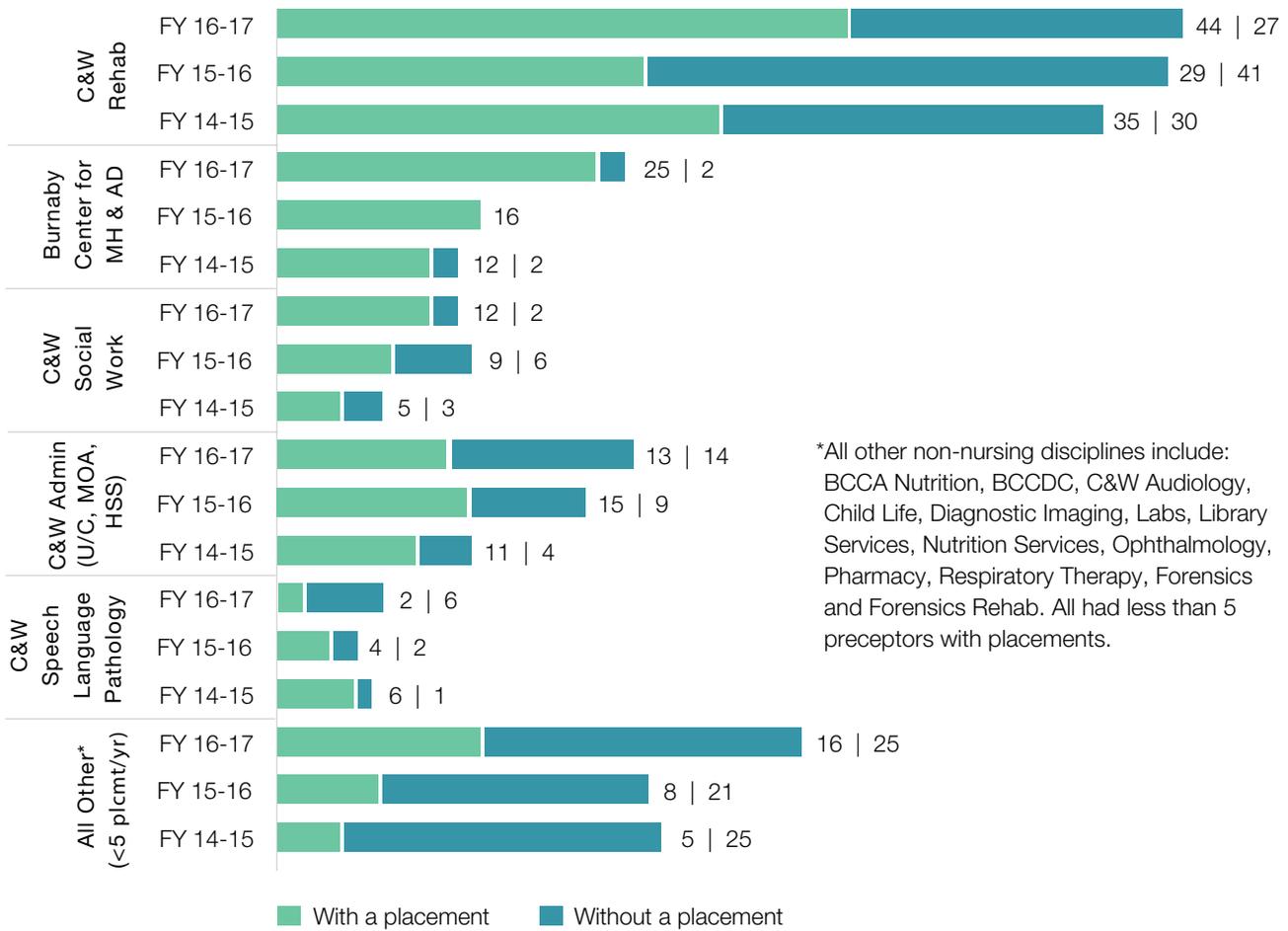
PHSA has a total of 527 active preceptors in FY 16–17, that represent preceptors across all PHSA disciplines who have had an active placement within the past two years and utilize HSPnet. Excluded from these data are the BCEHS preceptors, as they do not utilize HSPnet for paramedic program placements. In addition, although the PGME and the MDUG programs utilize HSPnet for placement access into particular clinical departments, they do not utilize HSPnet to assign physician preceptors as this is managed by UBC outside of HSPnet.

The number of preceptors with and without an active placement by fiscal year for nursing is shown in Figure 9 and for non-nursing in Figure 10. There is a notable increase in the number of preceptors accepting students in all nursing and most non-nursing areas in FY 16–17. These data reflect educating students and does not include educating new employees. Preceptors also educate new staff members and thus, may be unavailable to take a student placement. Whether these data are solely an indication of unused capacity requires further study.

**FIGURE 9** Number of HSPnet Preceptors by Student Placement Activity and Fiscal Year: Nursing



**FIGURE 10** Number of HSPnet Preceptors by Student Placement Activity and Fiscal Year: Non-nursing



The number of trained and active preceptors in BC Emergency Health Services (BCEHS) are detailed below in Table 5. This includes all preceptor and student training for the Primary Care Paramedic (PCP) and Advanced Care Paramedic (ACP) programs. The reduction in available preceptors for the PCP program in FY 16–17 is due to retirements, illness, instructor

fatigue and no replacement training during the FY. Training for preceptors for BCEHS other programs (Critical Care Paramedic, Infant Transfer Team, and Dispatch) are excluded. Also, tracking of preceptors with an active placement was not possible this fiscal year but methodologies have been put in place to include for future reporting.

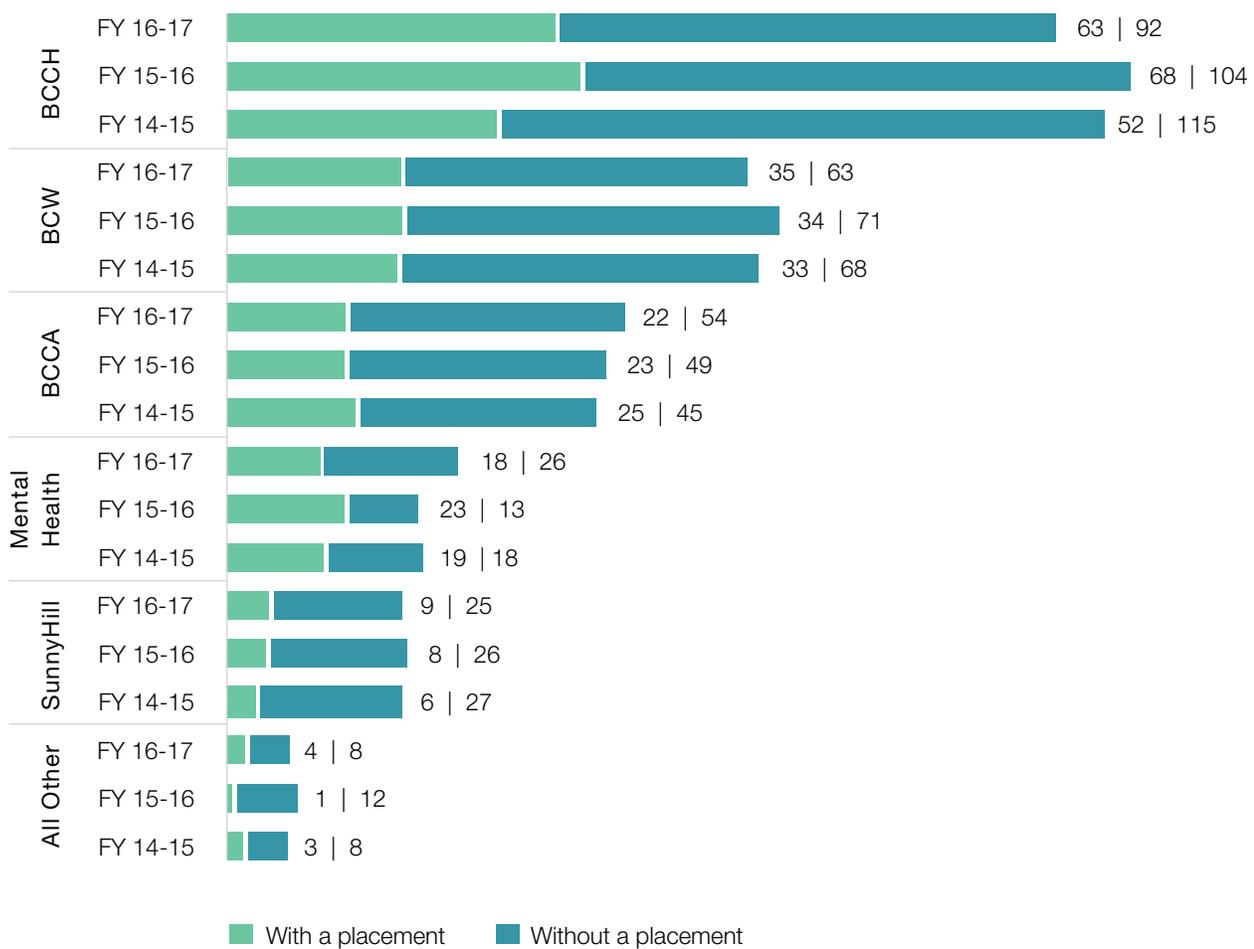
**TABLE 5** Number of BCEHS Preceptors & Placement Activity by Program by Fiscal Year

BCEHS Training Program	FY 2014–15		FY 2015–16		FY 2016–17	
	# of Available Preceptors	# of Preceptors with an Active Placement	# of Available Preceptors	# of Preceptors with an Active Placement	# of Available Preceptors	# of Preceptors with an Active Placement
PCP	145	105 (72%)	176	N/A	156	N/A
ACP	112	52 (46%)	113	N/A	113	N/A

In HSPnet, PHSA has a total of 419 unique combinations of Site, Destination and Service locations across all agencies and services. These represent all destinations that have been entered into HSPnet since its inception. A review of these to validate their continued availability for placements is planned for the Fall of 2017 and will yield more accurate statistics for active destinations going forward. Since FY 13–14, roughly 36% of destinations are utilized in any one year with modest increases of about 3% per year. That results in approximately

64% of destinations that don't take placements. FY 16–17 yielded similar results with 151 or 36% receiving an active placement and 268 or 64% that did not. Figure 11 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 2016–17 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 11** 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/faculty 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 reports<sup>1</sup>, and 1:1 for all paramedic programs, Table 6 shows the estimated cost of staff time by discipline for FY 16–17. Also assumed is a \$40 per hour average staff salary cost. Excluded from this table is estimated cost related to medical students.

**TABLE 6 Estimated Cost of PHSA Preceptor Time by Discipline and Encounter Type in FY 2016–17**

Discipline	Group	One-to-One	Total
Administration	\$0	\$27,760	\$27,760
Food & Nutrition	\$0	\$19,072	\$19,072
Nursing	\$111,416	\$413,680	\$525,096
Paramedic	\$3,008	\$2,256,325	\$2,259,333
Pharmacy	\$0	\$34,400	\$34,400
Psychology	\$0	\$48,400	\$48,400
Rehabilitation Sciences	\$150	\$58,498	\$58,648
Social Work	\$0	\$14,048	\$14,048
Technologist/Technician	\$0	\$144,928	\$144,928
Therapist	\$600	\$184,496	\$185,096
Other Health	\$108	\$25,408	\$25,516
<b>Grand Total</b>	<b>\$115,282</b>	<b>\$3,227,016</b>	<b>\$3,342,298</b>

1.

a. 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.

b. 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.

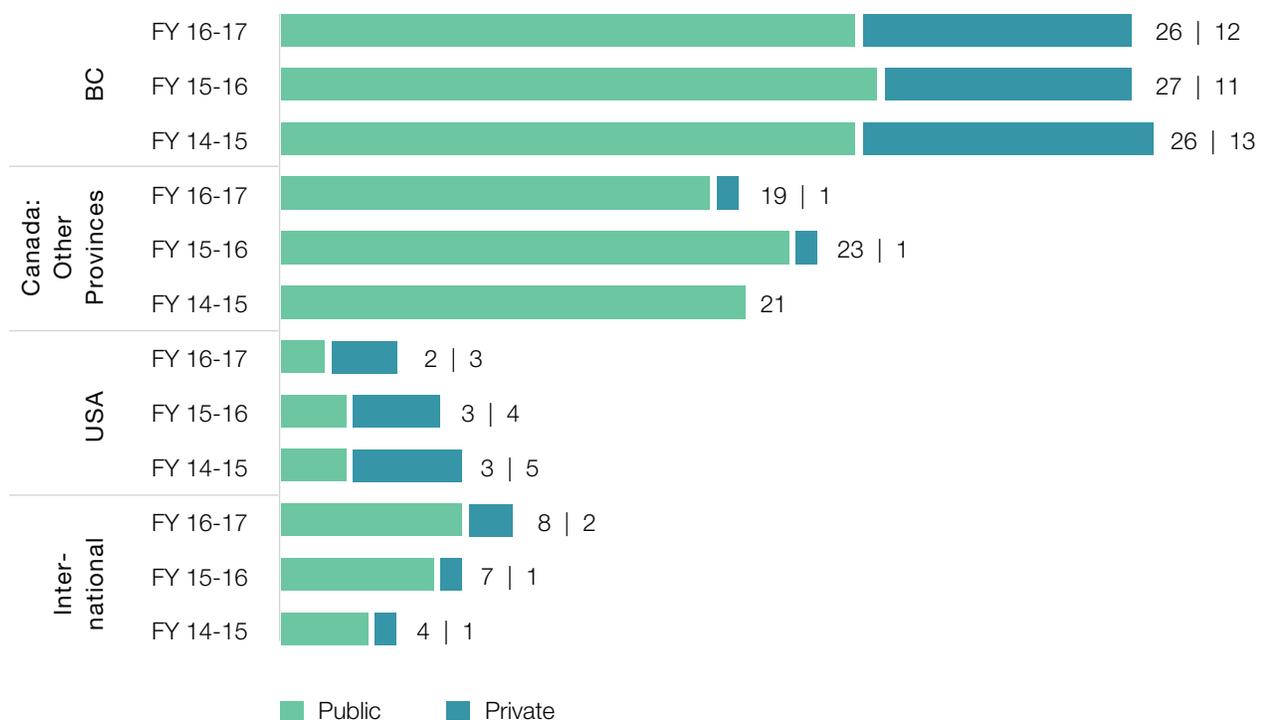
c. Corpus Sanchez International Consultancy Inc. (May 5, 2004). Understanding the costs of academic health sciences centres. Final Report to Vancouver Coastal Health Authority and Provincial Health Services Authority.

# BUILD EFFECTIVE PARTNERSHIPS AND COLLABORATIONS THAT SUPPORT INNOVATION

PHSA has affiliation agreements with seventy-three (73) educational institutions in both the public (75%) and private (25%) sector. See Figure 12 for a breakdown by region and sector. In addition to these, BCEHS has affiliation agreements with BCIT, Heartsafe, AET Paramedic Academy and Holland College. PHSA also has affiliation agreements (Inter-health authority agreements) in place with other BC Health

Authorities and BC Emergency Health Services to support continuing professional development. Of note is that although private institutions represent about 25% of affiliation agreements, they represent less than 3% of total student practicum hours. For a detailed list of education partners see Appendix I.

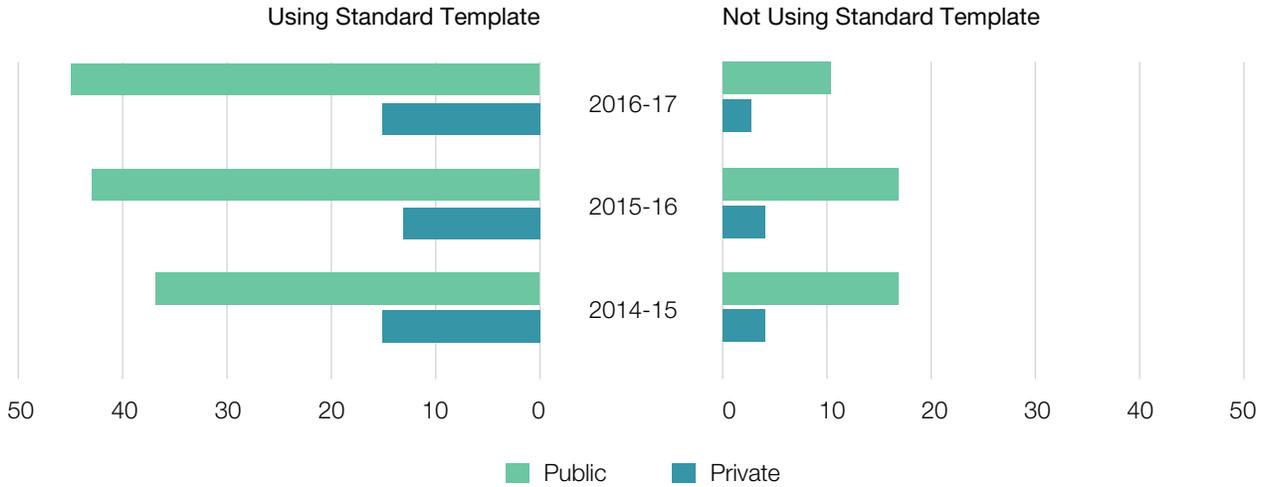
**FIGURE 12** Number of Affiliation Agreements by Region and Sector by FY



As in previous years, PHSA is working to transition all educational institutions to the standard template (see Figure 13) when existing agreements expire. This is a measure of effective risk management, efficiency and building effective

partnerships. The number using standard templates is 59 (81%), an increase of 3 in FY 16–17. The Inter-health authority agreement is mostly identical to the standard template.

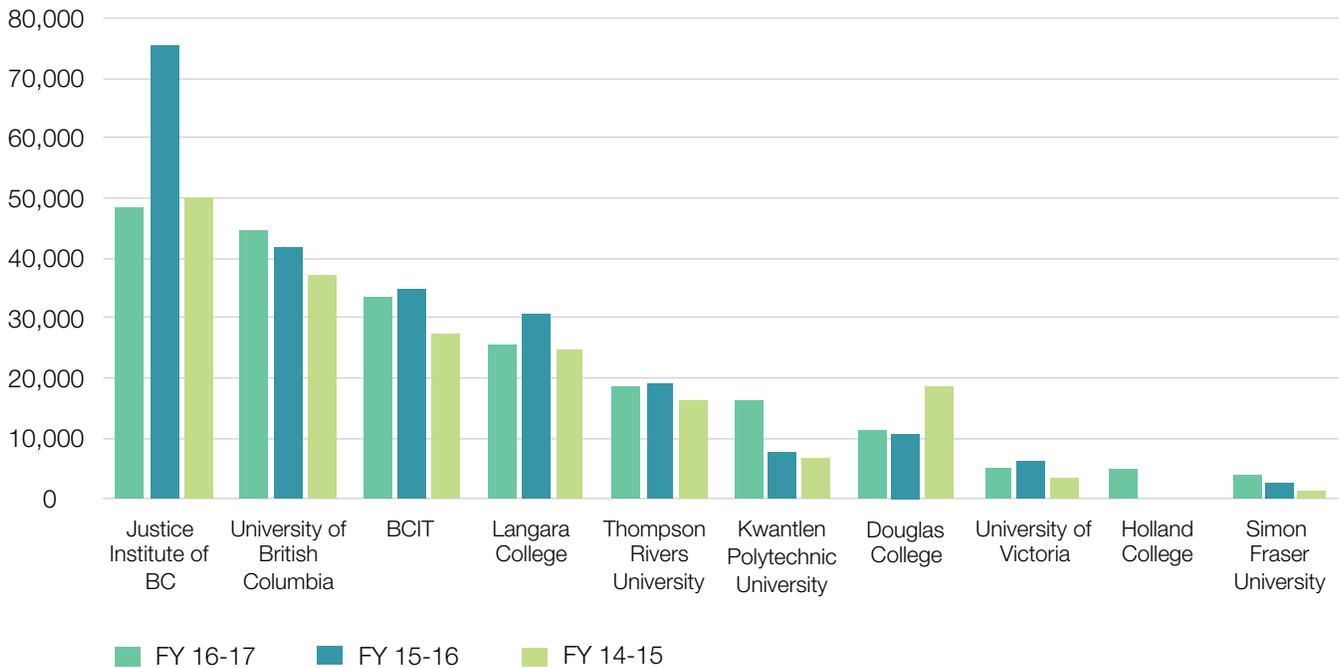
**FIGURE 13** Number of Affiliation Agreements Utilizing Standard Template by FY



While PHSA has 73 partnerships in place, 90% of student practice hours for FY 2016-17 were with ten (10) public institutions (see Figure 14). A detailed listing of student hours by institution and discipline can be found in Appendix J. 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.

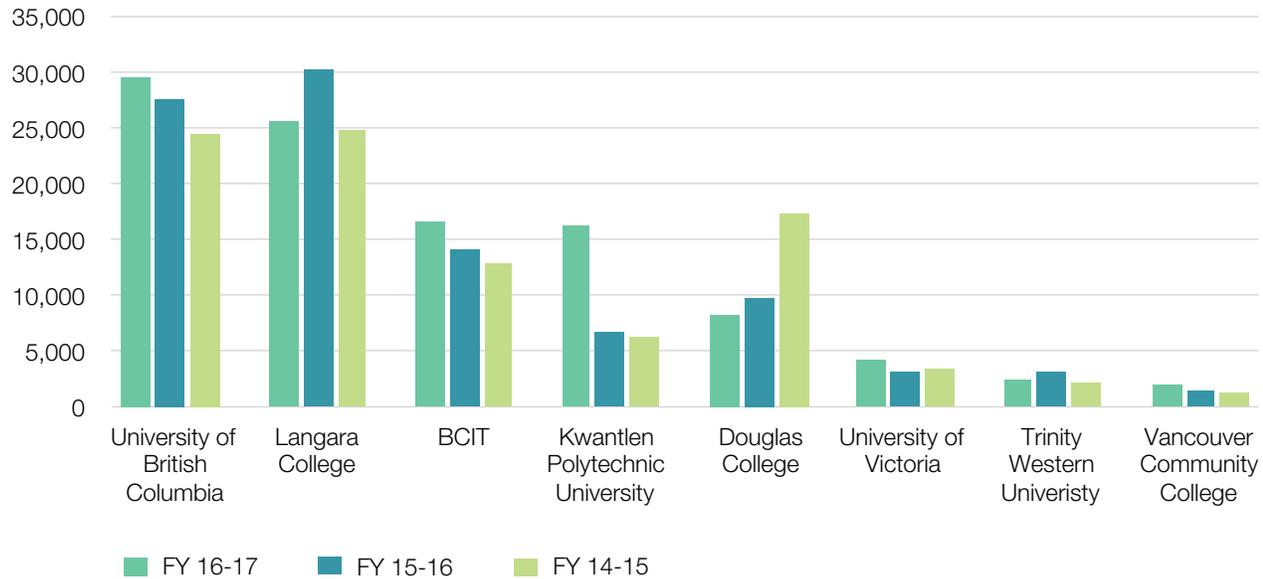
**FIGURE 14** Number of Student Hours by Top 10 Educational Institutions by FY: All Disciplines



Five (5) public educational institutions constitute 90% of student practice hours for nursing (see figure 15) with University of BC, Langara College and BCIT providing 67% of all placements. During FY 16-17 Kwantlen Polytechnic University

saw a large increase in student hours for the baccalaureate nursing program due in part to the inception of the BSN-Post Baccalaureate degree.

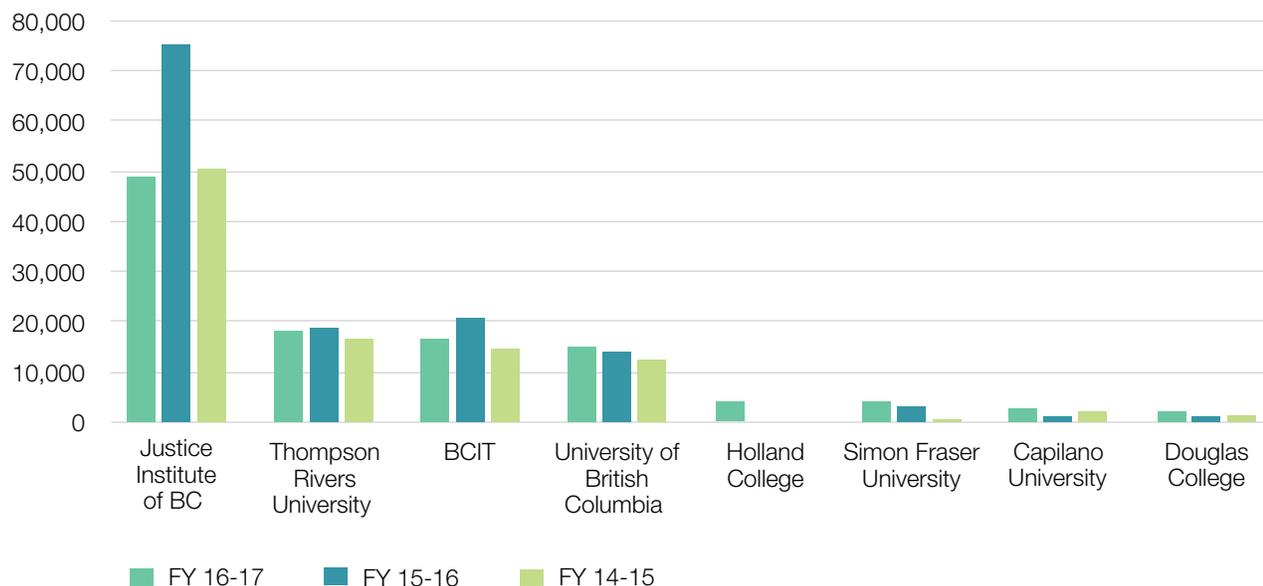
**FIGURE 15** Number of Student Hours by Top 8 Educational Institutions by FY: Nursing Placements



The bulk (85%) of student placements for the non-nursing disciplines are provided by four (4) educational institutions (see figure 16), four public and one private: Justice Institute of BC, Thompson Rivers University, BCIT and University of BC.

Holland College appears for the first time in the top 10 due to the collection of actual hours for paramedic placements and represents hours for the Advanced Care Paramedic (ACP) program.

**FIGURE 16** Number of Student Hours by Top 8 Educational Institutions by FY: Non-nursing Placements

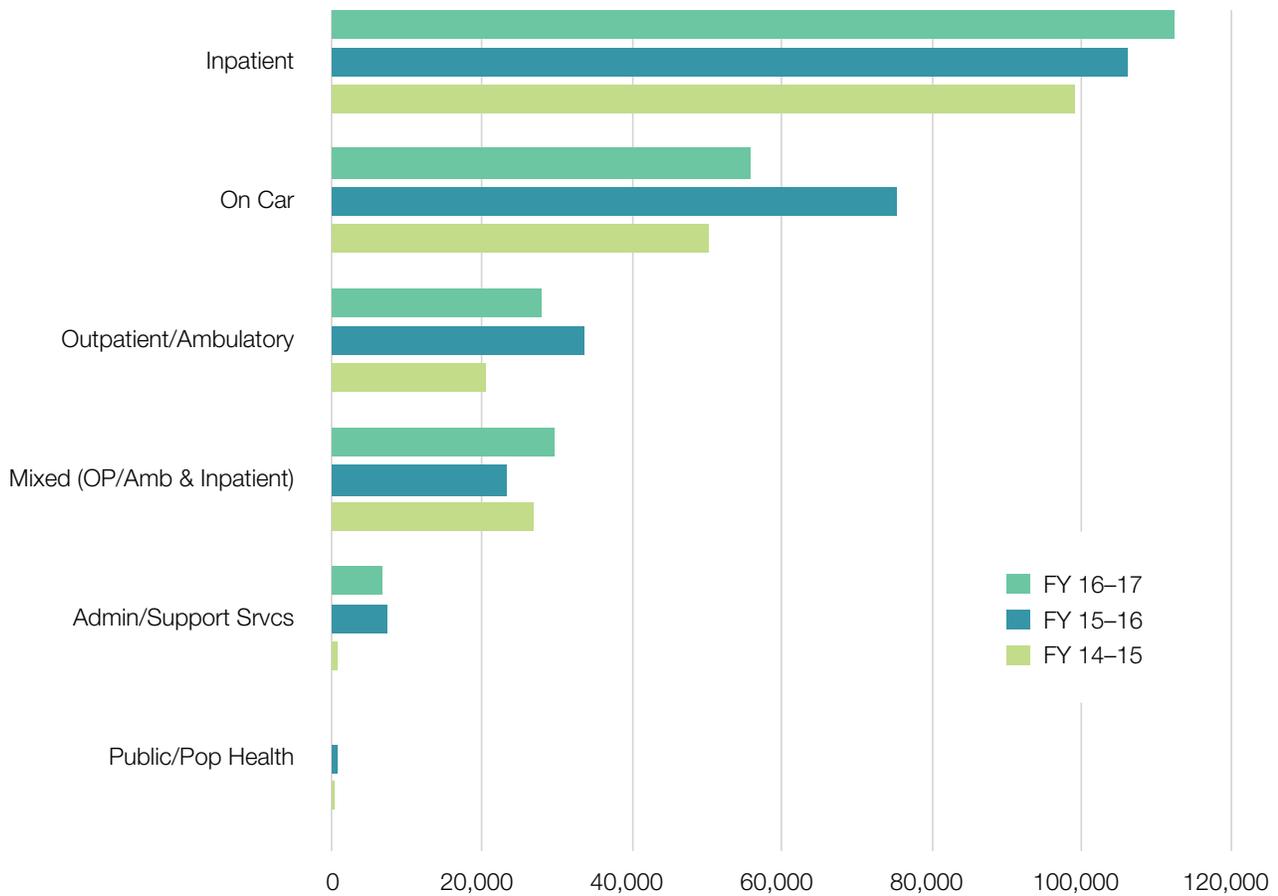


The majority of services provided by PHSA agencies are outpatient or ambulatory in nature and delivered by inter-professional teams. Accordingly, a key goal for PHSA Student Practice Education is for PHSA to foster innovation in ambulatory care and inter-professional practice education

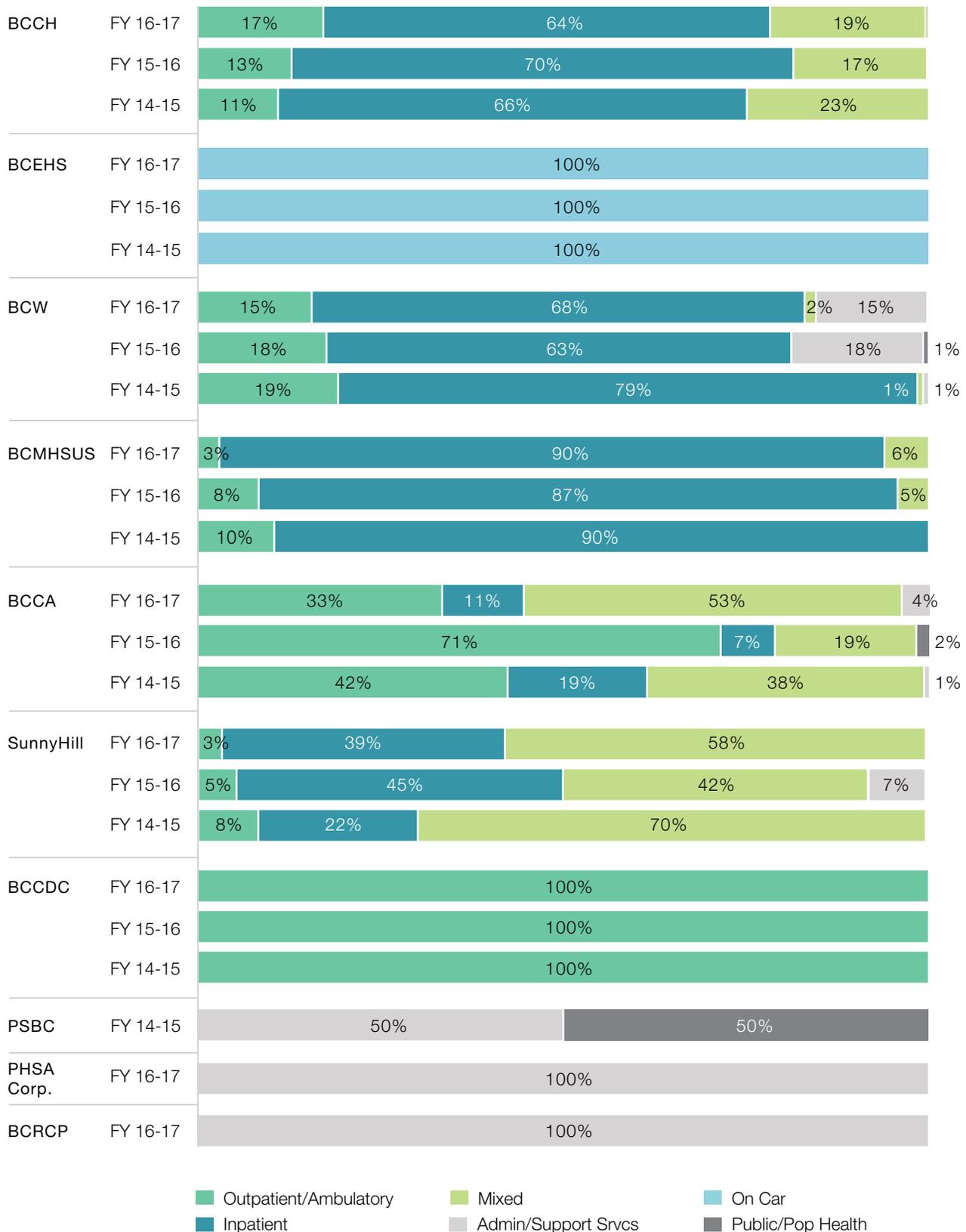
placements. See Figure 17 for the distribution of student hours by placement setting.

Practice setting is also influenced by the agency mandate as can be seen in Figure 18. Please see glossary for definitions of practice settings.

**FIGURE 17** Distribution of Student Hours by Placement Setting by FY



**FIGURE 18** Percent of Student Hours by Practice Setting by Agency by FY



# MONITOR THE QUALITY OF CLINICAL LEARNING ENVIRONMENT AND RESULTS

Significant progress was made during FY 2016–17 to report indicators 3a (Number of hires with a previous practice education placement) and 3c (Readiness for Student Practice Education (RSPE) survey results by HA clinical program).

In January 2017, PHSA Human Resources (HR) implemented the New Hire Orientation Online Course on Learning Hub, which includes a survey of previous practice placement activities (see Appendix K). This course is mandatory for all regular, temporary and casual PHSA new hires including PHSA employees returning from leave and those returning to PHSA after a two-year period. It excludes employees moving internally (from one PHSA position to another), non-salaried/salaried physicians, students, volunteers and contractors. If a new hire completes the survey prior to their start date, they are paid for 4 hours of work. If they don't complete the survey until after their start date, they must utilize their work time to complete the course without additional paid hours. The process is monitored by PHSA Talent Acquisition. The invite for the online New Hire Orientation

Course is automatically generated by the new hire e-form. Other data elements included in the course are name, email and course completion date. The survey began in January of 2017 and preliminary results include data through May 11, 2017. Processes have been put in place to extract the data annually for future reports. This much-needed metric will help inform the link between hosting practice placements and recruitment at PHSA. Work is being done to increase the percentage of students with a PHSA placement to become new hires within PHSA.

Out of the 494 respondents from January 1, 2017–May 11, 2017, 30% or 146 had a placement at a PHSA site. See Table 7 for a breakdown of placement program by placement year. The top four programs for new hires with a PHSA placement are Medical Lab Assistant, Primary Care Paramedic, Bachelor of Science in Nursing, and Respiratory Therapy. Placements in calendar year 2018 represent employed nursing students with active placements.

**TABLE 7** Number of PHSA Placements by Program and Program Year for New Hires

Placement Program	2014 or Before	2015	2016	2017	2018	Grand Total
Medical Lab Assistant	1	1	3	28		33
Primary Care Paramedic	3	4	16	7		30
BSc Nursing	4		6	12	3	25
Respiratory Therapy	2			14		16
Nursing: degree unspecified	1	1		5	1	8
Master's in Public Health			3	1		4
Social Work	1		1		1	3
Clinical Genetics Technology	1	1	1			3
Bachelor of Psychiatric Nursing			2			2
Bachelor of Science, Biology			1	1		2
Unspecified	1	1				2

Placement Program	2014 or Before	2015	2016	2017	2018	Grand Total
Medical Transcription				2		2
Masters in Health Administration	1					1
Bachelor of Health Sciences				1		1
Radiation Therapy			1			1
Emergency Medical Responder		1				1
Masters in Clinical Psychology			1			1
Bachelor of Business Administration			1			1
Health Unit Coordinator			1			1
Health Information Management	1					1
Rehabilitation				1		1
Child and Youth Care	1					1
Screening Mammography				1		1
MOA				1		1
Unit Clerk		1				1
Bachelor of Science			1			1
PCP IV			1			1
Master's in Public Policy				1		1
<b>Grand Total</b>	<b>17</b>	<b>10</b>	<b>39</b>	<b>75</b>	<b>5</b>	<b>146</b>

The top four educational institutions for new hires with a PHSA placement are JIBC, Vancouver Community College,

Thompson Rivers University and BCIT. See Table 8 for a breakdown of placements by educational institution and year.

**TABLE 8** Number of PHSA Placements by Educational Institution and Program Year for New Hires

	2014 or Before	2015	2016	2017	2018	Grand Total
JIBC	3	6	13	7		29
Vancouver Community College	2	1	2	12		17
Thompson Rivers University	3			13		16
Unspecified	2	1	5	5		13
BCIT	1	2	5	4		12
UBC			2	7		9
Langara College	1		3	3	1	8
West Coast College of Health Care				7		7
University of Victoria			2	2	1	5
Douglas College	2		1		2	5
Stenberg College				5		5
Kwantlen Polytechnic University			2	2		4

	2014 or Before	2015	2016	2017	2018	Grand Total
MTI Community College			1	2		3
Trinity Western University				1	1	2
SFU				2		2
Burnaby Continuing Education				1		1
Academy of Emergency Training	1					1
BCCA	1					1
Heartsafe Emergency Medical Solutions			1			1
Vancouver Vocational Institute				1		1
University of Northern BC			1			1
Dalhousie University	1					1
University of Toronto			1			1
North Island College				1		1
<b>Grand Total</b>	<b>17</b>	<b>10</b>	<b>39</b>	<b>75</b>	<b>5</b>	<b>146</b>

Further refinement of the practice education questions is needed to improve the data quality and resulting analysis for future years.

Also measured for the first time this fiscal year, is the readiness of staff, residents and physicians to host students utilizing one of the validated survey tools from the PLACES study<sup>1</sup>, Placements for Learners: Assessing Capacity and Effectiveness of Clinical Sites. In FY 2016–17, PHSA Academic Services partnered with agency leadership at BC Children’s Hospital, Sunnyhill Health Centre, BC Women’s Hospital, and Children’s Mental Health to pilot the tool. The survey was sent to approximately 80 individuals in management and leadership and resulted in a 26% response rate.

A template for survey data analysis has been developed to help focus on the strengths and weaknesses identified by the results. Lessons learned from the pilot will be used to expand dissemination to other PHSA clinical areas. Once readiness is assessed throughout all PHSA clinical areas, work will begin to utilize the second tool developed from the PLACES study to evaluate the quality of the clinical learning environment from the student, health authority staff and onsite faculty/instructors perspectives.

Data from the above tools, and HR data are intended to inform practice education planning, decision making and assessment of the practice education progress and impact.

---

1. 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.

## Appendix A: Student Education Coordinating Committee\*

Ellen Chesney <sup>1</sup>	Chief Administrative Officer—Research <i>Executive Sponsor</i>
Sandra Harris <sup>4,5,6</sup>	<i>Co-chair</i> , Senior Leader—Clinical Education, Learning & Development
Heather Straight <sup>1</sup>	<i>Co-chair</i> , Corporate Director—Academic Development
Sarah Titcomb <sup>1</sup>	Administrative Coordinator—Academic Development
Luminita Nica <sup>3</sup>	Clinical Educator, Radiation Therapy
Lauren Mathany <sup>8</sup>	Operations Manager
Helen Lingham <sup>2</sup>	Director—Learning & Development
Karen Derry <sup>6</sup>	Collaborative Practice Leader
Sylvia Wu <sup>4</sup>	Manager—Education, Dept. of Pediatrics
Karen Mooder <sup>9</sup>	Multi-site Director—Lower Mainland Pathology & Laboratory Medicine
Deborah Scott <sup>7</sup>	Leader, Clinical Education, Special Projects & Practice Improvement
Sherry Hamilton <sup>1</sup>	Chief Nursing & Liaison Officer, <i>corresponding</i>
Sandy Tatla <sup>4,5,6</sup>	Director, New Knowledge & Innovation
Anne Hughes <sup>3</sup>	Professional Practice Leader
Sharon McNulty <sup>2</sup>	Director, Professional Practice

---

1. PHSA corporate services

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

\* As of April 2017

## Appendix B: Framework for PHSA Practice Education Metrics

### 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. No longer reported—Removed FY 16–17
- d. No longer reported—Removed FY 14–15
- 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 blue and italics* will be reported on in future reports

## Appendix C: Glossary

Glossary		
Term	Description	Data Source
<b>Metric Definitions</b>		
<b>Metric 1a</b> Total number of Student Hours by Receiving Agency, Discipline, and Encounter Type	Total number of Student Hours (calculated as number of student's 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).	BCEHS programs: Clinical placements are captured in the HSPnet data defined below. All other placements (On-Car, On-Plane) are provided by BCEHS program managers who are queried through email for annual numbers. Potential source is JIBC excel worksheets but will not include data from AET, Heartsafe or Holland College.  All other: HSPnet activity report/custom field
<b>Metric 1b</b> # 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.	HSPnet custom report—Security/Access Listing—Students/Instructors—Network Account—Medicine by FY
<b>Metric 1c</b> # of Medical Students hours by Type and Specialty	TBD	<i>No longer reported.</i>
<b>Metric 1d</b> # of Confidentiality/Learning Hub Orientation Courses Completed by Participant Type	A count of those completing the Student Privacy/Confidentiality course on the Learning Hub from a designated student, employee, or unidentified email address.  <i>Used as a proxy for medical student volume in FY 2013–14</i>	Source: LH Course Completed report from Sarah Titcomb, manual  <i>No longer reported, see definition</i>
<b>Metric 1e</b> Estimated Cost of Staff Time by Discipline and Encounter Type	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.	Hours used for this calculation include data from Metric 1a above. Manually calculated.
<b>Metric 1f</b> # of confirmed placement requests by month	The sum of the # of Placement Requests by the month in which it starts within the Fiscal Year.	HSPnet Activity report by FY + custom field month
<b>Metric 1g</b> # of PHSA declined placements by top reason	The number of declines for the Declined by Agency (DecA) status and reasons as provided in HSPnet.	HSPnet custom report: Cancellation/Decline Reasons—Cancellation/Decline Reasons by FY

Glossary		
Term	Description	Data Source
<p><b>Metric 1h</b> Number of staff participants involved in preceptor and educator training (Educator Pathway and BCEHS programs)</p>	<p>Educator Pathway Program participant report, manual. A sum of all levels.</p> <p><b>Level 1: Preceptor/Mentor Theory and Practice (EP Level 1 &amp; 1A)</b></p> <ul style="list-style-type: none"> <li>The preceptor and mentor competency development and education programs vary across agencies within PHSA.</li> </ul> <p><b>Level 2: Education Theory and Practice (Staff preparing for Clinical Educator Role)</b></p> <ul style="list-style-type: none"> <li>8 Instructional days spread over the course of 4 months.</li> <li>Content moves to supporting group and classroom learning focused on a specific clinical area of practice.</li> <li>Eligibility: PHSA professional clinical staff in an educator role that primarily focuses on program specific education. Endorsement letter from leader required.</li> </ul> <p><b>Level 3: Education Theory and Practice:</b></p> <ul style="list-style-type: none"> <li>Five instructional days over 3 months.</li> <li>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.</li> <li>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.</li> <li>Endorsement letter from leader required</li> </ul> <p><b>Level 4: Masters in Education from a University</b></p>	<p>Educator Pathway participant report (from Sandra Harris, Lead—Educator Pathway Program) and Self-reported numbers by BCEHS Manager, Education Operations</p>
<p><b>Metric 1i</b> # of Preceptors in HSPnet with and without a placement within the Fiscal Year</p>	<p>Calculated number of preceptors showing as active in HSPnet—those without a placement from the Unused Supervisors Report.</p>	<p>BCEHS programs: List of active preceptors with and without is provided by BCEHS program managers who are queried through email for annual numbers. For paramedic programs (PCP, ACP, CCP) a report from Peoplesoft showing which employee (using employee number) received instructor pay premium during the FY shows who had an active placement during the FY.</p> <p>All other: HSPnet custom report: Unused Supervisor Report and Listing of all Preceptors run on April 1 from HSPnet report wizard.</p>
<p><b>Metric 1j</b> # of Destinations in HSPnet with and without a placement within the Fiscal Year</p>	<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>	<p>Source: Customer HSPnet report listing all destinations with and without a placement</p>

Glossary		
Term	Description	Data Source
<b>Metric 1k</b> # of PHSA staff with practice education activities as part of defined job responsibilities	TBD	TBD
<b>Metric 2a</b> Number of formal affiliation agreements and % based on the Standard Template	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.	Affiliation Agreement excel worksheet from Practice Education + custom fields
<b>Metric 2b</b> Top % of education institutions by student hours	Sum of student hours by education institution. Calculation of the top 90% or above.	All other: HSPnet Activity data
<b>Metric 2c</b> Number of student hours in ambulatory and/or inter-professional collaborative practice setting by site	Utilizing the destination field in the HSPnet activity report, added another field called practice setting. Decisions on assigning a destination to a particular practice setting made by Practice Education department. Calculates the number of student hours by the ambulatory/ outpatient setting type.	BCEHS programs: Assigned as On-car or On-plane depending on program  All others: HSPnet Activity data + custom fields
<b>Metric 2d</b> Distribution of student hours by practice education setting	Utilizing the practice setting field, calculates the number of student hours in each category.	All Disciplines: HSPnet Activity data + custom field
<b>Metric 3a</b> # of hires at PHSA with a previous practice education placement	A survey of previous practice placement activities as part of the New Hire Orientation Online course. It's mandatory for all regular, temporary and casual PHSA new hires including PHSA employees returning from leave and those returning to PHSA after a two year period. It excludes employees moving internally (from one PHSA position to another), non-salaried/salaried physicians, students, volunteers and contractors. The process is managed by PHSA Talent Acquisition. The invite for the online New Hire Orientation Course is automatically generated by the new hire e-form. Other data elements included in the course are name, email and course completion date.	New Hire Orientation Online Course on PHSA Learning Hub. Annual Data provided by PHSA Talent Acquisition in excel format.
<b>Metric 3b</b> QCLE survey results	TBD	TBD
<b>Metric 3c</b> RSPE survey result	The validated survey tools from the PLACES study, Placements for Learners: Assessing Capacity and effectiveness of Clinical Sites. To be disseminated to individual clinical areas for implementation.	Fluidsurveys responses from all disseminated survey for the fiscal year. Data is managed by PHSA Practice Education.

## 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.

### 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><b>Preceptor:</b> 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><b>Observation:</b> A supervised placement involving student observation only, or "shadowing" a service provider.</p> <p><b>Project:</b> 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><b>Fieldwork:</b> 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><b>Internship:</b> 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><b>Practice Education:</b> A generic description for placements in educational programs that prefer not to use another term like "Fieldwork" or "Preceptor".</p> <p><b>Independent Study:</b> 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><b>Collaborative Learning Unit:</b> 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><b>Group:</b> 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><b>Alternate Experiences:</b> 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>

HSPnet Definitions	
<b>Other Applicable HSPnet terms</b>	
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. 6th 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><b>Inpatient:</b> a student placement that takes place only in an inpatient care delivery setting.</p> <p><b>Outpatient/Ambulatory:</b> a student placement that takes place only in an outpatient or ambulatory care delivery setting.</p> <p><b>Mixed (OP/Amb &amp; Inpatient):</b> a student placement that takes place partly in an inpatient setting and partly in outpatient/ambulatory care settings.</p> <p><b>Admin/Support Services:</b> a student placement that takes place in a health authority administrative or support unit versus a clinical care delivery unit.</p> <p><b>Public/Pop Health:</b> a student placement that takes place in a service unit focused on public or population health (e.g. epidemiology program at BCCDC).</p> <p><b>On Car/Plane:</b> a student placement that takes place on a BC Ambulance or Air Ambulance.</p>
Fiscal Year	<p>April 1, 2014–March 31, 2015</p> <p>April 1, 2015–March 31, 2016</p> <p>April 1, 2016–March 31, 2017</p>

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

Agency	Discipline	Sub-Discipline	FY 14–15	FY 15–16	FY 16–17	
BCCH	Nursing	Bacc Nursing: BScN/BSN/BN	50,297	47,807	56,177	
		Psychiatric Nursing Bacc: BScN/BN/RPN Psych	524	2,332	1,620	
		Nurse Practitioner	1,791	1,466	997	
		Post-RN Specialty	268	1,308	1,104	
		Nursing: Masters	96	508	104	
		Registered Nurse	160	320		
		Psychiatric Nursing: Diploma	455			
		Bacc Nursing: Post Diploma BSN/BN			156	
	Therapist	Respiratory Therapist	16,415	18,620	18,620	
		Music Therapist	850		850	
		Massage Therapist		360		
	Technologist/Technician	Medical Laboratory Technologist	8,050	4,690	6,860	
		Radiology Tech	2,050	2,160	2,628	
		Nuclear Medicine Tech	880	720	1,120	
		Medical Laboratory Assistant	470	510	700	
		Clinical Genetics Technologist			1,180	
		Perfusionist			540	
	Rehabilitation Sciences	Physiotherapist	1,669	1,488	1,864	
		Occupational Therapist	1,688	1,027	2,238	
		Audiologist	245	216	216	
		Rehabilitation Assistant	144	144		
		Speech & Language Pathologist/ Communications	158	64		
		Orthotist	175			
	Psychology	Psychology (PHD)		3,900	3,900	
		Counselling Psychology	150	1,200	1,200	
		Psychology (Bachelor)		180		
	Pharmacy	Pharmacist	2,560	2,720	3,040	
		Pharmacy Technician	150	610	300	
	Administration	Clerical - General	840	1,320	1,320	
		Unit Clerk	648	1,156	628	
		Medical Office Assistant		280	100	
	Social Work	Master of Social Work	450	1,800	900	
		Child and Youth Care Worker		1,052	436	
		Bachelor of Social Work		450		
	Food & Nutrition	Dietitian	1,608	1,472	1,024	
	Non-Health	Health Information Management			720	
		Leadership Studies	80			
	<b>BCCH Total</b>			<b>92,870</b>	<b>99,880</b>	<b>110,542</b>

Agency	Discipline	Sub-Discipline	FY 14-15	FY 15-16	FY 16-17
BCEHS	Paramedic	Primary Care Paramedic	20,736	52,800	32,166
		Advanced Care Paramedic	29,376	22,464	24,243
<b>BCEHS Total</b>			<b>50,112</b>	<b>75,264</b>	<b>56,408</b>
BCW	Nursing	Bacc Nursing: BScN/BSN/BN	19,073	22,504	21,145
		Post-RN Specialty	4,564	6,240	6,360
		Nurse Practitioner	1,158	609	578
		Registered Nurse	440	280	
		Nursing: Masters	280	208	208
		Psychiatric Nursing: Diploma	360		
	Technologist/Technician	Sonography Tech	2,440	2,912	2,660
	Non-Health	Masters of Public Health	520	1,292	1,680
		Health Information Management	180		360
	Administration	Unit Clerk	688	1,448	930
		Clerical: General		240	120
		Medical Office Assistant			80
	Paramedic	Advanced Care Paramedic	64	184	1,504
	Social Work	Master of Social Work	450	900	
		Bachelor of Social Work		378	
	Therapist	Music Therapist		280	300
		Massage Therapist	150	144	156
		Recreation Therapist Degree		140	
	Pharmacy	Pharmacist		9	640
	Rehabilitation Sciences	Physiotherapist	180	180	
		Occupational Therapist			144
	Food & Nutrition	Dietitian	320	80	
	Other Health	Midwifery	32	132	56
Therapeutic Touch Practitioner				54	
<b>BCW Total</b>			<b>30,899</b>	<b>38,160</b>	<b>36,975</b>
BCMHSUS	Nursing	Bacc Nursing: BScN/BSN/BN	5,832	5,040	10,176
		Psychiatric Nursing: Diploma	2,421		810
		Psychiatric Nursing Bacc: BScN/BN/RPN Psych	480	1,353	1,247
		Nurse Practitioner	358	358	431
		Licensed/Registered Practical Nurse			140
	Therapist	Music Therapist	1,157	1,119	1,856
		Recreation Therapist Degree	560	560	560
		Art Therapist		300	140
	Social Work	Bachelor of Social Work	420	420	420
		Master of Social Work	200	450	
	Rehabilitation Sciences	Occupational Therapist		150	551
		Rehabilitation Assistant			225
	Psychology	Psychology (PHD)	450		
Psychology (Masters)				150	
Counselling Psychology		100			

Agency	Discipline	Sub-Discipline	FY 14–15	FY 15–16	FY 16–17
	Administration	Unit Clerk			172
	Pharmacy	Pharmacist		160	
<b>BCMHSUS Total</b>			<b>11,978</b>	<b>9,910</b>	<b>16,878</b>
<b>BCCA</b>	<b>Nursing</b>	Bacc Nursing: BScN/BSN/BN	1,686	3,910	3,096
		Nurse Practitioner	967	461	1,257
		Bacc Nursing: Post Diploma BSN/BN	234		
		Nursing: Masters	192		
	<b>Therapist</b>	Radiation Therapist		9,188	320
	<b>Technologist/Technician</b>	Nuclear Medicine Tech	1,120	880	1,200
		Clinical Genetics Technologist			900
		Medical Laboratory Assistant	460		300
		Radiology Tech			28
	<b>Food &amp; Nutrition</b>	Dietitian	40	1,152	1,360
	<b>Pharmacy</b>	Pharmacist	320	640	320
	<b>Psychology</b>	Counselling Psychology	400		800
	<b>Administration</b>	Unit Clerk		495	120
		Medical Office Assistant	68	218	
<b>Social Work</b>	Master of Social Work	546			
<b>BCCA Total</b>			<b>6,033</b>	<b>16,943</b>	<b>9,701</b>
<b>SunnyHill</b>	<b>Rehabilitation Sciences</b>	Occupational Therapist	1,523	825	888
		Physiotherapist	895	540	720
		Speech & Language Pathologist/ Communications	158	478	317
		Rehabilitation Assistant			225
	<b>Nursing</b>	Bacc Nursing: BScN/BSN/BN	1,320	2,640	1,482
	<b>Therapist</b>	Recreation Therapist Degree	560	560	560
<b>SunnyHill Total</b>			<b>4,456</b>	<b>5,043</b>	<b>4,192</b>
<b>BCCDC</b>	<b>Nursing</b>	Bacc Nursing: BScN/BSN/BN		360	240
		Licensed/Registered Practical Nurse	45		90
<b>BCCDC Total</b>			<b>45</b>	<b>360</b>	<b>330</b>
<b>PSBC</b>	<b>Nursing</b>	Bacc Nursing: BScN/BSN/BN	720		
<b>PSBC Total</b>			<b>720</b>		
<b>PHSA Corporate</b>	<b>Non-Health</b>	Health Information Management			360
<b>PHSA Corporate Total</b>					<b>360</b>
<b>PHSA</b>	<b>Nursing</b>	Nursing: Masters			10
<b>PHSA Total</b>					<b>10</b>
<b>Grand Total</b>			<b>197,113</b>	<b>245,560</b>	<b>235,396</b>

**Appendix E: PGME Total Placements and # of Days by Program Year and Specialty**

Site	Specialty	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Total		
		P	D	P	D	P	D	P	D	P	D	P	D	P	D	P	D	
BCCH	Pediatrics	250	5,941	142	3,783	128	3,581	94	2,715	27	772	21	588	10	291	672	17,671	
	ER	84	2,160	32	644	19	655	29	1,451	7	362	4	103			175	5,375	
	Psychiatry	4	116	12	519	43	1,362	23	879	41	1,274	32	1,015			155	5,165	
	Critical Care	17	290	28	785	18	492	9	305	7	384	13	629	1	28	93	2,913	
	Anesthesiology	2	57	7	183	18	474	43	1,199	8	221	1	28			79	2,162	
	ObGyn	54	1,370	7	174	2	59	5	139							68	1,742	
	Endocrinology	16	452	6	294	24	1,444	1	25	2	56	12	333	1	28	62	2,632	
	Orthopedic Surgery	3	87	11	305	5	142	8	232	8	227					35	993	
	Infectious Disease	1	28	2	55	1	28	11	311	19	541	1	28			35	991	
	Gastroenterology	14	392					13	370	4	112	2	53			33	927	
	Rheumatology	1	27	3	82	3	88	9	260	10	290					26	747	
	Medical Biochemistry			7	200	4	113	9	250	6	149					26	712	
	Otolaryngology	4	785	10	1,291	6	850	2	730	2	53					24	3,709	
	Dermatology			5	125	5	136	9	253							19	514	
	Family Medicine					14	392									14	392	
	Plastic Surgery					2	59	4	111	7	193					13	363	
	Cardiology	5	141			2	55	1	28	5	140					13	364	
	Urology	1	28	4	115	3	84	1	28	2	56					11	311	
	Neurosurgery							6	171	4	112					10	283	
	Ophthalmology			1	32	1	28	5	142	2	55					9	257	
	Medical Genetics					1	28	2	41	5	137					8	206	
	Hematology							6	165							6	165	
	Physical Med & Rehab						3	85	2	56						5	141	
	Internal Medicine			1	14			2	55							3	69	
	Neuroradiology			1	28	2	56									3	84	
	Diagnostic Radiology							1	28			1	14			2	42	
	Neuropathology	1	27				1	28								2	55	
	Nuclear Medicine						1	56							1	31	1	31
	Pathology															1	56	
	Geriatric Medicine										1	28				1	28	
Oncology	17	474	6	170	21	574	52	1,509	30	836	11	291	8	223	145	4,077		
Radiation Oncology	6	173	22	599	15	412	30	840	12	329	3	69			88	2,422		
BCCA																		

Site	Specialty	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Total	
		P	D	P	D	P	D	P	D	P	D	P	D	P	D	P	D
	Psychiatry			14	644	40	1,281	5	150							59	2,075
	Pathology	2	56	6	163	14	394	8	224							53	1,478
	ObGyn			3	89	17	484	1	28							36	1,018
	Dermatology			12	336	4	111									16	447
	General Survey			5	140			10	280							15	420
	Neurology					4	111	11	309							15	420
	Palliative			4	84											4	84
	Medical Oncology			1	28	1	28	1	29							3	85
	Orthopedics			1	29	1	29									2	58
<b>BCW</b>	ObGyn	77	2,010	60	1,908	85	2,429	29	911	34	949	8	220	6	165	299	8,592
	Anesthesiology	2	56	17	470	8	229	3	87	21	581					51	1,423
	Family Medicine	40	1,089	2	35	1	28									43	1,152
	Endocrinology			6	294	21	1,361									27	1,655
	Medical Genetics			5	119	13	354	4	109	1	32					23	614
	Urology	5	140	4	113	3	84	6	167	3	81					21	585
	Diagnostic Radiology			4	116	4	111	8	221	3	84					19	532
	Infectious Disease			2	34	8	228	3	84	3	84					13	346
	Psychiatry	1	25	2	56			3	92	6	182					12	355
	Pediatrics	6	70													6	70
	Geriatric Medicine							4	113							4	113
	General Internal Med					4	112									4	112
	Hematology					3	84	1	28							4	112
	Emergency Med: Peds	2	56													2	56
<b>BCCDC</b>	Pathology	1	28	2	55	8	225	14	397	4	112					29	817
	Infectious Disease			1	32			1	28							2	60
	Public Health			2	42											2	42
	Respirology					1	28									1	28
<b>SunnyHill</b>	Pediatrics			1	32	7	193	2	56	8	224	8	221			26	726
	Developmental Pediatrics	1	27			3	84	1	29			5	141			10	281
	Physical Med & Rehab					3	85	2	56							5	141
<b>Grand Total</b>		<b>617</b>	<b>16,105</b>	<b>420</b>	<b>12,901</b>	<b>557</b>	<b>18,304</b>	<b>562</b>	<b>17,733</b>	<b>337</b>	<b>9,922</b>	<b>123</b>	<b>3,765</b>	<b>27</b>	<b>766</b>	<b>2,643</b>	<b>79,496</b>

## Appendix F: Destinations with a placement by Fiscal Year: BCCH

Site	Destination Long Name	# of Placements		
		FY 14–15	FY 15–16	FY 16–17
BCCH	Alternate observation experiences	8	2	
	Art Therapy		1	
	Asthma Clinic	1	3	
	Attention Deficit Hyperactivity Disorder Clinic	2	1	
	Audiology Department	3	1	1
	Blood & Marrow Transplant		2	
	Cardiac Program		1	1
	Cardiac Program 2	1	1	
	Cardiology Clinic	4	4	4
	Child & Youth health: general	4	2	
	Child & Youth Health: primary care	9	7	3
	Child Youth Councillor	2	2	3
	Concurrent Disorders Program	1	2	4
	Cystic Fibrosis Clinic	1		2
	Dermatology Clinic	3	3	
	Diabetes/Endocrine Clinic	2	4	8
	Eating Disorder Day Treatment			2
	Eating Disorders Outpatient Clinic	3	1	1
	Emergency	8	10	13
	Gastroenterology Clinic			2
	Hospital Support Specialist: ICU	1		
	Hospital Support Specialist: Radiology	6	11	9
	Intensive Care Unit	17	21	28
	Kelty Resource Centre	1	1	
	Laboratory	19	21	
	Medical Day Unit		3	7
	Medical Office Assistant: Clinics		3	1
	Medical Office Assistant: Health Records			6
	Medical/Cardiac: 3M	26	26	
	Mental Health	6	1	5
	Mental Health & Addictions		1	1
	Metabolic Clinic	2	4	4
	MOA: Radiology			1
	Multiorgan Transplant Clinic		1	1
	Music Therapy	3		1
	Nuclear Medicine	12	9	14
	Nurse Resource Team	2	5	8
	Nutrition	7	12	19
	Oncology: 3B	8	10	12
	Oncology/Hematology Clinic	2	1	4
Orthopedic Program		2	3	
Outpatient Clinic Psych	5	4	3	
P1 Child Psych Inpatient Unit	1	6	6	
P2 Adolesc. Psych Inpatient Unit	6	2	6	
P3 Eating Disorders	5	4	5	

Site	Destination Long Name	# of Placements		
		FY 14-15	FY 15-16	FY 16-17
	Pediatrics	13	11	15
	Pharmacy	15	18	19
	Pharmacy Doctoral	1	2	
	Physical Dysfunction	2	5	5
	Professional Practice: Nursing		3	2
	Psychology		8	9
	Radiology	7	6	10
	Renal Clinic		2	2
	Renal/Endocrine: 3F	14	13	14
	Respiratory	78	87	87
	Social Pediatrics Initiative 1	4	4	
	Social Pediatrics Initiative 2	3	5	
	Social Pediatrics Initiative 3		1	
	Social Pediatrics Initiative 4	1	1	
	Speech Language Pathology	2	2	
	Surgery/Neurosciences: 3R	28	29	33
	Surgical Clinic			2
	Surgical Day Care Unit		5	11
	Surgical Services	11	8	
	TBA: To Be Advised		1	
	Unit Clerk	5	7	
	Unit Clerk: Emerg			1
	Unit Clerk: Medicine		1	3
	Unit Clerk: Oncology			1
	Unit Clerk: Renal/Endo			1
	Unit Clerk: Surgery/Neuro		1	1
	Youth Health Ambulatory Clinic	4	4	2
	Pharmacy Technologist	10	3	3
	Massage Therapy		1	
	Looking Glass Residence		1	2
	Hem/Onc/BMT			1
	RICHER Social Pediatrics Initiative			14
	Operating Room			13
<b>BCCH Total</b>		<b>379</b>	<b>424</b>	<b>439</b>
<b>SunnyHill</b>	Acute Rehab: IP			1
	Complex Developmental Behavioural Conditions	1		
	Inpatient	3	5	7
	Occupational Therapy	33	4	4
	Positioning & Mobility Team		1	1
	Speech Language Pathology	2	3	2
	Therapeutic Recreation Services	4	4	4
	To be determined	5	4	5
	Library		1	1
<b>SunnyHill Total</b>		<b>48</b>	<b>22</b>	<b>25</b>
<b>Grand Total</b>		<b>427</b>	<b>446</b>	<b>464</b>

## Appendix G: Destinations with a placement by Fiscal Year: BCW

Site	Destination Long Name	# of Placements		
		FY 14–15	FY 15–16	FY 16–17
BCW	Aboriginal Health		1	1
	Administration	1		1
	Antepartum Home Care Program	4		
	ANY Unit	24	31	23
	Arbutus Square	3		
	Balsam Square	4		1
	Birthing (SRMC & LDR)	42	46	57
	Centre for Excellence in WH		2	4
	Diagnostic Ambulatory: general	6	6	7
	Dogwood	1	1	1
	Evergreen Square	11	8	12
	Health Information Management: Amb	2		1
	Heartwood Centre for Women	4	7	
	Hospital Support Specialist-Amb		1	1
	Lactation Services	1	1	
	Medical Office Assistant: WHC		1	1
	Neonatal Care Nursery	5	6	6
	New Beginnings Maternity Clinic	1	2	
	Oak Tree (HIV & AIDS)	3	4	3
	Obstetrics-Physio	1	1	1
	OR/PAR	1		
	Pharmacy Doctoral		1	
	Physical Dysfunction			1
	PP: Social Work	1	1	
	Projects	4	17	15
	Sexual Assault		1	
	Special Care Nursery	1		1
	Specialized Women's Health			1
	The Heart Program for Women	1		
	UBC Family Practice Clinic 2	2	1	
	Ultrasound	12	14	14
	Unit Clerk: AP	1	1	2
	Unit Clerk: Birthing	1	3	3
Unit Clerk: Diagnostic Ambulatory	2	4	1	
Unit Clerk: PP	1	3	4	
Withdrawal Management-Fir Square	11	12	11	
Women's Health Centre Clinics	6	3		

Site	Destination Long Name	# of Placements		
		FY 14-15	FY 15-16	FY 16-17
	Pharmacy Technologist			4
	Food and Nutrition	8	9	1
	Massage Therapy		1	3
	WHC Outreach		2	
	Community (Heart, Access, Newcomer)			2
	UBC Family Practice			1
	xxxHeartwood Centre for Women			6
<b>BCW Total</b>		<b>165</b>	<b>191</b>	<b>190</b>
<b>Grand Total</b>		<b>165</b>	<b>191</b>	<b>190</b>

## Appendix H: Destinations with a placement by Fiscal Year: All Other PHSA Sites

Site	Destination Long Name	# of Placements		
		FY 14–15	FY 15–16	FY 16–17
BCCA—Abbot	Patient & Family Counselling	1		
	Pharmacy		2	1
	Radiation Therapy Clinic		1	2
<b>BCCA—Abbot Total</b>		<b>1</b>	<b>3</b>	<b>3</b>
BCCA—Fraser	Administration	1		
	Fraser Valley Cancer Centre		2	1
	Patient & Family Counselling	1		
	Radiation Therapy Clinic	4	1	8
<b>BCCA—Fraser Total</b>		<b>6</b>	<b>3</b>	<b>9</b>
BCCA—Kelowna	Nursing: Radiation Therapy	3	1	1
	Nursing: Systemic Therapy	3	2	
	Radiation Therapy	2		2
<b>BCCA—Kelowna Total</b>		<b>8</b>	<b>3</b>	<b>3</b>
BCCA—PG	General Oncology Clinic	2		
	Patient & Family Counselling	1	1	
	Pharmacy		2	1
	Prevention		2	2
<b>BCCA—PG Total</b>		<b>3</b>	<b>5</b>	<b>3</b>
BCCA—Vancouver	5E Inpatient Oncology	5	4	2
	Laboratory	4		5
	Nuclear Medicine	8	13	16
	Nurse Practitioner	3	6	7
	Nutrition		10	17
	Pain & Symptom Management/Palliative Care	1	1	
	Patient & Family Counselling	3		
	Pharmacy	2	1	
	Professional Practice	1		
	Radiation Therapy	2	1	10
	Radiology			1
Quality & Safety			1	
<b>BCCA—Vancouver Total</b>		<b>29</b>	<b>36</b>	<b>59</b>
BCCA—VICC	General Practice Office: Nurse Practitioner	1	1	3
	Medical Day Care		1	
	Patient & Family Counselling	1	1	2
	Patient Support Clinic	1	4	3
	Professional Practice Nursing	8	7	
	Radiation Therapy Clinic A	3	1	5
<b>BCCA—VICC Total</b>		<b>14</b>	<b>15</b>	<b>13</b>

Site	Destination Long Name	# of Placements		
		FY 14-15	FY 15-16	FY 16-17
BCCDC	STD/HIV Services: Nursing Outreach Program	2		1
	STI/HIV Prevention & Control		1	1
<b>BCCDC Total</b>		<b>2</b>	<b>1</b>	<b>2</b>
BCRCP	Perinatal Nurse Consultant	2		1
<b>BCRCP Total</b>		<b>2</b>		<b>1</b>
Forensic	Ashworth Four	2	1	
	Ashworth One	3	2	1
	Ashworth Three	2	1	
	Ashworth Two	2	1	1
	Elm-North	1	2	1
	Elm-South		2	1
	Hawthorne		4	
	Kamloops: Outpatients Clinic	1		
	Occupational Therapy			2
	Pharmacy	1	1	
	Psychiatry Inpatients: all wards	3	2	1
	Vancouver: Outpatients Clinic (Broadway)	4	2	2
	Surrey Outpatient Clinic	4	3	5
<b>Forensic Total</b>		<b>23</b>	<b>21</b>	<b>14</b>
Mental Health & Add	BC Psychosis Program	3	1	
	Neuropsychiatry Clinic		1	
<b>Mental Health &amp; Add Total</b>		<b>3</b>	<b>2</b>	
Burnaby Centre for MH	Art Therapy		3	4
	Music Therapy	3	5	6
	Psychology	1	1	
	Recreation Therapy	1	2	2
	Primary Care	1	2	3
	Residence		1	2
	Assessment and Stabilization Unit	2	4	10
	Burnaby Centre for Mental Health: Unit A	4	7	16
	Burnaby Centre for Mental Health: Unit B	4	8	12
	Social Work	3	5	4
	Mental Health: NP			1
<b>Burnaby Centre for MH Total</b>		<b>19</b>	<b>38</b>	<b>60</b>
BCPSLS	Health Information Management			2
<b>BCPSLS Total</b>				<b>2</b>
<b>Grand Total</b>		<b>110</b>	<b>127</b>	<b>169</b>

## Appendix I: Education Institutions with Affiliation Agreements in Place FY 2016–17

Standard Template		
Public		
Athabasca University	North Island College	University of Victoria
BC Institute of Technology	Okanagan College	Vancouver Community College
Camosun College	Queens University	Vancouver Island University
Capilano University	Royal Roads University	University Medical Center Groningen
Cardiff University	Simon Fraser University	University of Waterloo
Dalhousie University	Thompson Rivers University: Open Learning	Burnaby School District #41
Douglas College	University College of Northern Denmark	La Trobe University
Justice Institute of BC	University of Abertay, Scotland	University of Washington: School of Pharmacy
Kwantlen Polytechnic University	University of Alberta	Glasgow Caledonian University
Lakehead University	University of Calgary	University of Ottawa
Langara College	University of Guelph	College of New Caledonia
McGill University	University of New Brunswick	University of Sao Paulo (Brazil)
McMaster University	University of Northern BC	Yorkville University
Mount Royal University	University of Porto	
Nicola Valley Institute of Technology	University of the Fraser Valley	
Private		
Bilkent University, Turkey	Surrey Community College	Toronto Art Therapy Institute
LaunchLife International	Trinity Western University	Casa Sollievo Della Sofferenza: Italy
MTI Community College	West Coast College of Health Care	Adler University
Sarah Lawrence College	CDI College	Vancouver Art Therapy Institute
Stenberg College	City University of Seattle (Vancouver)	Vancouver College of Massage Therapy

No Standard Template		
Public		
Department of National Defence	UBC: Health Sciences	University of Manitoba
Michener Institute	UBC: School of Nursing	University of Saskatchewan
Saskatchewan Institute of Applied Science & Tech	UBC: Social Work	
Simon Fraser University	UBC: University of British Columbia	
Private		
City University of Seattle (Victoria)	Gonzaga University	Western Seminary: Seattle

## Appendix J: Total Student Hours by Top Education Institutions by Sub-Discipline

Education Institution	Discipline	Total Student Hours		
		FY 14–15	FY 15–16	FY 16–17
Justice Institute of BC	<b>Paramedic</b>	<b>50,176</b>	<b>75,448</b>	<b>49,172</b>
	Advanced Care Paramedic	29,440	22,648	20,904
	Primary Care Paramedic	20,736	52,800	28,268
<b>Justice Institute of BC Total</b>		<b>50,176</b>	<b>75,448</b>	<b>49,172</b>
University of British Columbia	<b>Nursing</b>	<b>24,547</b>	<b>27,720</b>	<b>29,870</b>
	Bacc Nursing: BScN/BSN/BN	23,108	26,246	28,358
	Nurse Practitioner	1,055	1,174	1,512
	Nursing: Masters	384	300	
	<b>Rehabilitation Sciences</b>	<b>6,516</b>	<b>4,968</b>	<b>6,937</b>
	Occupational Therapist	3,210	2,002	3,821
	Physiotherapist	2,744	2,208	2,584
	Audiologist	245	216	216
	Speech & Language Pathologist/ Communications	317	542	317
	<b>Pharmacy</b>	<b>2,880</b>	<b>3,529</b>	<b>4,000</b>
	Pharmacist	2,880	3,529	4,000
	<b>Food &amp; Nutrition</b>	<b>1,968</b>	<b>2,704</b>	<b>2,384</b>
	Dietitian	1,968	2,704	2,384
	<b>Social Work</b>	<b>1,100</b>	<b>2,628</b>	<b>900</b>
	Master of Social Work	1,100	1,800	900
	Bachelor of Social Work		828	
	<b>Psychology</b>		<b>200</b>	<b>750</b>
	Counselling Psychology		200	750
	<b>Other Health</b>	<b>32</b>	<b>132</b>	<b>56</b>
	Midwifery	32	132	56
<b>University of British Columbia Total</b>		<b>37,043</b>	<b>41,881</b>	<b>44,897</b>
BCIT	<b>Technologist/Technician</b>	<b>14,540</b>	<b>11,362</b>	<b>17,116</b>
	Sonography Tech	2,440	2,912	2,660
	Nuclear Medicine Tech	2,000	1,600	2,320
	Radiology Tech	2,050	2,160	2,656
	Medical Laboratory Technologist	8,050	4,690	6,860
	Clinical Genetics Technologist			2,080
	Perfusionist			540
	<b>Nursing</b>	<b>12,980</b>	<b>14,148</b>	<b>16,332</b>
	Bacc Nursing: BScN/BSN/BN	8,148	6,600	9,300
	Post-RN Specialty	4,832	7,548	7,032
	<b>Therapist</b>		<b>9,188</b>	<b>320</b>
	Radiation Therapist		9,188	320
	<b>Administration</b>		<b>80</b>	<b>80</b>
	Medical Office Assistant		80	80
<b>BCIT Total</b>		<b>27,520</b>	<b>34,778</b>	<b>33,848</b>

Education Institution	Discipline	Total Student Hours		
		FY 14–15	FY 15–16	FY 16–17
Langara College	<b>Nursing</b>	<b>24,738</b>	<b>30,255</b>	<b>25,801</b>
	Bacc Nursing: BScN/BSN/BN	24,738	30,255	25,801
	<b>Other Health</b>			54
	Therapeutic Touch Practitioner			54
	<b>Therapist</b>		<b>640</b>	
	Massage Therapist		640	
<b>Langara College Total</b>		<b>24,738</b>	<b>30,895</b>	<b>25,855</b>
Thompson Rivers University	<b>Therapist</b>	<b>16,415</b>	<b>18,620</b>	<b>18,620</b>
	Respiratory Therapist	16,415	18,620	18,620
	<b>Nursing</b>	<b>120</b>	<b>348</b>	<b>228</b>
	Bacc Nursing: BScN/BSN/BN		228	228
	Registered Nurse	120	120	
<b>Thompson Rivers University Total</b>		<b>16,535</b>	<b>18,968</b>	<b>18,848</b>
Douglas College	<b>Nursing</b>	<b>17,421</b>	<b>9,787</b>	<b>8,754</b>
	Bacc Nursing: BScN/BSN/BN	14,186	7,874	7,467
	Psychiatric Nursing: Diploma	3,236		
	Psychiatric Nursing Bacc: BScN/BN/ RPN Psych		1,913	1,287
	<b>Non-Health</b>	<b>180</b>		<b>1,440</b>
	Health Information Management	180		1,440
	<b>Therapist</b>	<b>1,120</b>	<b>1,260</b>	<b>1,120</b>
	Recreation Therapist Degree	<b>1,120</b>	<b>1,260</b>	<b>1,120</b>
<b>Douglas College Total</b>		<b>18,721</b>	<b>11,047</b>	<b>11,314</b>
Kwantlen Polytechnic University	<b>Nursing</b>	<b>6,266</b>	<b>6,778</b>	<b>16,078</b>
	Bacc Nursing: BScN/BSN/BN	4,782	4,526	14,498
	Psychiatric Nursing Bacc: BScN/BN/ RPN Psych	1,004	1,772	1,580
	Registered Nurse	480	480	
	<b>Administration</b>	<b>336</b>	<b>504</b>	<b>500</b>
	Unit Clerk	336	504	500
	<b>Psychology</b>		<b>180</b>	
	Psychology (Bachelor)		180	
<b>Kwantlen Polytechnic University Total</b>		<b>6,602</b>	<b>7,462</b>	<b>16,578</b>
University of Victoria	<b>Nursing</b>	<b>3,263</b>	<b>3,142</b>	<b>4,047</b>
	Bacc Nursing: BScN/BSN/BN	546	1,626	1,536
	Bacc Nursing: Post Diploma BSN/BN	234		156
	Nurse Practitioner	2,299	1,100	1,601
	Nursing: Masters	184	416	322
	Post-RN Specialty			432

Education Institution	Discipline	Total Student Hours		
		FY 14–15	FY 15–16	FY 16–17
	<b>Psychology</b>	<b>400</b>	<b>1,950</b>	<b>800</b>
	Counselling Psychology	400		800
	Psychology (PHD)		1,950	
	<b>Social Work</b>		<b>1,022</b>	<b>436</b>
	Master of Social Work		450	
	Child and Youth Care Worker		572	436
<b>University of Victoria Total</b>		<b>3,663</b>	<b>6,114</b>	<b>5,283</b>
<b>Stenberg College</b>	<b>Administration</b>	<b>1,560</b>	<b>2,760</b>	<b>2,280</b>
	Clerical: General	840	1,560	1,440
	Unit Clerk	720	1,200	840
	<b>Nursing</b>			<b>810</b>
	Psychiatric Nursing: Diploma			810
	<b>Technologist/Technician</b>	<b>320</b>	<b>240</b>	<b>160</b>
	Medical Laboratory Assistant	320	240	160
	<b>Pharmacy</b>		<b>160</b>	
	Pharmacy Technician		160	
<b>Stenberg College Total</b>		<b>1,880</b>	<b>3,160</b>	<b>3,250</b>
<b>Vancouver Community College</b>	<b>Nursing</b>	<b>1,305</b>	<b>1,440</b>	<b>2,034</b>
	Bacc Nursing: BScN/BSN/BN	1,260	1,440	1,944
	Licensed/Registered Practical Nurse	45		90
	<b>Technologist/Technician</b>	<b>300</b>	<b>270</b>	<b>450</b>
	Medical Laboratory Assistant	300	270	450
	<b>Rehabilitation Sciences</b>			<b>450</b>
	Rehabilitation Assistant			450
	<b>Administration</b>	<b>68</b>	<b>638</b>	<b>390</b>
	Medical Office Assistant	68	218	
	Unit Clerk		420	390
<b>Pharmacy</b>	<b>150</b>	<b>450</b>	<b>300</b>	
	Pharmacy Technician	150	450	300
<b>Vancouver Community College Total</b>		<b>1,823</b>	<b>2,798</b>	<b>3,624</b>
<b>Trinity Western University</b>	<b>Nursing</b>	<b>2,160</b>	<b>3,096</b>	<b>2,304</b>
	Bacc Nursing: BScN/BSN/BN	2,160	3,096	2,304
<b>Trinity Western University Total</b>		<b>2,160</b>	<b>3,096</b>	<b>2,304</b>
<b>Simon Fraser University</b>	<b>Psychology</b>	<b>450</b>	<b>1,000</b>	<b>2,400</b>
	Counselling Psychology		1,000	450
	Psychology (PHD)	450		1,950
	<b>Non-Health</b>		<b>1,292</b>	<b>1,680</b>
	Masters of Public Health		1,292	1,680
<b>Simon Fraser University Total</b>		<b>450</b>	<b>2,292</b>	<b>4,080</b>

Education Institution	Discipline	Total Student Hours		
		FY 14–15	FY 15–16	FY 16–17
Capilano University	<b>Therapist</b>	2,157	1,263	2,862
	Music Therapist	2,157	1,263	2,862
<b>Capilano University Total</b>		<b>2,157</b>	<b>1,263</b>	<b>2,862</b>
Holland College	<b>Paramedic</b>			4,842
	Advanced Care Paramedic			4,842
<b>Holland College Total</b>				<b>4,842</b>
University of Toronto	<b>Psychology</b>		1,950	
	Psychology (PHD)		1,950	
	<b>Nursing</b>	250	200	
	Nurse Practitioner	250	200	
<b>University of Toronto Total</b>		<b>250</b>	<b>2,150</b>	
AET Paramedic Academy	<b>Paramedic</b>			2,123
	Primary Care Paramedic			2,123
<b>AET Paramedic Academy Total</b>				<b>2,123</b>
University of Waterloo	<b>Psychology</b>			1,950
	Psychology (PHD)			1,950
<b>University of Waterloo Total</b>				<b>1,950</b>
Heartsafe First Aid Training	<b>Paramedic</b>			1,739
	Primary Care Paramedic			1,739
<b>Heartsafe First Aid Training Total</b>				<b>1,739</b>
Athabasca University	<b>Nursing</b>	670	790	150
	Bacc Nursing: BScN/BSN/BN		370	
	Nurse Practitioner	670	420	150
<b>Athabasca University Total</b>		<b>670</b>	<b>790</b>	<b>150</b>
Nicola Valley Institute of Technology	<b>Social Work</b>	420	420	420
	Bachelor of Social Work	420	420	420
<b>Nicola Valley Institute of Technology Total</b>		<b>420</b>	<b>420</b>	<b>420</b>
Surrey College	<b>Administration</b>	160	480	120
	Unit Clerk	160	480	120
<b>Surrey College Total</b>		<b>160</b>	<b>480</b>	<b>120</b>
Vancouver Island University	<b>Nursing</b>			600
	Bacc Nursing - BScN/BSN/BN			600
<b>Vancouver Island University Total</b>				<b>600</b>
University of Northern British Columbia	<b>Social Work</b>	546		
	Master of Social Work	546		
<b>University of Northern British Columbia Total</b>		<b>546</b>		

Education Institution	Discipline	Total Student Hours		
		FY 14–15	FY 15–16	FY 16–17
University of Alberta	<b>Non-Health</b>	520		
	Masters of Public Health	520		
<b>University of Alberta Total</b>		<b>520</b>		
University of the Fraser Valley	<b>Social Work</b>		480	
	Child and Youth Care Worker		480	
<b>University of the Fraser Valley Total</b>			<b>480</b>	
University of British Columbia: Okanagan	<b>Social Work</b>		450	
	Master of Social Work		450	
<b>University of British Columbia: Okanagan Total</b>			<b>450</b>	
Dalhousie University	<b>Social Work</b>		450	
	Master of Social Work		450	
<b>Dalhousie University Total</b>			<b>450</b>	
Vancouver Art Therapy Institute	<b>Therapist</b>		300	140
	Art Therapist		300	140
<b>Vancouver Art Therapy Institute Total</b>			<b>300</b>	<b>140</b>
Camosun College	<b>Administration</b>		375	
	Unit Clerk		375	
<b>Camosun College Total</b>			<b>375</b>	
West Coast College of Health Care	<b>Technologist/Technician</b>	150		150
	Medical Laboratory Assistant	150		150
<b>West Coast College of Health Care Total</b>		<b>150</b>		<b>150</b>
Adler University	<b>Psychology</b>	150		150
	Counselling Psychology	150		
	Psychology (Masters)			150
<b>Adler University Total</b>		<b>150</b>		<b>150</b>
School District 41: Burnaby	<b>Administration</b>		200	100
	Medical Office Assistant		200	100
<b>School District 41: Burnaby Total</b>			<b>200</b>	<b>100</b>
Vancouver College of Massage Therapy	<b>Therapist</b>			300
	Massage Therapist			300
<b>Vancouver College of Massage Therapy Total</b>				<b>300</b>
Okanagan College	<b>Rehabilitation Sciences</b>	144	144	
	Rehabilitation Assistant	144	144	
<b>Okanagan College Total</b>		<b>144</b>	<b>144</b>	

Education Institution	Discipline	Total Student Hours		
		FY 14–15	FY 15–16	FY 16–17
North Island College	<b>Nursing</b>			<b>280</b>
	Bacc Nursing - BScN/BSN/BN			280
<b>North Island College Total</b>				<b>280</b>
Selkirk College	<b>Administration</b>	<b>120</b>	<b>120</b>	
	Unit Clerk	120	120	
<b>Selkirk College Total</b>		<b>120</b>	<b>120</b>	
CDI College	<b>Technologist/Technician</b>			<b>240</b>
	Medical Laboratory Assistant			240
<b>CDI College Total</b>				<b>240</b>
La Trobe University	<b>Rehabilitation Sciences</b>	<b>175</b>		
	Orthotist	175		
<b>La Trobe University Total</b>		<b>175</b>		
MTI Community College	<b>Technologist/Technician</b>	<b>160</b>		
	Medical Laboratory Assistant	160		
<b>MTI Community College Total</b>		<b>160</b>		
City University of Seattle	<b>Psychology</b>	<b>100</b>		
	Counselling Psychology	100		
<b>City University of Seattle Total</b>		<b>100</b>		
Royal Roads University	<b>Non-Health</b>	<b>80</b>		
	Leadership Studies	80		
<b>Royal Roads University Total</b>		<b>80</b>		
Department of National Defense	<b>Paramedic</b>			<b>36</b>
	Primary Care Paramedic			36
<b>Department of National Defense Total</b>				<b>36</b>
<b>Grand Total</b>		<b>197,112</b>	<b>245,559</b>	<b>235,395</b>

## Appendix K: New Hire Orientation Course—Practice Education Questions

**We would like to learn more about your educational background in order to help continually improve our programs for student and recent graduated. Please help us by completing the following practice education/practicum questions:**

Please provide the name of the program that you graduated from (Ex. Respiratory Therapy, BSc Nursing)

Please provide the completion date of the program that you graduated from (year and month)

Have you had a practicum or student unpaid practice at a PHSA site?  Yes  No

If yes, please indicate the unit/area in which you completed your practicum/placement.

If no, please skip.

Please provide the name of the school that coordinated your practicum or placement at the PHSA site(s).

If you did not complete a practicum or placement at PHSA in the past, please skip.

## Appendix L: Reasons for Decline by Agency

Agency	Reason for Decline	# of Declines	# of Students	# of Hours
BCCH	Too many students on unit/program	39	42	9,139
	No supervisor/preceptor is available	28	33	4,993
	Conflicts with other requests	8	21	2,791
	Other/special reason (use ONLY if no other reason applies)	12	13	2,546
	Unit workload	11	18	2,100
	Request not suitable for area requested	3	3	476
	Too many hours/shifts requested	1	1	420
	Destination is closed during placement period	2	4	213
	No Reply from Destination (RC users)	1	1	100
<b>BCCH Total</b>		<b>105</b>	<b>136</b>	<b>22,777</b>
BCW	Too many students on unit/program	18	19	4,053
	Unit workload	11	11	2,841
	No supervisor/preceptor is available	12	12	1,756
	Other/special reason (use ONLY if no other reason applies)	9	10	1,190
	Request not suitable for area requested	5	7	1,098
	Conflicts with other requests	5	5	1,043
	Student not suitable for area requested	1	1	420
	Service has changed (see Comments)	2	2	240
<b>BCW Total</b>		<b>63</b>	<b>67</b>	<b>12,641</b>
BbyCtrMH	No supervisor/preceptor is available	5	5	1,950
	Conflicts with other requests	3	16	1,512
	Too many students on unit/program	3	6	672
	Unit workload	3	3	540
	No Affiliation Agreement in place	2	8	160
	Other/special reason (use ONLY if no other reason applies)	1	1	100
<b>BbyCtrMH Total</b>		<b>17</b>	<b>39</b>	<b>4,934</b>
Forensic	Unit workload	9	15	1,600
	Other/special reason (use ONLY if no other reason applies)	3	3	800
	No supervisor/preceptor is available	2	2	340
	No Reply from RA (for PC users)	2	4	312
<b>Forensic Total</b>		<b>16</b>	<b>24</b>	<b>3,052</b>

Agency	Reason for Decline	# of Declines	# of Students	# of Hours
BCCA—Van	Too many students on unit/program	3	3	912
	Unit workload	2	2	470
	Request not suitable for area requested	2	2	390
	Student not suitable for area requested	2	2	330
	No Reply from Destination (RC users)	2	2	320
	No supervisor/preceptor is available	2	2	283
	No Reason given	1	1	240
	Other/special reason (use ONLY if no other reason applies)	2	2	200
<b>BCCA—Van Total</b>		<b>16</b>	<b>16</b>	<b>3,145</b>
BCCA—Kel	No supervisor/preceptor is available	5	5	415
<b>BCCA—Kel Total</b>		<b>5</b>	<b>5</b>	<b>415</b>
BCCA—VICC	No supervisor/preceptor is available	4	4	312
<b>BCCA—VICC Total</b>		<b>4</b>	<b>4</b>	<b>312</b>
SunnyHill	Unit workload	1	1	360
	Request not suitable for area requested	1	1	80
<b>SunnyHill Total</b>		<b>2</b>	<b>2</b>	<b>440</b>
BCCA—Fras	Unit workload	1	1	240
<b>BCCA—Fras Total</b>		<b>1</b>	<b>1</b>	<b>240</b>
<b>Grand Total</b>		<b>229</b>	<b>294</b>	<b>47,956</b>

# ACTION PLAN FOR STUDENT PRACTICE EDUCATION

September 2016–December 2017

---

*Aligning student practice education across PHSA  
while appreciating the uniqueness of each agency*

# CONTENTS

Introduction	3
Guiding Assumptions	4
Definitions	5
Key Directions and Goals	6
<b>I. Standardize student practice education processes across PHSA</b>	<b>7</b>
<b>II. Assess the quality of PHSA student practice environments</b>	<b>9</b>
<b>III. Advance health workforce planning</b>	<b>9</b>



If you have questions or would like more information about the *Action Plan for Student Practice Education* please contact Heather Straight or Sandra Harris, Co-chairs, PHSA Student Education Coordinating Committee [heather.straight@phsa.ca](mailto:heather.straight@phsa.ca) or [sjharris@cw.bc.ca](mailto:sjharris@cw.bc.ca)



# INTRODUCTION

Each year Provincial Health Services Authority (PHSA) welcomes more than 4,000 students and residents for learning experiences in our agencies and corporate services. We acknowledge and thank our dedicated staff, physicians and leaders who contribute to the development of our future health workforce. We commend our information technology support services for the collaboration required to provide timely access to numerous computer systems across PHSA and its agencies. We value our external student practice education partnerships with government ministries, BC health authorities, and academic institutions. With the combined efforts of the aforementioned, we continue to evolve practice education within PHSA and British Columbia.

This action plan was developed by the PHSA Student Education Coordination Committee (SECC), which is comprised of agency representatives responsible for student practice education in partnership with the PHSA Corporate Academic Development office. The leadership and implementation of this plan is the responsibility of SECC.

In creating this action plan we recognize PHSA agencies are individually internationally recognized as leaders within their specialties. Respecting this uniqueness, SECC strives to identify opportunities to share resources, build networks, and develop consistent processes for hosting student practice education within PHSA.

By leveraging existing student practice education resources and collaborating to identify synergies across PHSA agencies, we aim to advance PHSA's progress as an academic health sciences organization.

This action plan was informed by reviewing current student practice education literature, soliciting stakeholder feedback and appraising recommendations from previous PHSA student practice education plans and reports<sup>1</sup>.

This short term action plan was designed to be complete prior to the first scheduled Clinical Systems and Transformation (CST) implementation at PHSA. CST is the largest healthcare project in British Columbia's history and we recognize the significant impact this work has on our health authority staff and physicians as we prepare to shift the way healthcare has been delivered within BC. Coinciding with our health authority preparation, we're working closely with our academic partners to ensure students and faculty are equipped to enter clinical environments undergoing massive changes to clinical practices and systems.

---

1

- a. PHSA Service Plan 2015/16–2017/18
- b. PHSA Student Practice Education Action Plan—Progress report (Nov 2014)
- c. Practice Education Metrics report 2014/15
- d. Placements for Learners: Assessing Capacity and Effectiveness of Clinical Sites PLACES report
- e. PHSA Taking Action on Student Practice Education—Discussion paper
- f. Student & Resident Education at C&W—Planning for Increased Numbers 2004

# GUIDING ASSUMPTIONS

**“Health workers are the core of health systems: without health workers there is no health care.”**

Global Health Workforce Alliance World Health Organization

- PHSA Academic Education works in partnership with agency leaders in practice education to plan, implement, evaluate and communicate about practice education both within PHSA and with our Academic and Health Authority partners.
- As we strive to align practice education processes across PHSA, we do this respecting the unique identity of each of our agencies.
- Practice education is a shared responsibility of PHSA and academic partners.
- Quality practice education depends upon effective partnerships and coordination at all levels—provincial, regional, organizational and discipline-specific.
- PHSA has a unique role in providing practice education in specialized care.

---

## VISION:

*To achieve standardized processes for supporting quality practice education experiences for all learners and academic partners at PHSA.*

---

# DEFINITIONS

**High performance health workforce**—consists of highly engaged individuals and teams that: create, translate and apply knowledge; provide quality specialized care; deliver relevant education; innovate for better outcomes; and, lead sustainable, system improving activities.

**Students** are learners in a practice education experience as part of their studies in an under-graduate, graduate, post-graduate (eg. post-doctoral fellowship) or post-professional (eg. resident) education program in the health and human services professions.

**HSPnet**—Health Sciences Placement Network is a national web-enabled Practice Education Management system for health sciences placements. HSPnet enhances communication about practice education between the academic and practice sectors.

**Practice education (PE)** is the experiential component of an educational program in which students learn and practice in a community, clinical or simulated setting. It provides the hands-on learning that helps students acquire the necessary skills, attitudes and knowledge to practice effectively in their field.

**Academic health sciences organization**—a partnership between one or more university level health programs and the affiliated hospitals/health regions that provide the physical facilities necessary for delivery of care, research and education. (National Task Force. Securing the Future of Canada's Academic Health Sciences Centres, 2014)

**Clinical & Systems Transformation (CST)** is a joint undertaking between Vancouver Coastal Health, Providence Health Care and PHSA to complete a significant transformation of clinical practices and design and implement an electronic health record. Care will be streamlined, with clinical design teams creating standardized, evidence-informed clinical practices.

**Practice education partners** are post-secondary institutions with which PHSA has educational affiliation agreements, other BC health authorities and government ministries.

# KEY DIRECTIONS AND GOALS

As we embark on this short-term action plan it's important to acknowledge two threads to be woven throughout the key directions and goals: **Interprofessional education**

**opportunities** and **access to ambulatory settings** for practice education will be considered within the following key directions and goals.

## I. Standardize student practice education processes across PHSA

### Goals

1. Develop a corporate policy or guideline to address learners not covered under the Provincial Education Affiliation Agreement
2. Advance the use of HSPnet (e.g., standard reports, quality metrics)
3. Develop and implement a communication plan for student practice education
4. Plan for students/residents/faculty involvement in CST

## II. Assess the quality of PHSA student practice environments

### Goals

5. Implement student practice education quality assessments—Agency and units/department level

## III. Advance health workforce planning

### Goals

6. Develop a mechanism to track recruitment of students with practice placements at PHSA
7. Develop linkages between student practice education and workforce planning

## I. Standardize student practice education processes across PHSA

**Goal 1: Develop a corporate policy or guideline to address learners not covered under the Provincial Education Affiliation Agreement (e.g., job shadows, professional development, supervised practice experiences)**

Actions	Fall 2016	Spring 2017	Summer 2017	Leads/Contact Persons
	9 10 11			
Develop, implement and communicate a standard process to address learners not covered under the Provincial Education Affiliation Agreement				Heather—Working group includes representation from HR, Volunteer services, Quality and Risk, Agency representation for PP and/or Learning and Development. Consultation with Academic partners as required.
<ul style="list-style-type: none"> <li>Determine the categories of learners and identify required supporting documentation</li> </ul>				
<ul style="list-style-type: none"> <li>Develop an algorithm to guide decisions making</li> </ul>				
<ul style="list-style-type: none"> <li>Develop a PHSA policy and communicate changes</li> </ul>				

**Goal 2: Advance the use of HSPnet (e.g., review data for annual metrics report, enhance HSPnet skills and knowledge)**

Actions	Fall 2016	Spring 2017	Summer 2017	Leads/Contact Persons
Re-establish HSPnet Improvement for PHSA (HIP) working group, TOR and timeline				Heather and agency co-chair
Assess academic partners requirements for destination profiles <ul style="list-style-type: none"> <li>Survey academic partners</li> </ul>				Heather and co-chair (reviewed by SECC)
Strengthen the use of HSPnet across PHSA <ul style="list-style-type: none"> <li>Assess baseline completion of destination profiles across PHSA (e.g., number of sites, currency of profiles)</li> <li>Identify # IPE and ambulatory sites across PHSA</li> <li>Determine # of active HSPnet users across PHSA (receiving and destination)</li> </ul>				Heather/Sandra/Sarah/ HSPnet Improvement (HIP) group
Develop a standard approach for practice education reporting and analysis <ul style="list-style-type: none"> <li>Develop templates for HSPnet reports</li> <li>Survey stakeholders to determine reports required (HR, Nursing Advisory Committee, Professional Practice)</li> <li>Develop heat maps to identify placement opportunities</li> </ul>				HSPnet Improvement (HIP) group

## I. Standardize student practice education processes across PHSA (continued)

### Goal 3: Develop and implement a communication plan for student practice education

Actions	Fall 2016	Spring 2017	Summer 2017	Leads/Contact Persons
Develop, implement and evaluate an e-newsletter for PHSA practice education <ul style="list-style-type: none"> <li>Develop schedule and list of potential subscribers for e-newsletter</li> </ul>				Sarah/ SECC
Review practice education websites (PHSA—all materials/information relevant across all agencies, agency level—additional site specific information for students/faculty)				SECC/Agency leadership
Identify PHSA practice education networks—within agencies and PHSA <ul style="list-style-type: none"> <li>Student Education Coordination Committee (SECC)</li> <li>Nursing Advisory Committee (NAC)</li> <li>Learning and Development/Professional Practice committees</li> </ul>				Sandra/Heather/SECC
Externally <ul style="list-style-type: none"> <li>Academic Practice Advisory committees</li> <li>Lower Mainland Nursing Clinical Education Steering committee (LMNCEC)</li> <li>Interschool/interagency</li> </ul>				Heather and Sandra
Practice education road shows—Action plan and Practice Education Metrics report				Sandra/Heather/SECC
Develop standard practice education survey template				Sarah/SECC

### Goal 4: Plan for students/residents/faculty involvement in CST

Actions	Fall 2016	Spring 2017	Summer 2017	Leads/Contact Persons
Continue IT working group				
<ul style="list-style-type: none"> <li>Implement network auto-provisioning for students and residents at BCCA, BCMHSUS</li> </ul>				Heather/Sarah/Agency leadership
<ul style="list-style-type: none"> <li>Partner with CST Student readiness working group and BCCA leadership to plan for first CST Go-live site</li> </ul>				Heather/Sarah/BCCA leadership

## II. Assess the quality of PHSA student practice environments

### Goal 5: Implement student practice education assessments—Agency and unit/department level

Actions	Fall 2016	Spring 2017	Summer 2017	Leads/Contact Persons
Partner with agency leadership to implement two practice education tools <ul style="list-style-type: none"> <li>Quality of Clinical Learning Environments</li> <li>Readiness for Student Practice Education</li> </ul>				Heather/SECC/Agency PE leadership
Assess results of instruments and determine next steps				Heather/SECC/Agency leadership

## III. Advance health workforce planning

### Goal 6: Develop a mechanism to track recruitment of students with practice placements at PHSA

Actions	Fall 2016	Spring 2017	Summer 2017	Leads/Contact Persons
Develop mechanism to track the recruitment of students with practice experiences placements at PHSA				Heather/HR

### Goal 7: Develop linkages between practice education and workforce planning

Actions	Fall 2016	Spring 2017	Summer 2017	Leads/Contact Persons
Develop linkages between practice education and workforce planning				SECC/Heather/HR/agency leadership