

Student Placements in Community Health

Steps towards building quality student placements in Community Health

The following list is a summary of what could be considered by Community Health Services, training providers and students to support quality placements.

Community Health Services (CHS)	Educational Institution	Students
A designated person to coordinate and organise placements	Designated placement/ field Coordinator to arrange placement	Identify personal practice areas of interest
Establish and maintain effective networks and partnerships with educational institutions	Establish and maintain effective networks and partnerships with community health sector	Respect the student placement process of the institution and health service and if applicable not approach a health service directly
Develop and periodically review student placement policy guidelines	Develop and review policy guidelines and procedures for student placements	Prompt contact with agency once placement offered/ confirmed
Forward plan for placements, including variations between discipline areas, availability of staff, and timing of placements	Forward plan placements, ongoing review of requirements and available opportunities	Clarify expectations of both CHS and educational institution
Provide prompt response to requests to assist training providers to plan placements	Being sensitive to the Community Health Service (CHS) policy & procedures	Complete the required administration in a timely manner
Remain committed if agency has agreed to a placement	Ensure placement requests are made within an appropriate time frame	
Have in place a formal agreement between training institution and CHS in place to ensure the legal and insurance requirements are covered	Agreement between educational institution and CHS to ensure the legal and insurance requirements are covered	Aware of need for insurance & relevant legal issues
Adequate orientation material and relevant information to provide an introduction to agency, discipline area and team to be provided to the student and educational institution supervisor		Initiate communication where orientation is insufficient & give feedback where necessary
Ensure roles and responsibilities, and expectations of the CHS, the educational institution, and the student are set out clearly	Ensure roles and responsibilities, and expectations of the community health service, the training organisation, and the student are set out clearly	Be aware of specific discipline competencies and personal and professional skills to be developed
Develop of a formal Agreed Learning Contract		Develop a formal Agreed Learning Contract
Organise opportunities for student to experience multidisciplinary health care in community setting		

Allocate a primary clinical supervisor and set supervision meeting times for duration of placement		
<p>Ensure:</p> <ul style="list-style-type: none"> • supervisor has appropriate skills and experience to supervise student; • student has opportunities to practice and develop relevant professional skills • competencies student experiences a variety of tasks and access to a range of clients 		To remain adaptable to different methods of supervision
Review workload of practitioner to reflect demands of student supervision, wherever possible	Educational institution to provide adequate compensation &/or funding where resources are insufficient	Initiate communication with CHS where orientation is insufficient and provide feedback where necessary
Ensure the lines of communication between CHS, educational institution and student are clear and understood		
Arrange for a suitable space for supervision meetings and de briefing		