

	<b>POLICY</b>  Number: 7311-30-020 Title: Learner Placements
Authorization  <input type="checkbox"/> President and CEO <input checked="" type="checkbox"/> Vice President, Finance and Corporate Services	Source: Director, Interprofessional Practice, Education and Research Cross Index: Date Approved: March 6, 2017 Date Revised: Date Effective: March 8, 2017 Date Reaffirmed: Scope: SHR

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## OVERVIEW

Saskatoon Health Region (SHR) is a learning organization. SHR is committed to contributing to education and learning for learners along with academic partners. SHR has clinical placement Agreements developed by the Clinical Learning and Interprofessional Practice Unit of the Saskatchewan Academic Health Sciences Network (SAHSN) with many educational institutions in and out of province which implicitly indicates SHR's readiness to take learner placements (also known as student placements). This policy makes it explicit.

This policy does NOT apply to medical students (e.g. undergraduate medical students (Clerks), or medical residents).

## DEFINITIONS

**Learner Placement** means an individual learning experience in SHR that enables a learner to develop clinical and technical skills to meet the educational objectives of a curriculum of an educational program in which the individual is registered. There are two types of learner placements:

**Clinical Placements** means learners in any clinical discipline (examples include, but are not limited to: learners in nursing, therapies, pharmacy, social work, technologists, registered dietitians, nutrition learners etc. Clinical placements include internships and residencies).

**Non-Clinical Placements** means learners in non-clinical professions such business students, technical students, trades students.

**Preceptor** means a qualified healthcare professional in any discipline/position who facilitates a learner placement.

**Staff** means SHR employees, practitioner staff and professional staff.

## 1. PURPOSE

The purpose of this policy is to establish SHR's commitment and expectations regarding learner placements.

## 2. PRINCIPLES

- 2.1 SHR works in partnership with educational institutions to educate health professionals and others who may be employed in our facilities.
- 2.2 Supporting education is an organizational obligation that improves and maintains SHR's ability to provide quality care to SHR patients, clients and residents.
- 2.3 Learner placements play an important role in future recruitment activities and creating a sustainable work force.

## 3. POLICY

- 3.1 Learner placements are available within SHR to individuals pursuing health care education or education relevant to healthcare at an SHR approved Canadian or international institution in which a learner placement is a required component of the program.
  - 3.1.1 Preference will be given to Saskatchewan learners and to learners of Saskatchewan educational institutions and programs except where national or international agreements prohibit such preference.
- 3.2 SHR supports the provision of learner placements in all departments, facilities and disciplines.
  - 3.2.1 SHR staff will support learner placement education in a manner appropriate to their position (see Roles and Responsibilities below).
  - 3.2.2 The Manager or designate must agree to accept any learner placement for which staff of that department/unit take responsibility.
  - 3.2.3 Any challenges related to fulfillment of a learner placement that has already been accepted must be reported and discussed with the Director, Interprofessional Practice, Education and Research.
- 3.3 All educational institutions must have a current signed [Clinical Placement Agreement](#) (link inserted) or its equivalent with SHR before a learner placement can begin.
  - 3.3.1 Learner placements must abide by the tenets of the [Clinical Placement Agreement](#) (link inserted) developed by SAHSN or equivalent.
  - 3.3.2 A Learner from an out of province educational program must complete the [out of province checklist](#) (link inserted) in conjunction with their educational institution.
- 3.4 Monetary honorariums provided by an educational institution will be placed in an education fund to benefit all SHR staff in that profession.
- 3.5 Stipends/allowances requested by an educational institution for the learner placement must be approved by the Director of the service area.

## 4. ROLES AND RESPONSIBILITIES

### 4.1 Human Resources

- 4.1.1 Ensure that the educational institution from which any learner placement comes and SHR have signed a [Clinical Placement Agreement](#) (link inserted) or equivalent.
- 4.1.2 Provide support or clarification around the requirements which all learner placements must satisfy. Support the Manager or placement liaison at SHR to answer any questions that may arise regarding learner placement requirements.

### 4.2 Manager (or designate)

- 4.2.1 Support and demonstrate a culture supportive of learner placements.
- 4.2.2 Determine the number and timing of learner placements in consideration of the variation in work, staffing and other considerations.
- 4.2.3 Perform the role of Practice Leader if a Practice Leader position does not exist in the discipline.

### 4.3 Preceptors/Learner Supervisor

- 4.3.1 See [Preceptor Roles and Responsibilities](#) (link inserted). A nursing example is given, however the role for other professions are similar.

### 4.4 Practice Leaders/ Placement Coordinators

- 4.4.1 Liaise with educational programs and facilitate learner placements. This may include developing placements in new or emerging practices and negotiating the appropriate supervision with professional staff and Managers.

### 4.5 Staff

- 4.5.1 Welcome and support learner placements.
- 4.5.2 Support interprofessional opportunities.
- 4.5.3 Act as a role model for the learner placements by demonstrating behaviors consistent with SHR values.

### 4.6 President and Chief Executive Officer, Vice Presidents and Directors

- 4.6.1 Support a culture of learning by encouraging and supporting departments to accept learner placements
- 4.6.2 Enter into Affiliation Agreements or the equivalent with educational institution.

## 5. POLICY MANAGEMENT

The management of this policy including policy education, monitoring, implementation and amendment is the responsibility of the Director, Interprofessional Practice, Education and Research.

## 6. NON-COMPLIANCE/BREACH

Non-compliance with this policy may be subject to discipline up to and including termination of employment.

## 7. REFERENCES

See end of Procedure

## PROCEDURE

Number: 7311-30-020

Title: Supporting Learner Placements, Internships and Residencies

Authorization

President and CEO  
 Vice President, Finance and Corporate Services

Source: Director Interprofessional Practice Education and Research

Cross Index:

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Scope: SHR

### 1. PURPOSE

The purpose of the procedure is to establish the process for supporting learner placements.

### 2. PROCEDURE

#### 2.1 Application for Learner Placement

- 2.1.1 The educational institution contacts SHR regarding learner placements.
  - 2.1.1.1 In cases of international learners or in some disciplines, the learner placement coordinator or learner may apply directly to a Practice Leader, Manager, or Residency/ Internship Coordinator.
  - 2.1.1.2 SHR staff advise the educational institution to contact Human Resources.
- 2.1.2 Human Resources determine if SHR has a signed current [Clinical Placement Agreement](#) (link inserted) or equivalent with the educational institution and ensures that all the paperwork is properly completed for both in and out of province learners, including the out-of-province checklist if appropriate.
  - 2.1.2.1 Human Resources may ask for assistance of Practice Leaders, Managers or Directors if needed.
  - 2.1.2.2 If a *Clinical Placement Agreement* or equivalent does not currently exist, Human Resources will work with the educational institution to establish this agreement. If such an agreement cannot be reached, the learner placement cannot proceed.

#### 2.2 Acceptance of a Learner Placement

- 2.2.1 The Manager must agree to accept and support each learner placement as well as the timing of each placement.
  - 2.2.1.1 In some disciplines, (e.g. Clinical Health Psychology PhD Residencies) accepting a clinical placement is a binding agreement. Cancellation of a clinical placement is only permitted if it is done within the timelines set forth in the *Clinical Placement Agreement* or, at least 30 days prior to the beginning of the placement.

2.2.1.2 In unusual circumstances and after consultation with the Director of Interprofessional Practice or Nursing Practice, a placement may be withdrawn in a period shorter than that contractually agreed to or the 30 days. However, in this case, where contractual agreements exist, SHR must provide an alternative training experience that meets the needs and expectations of the individual.

2.3.1 Practice Leader/Manager/Educational Coordinator:

2.3.1.1 Assigns the individual to staff/preceptor/clinical supervisor(s) as appropriate. This varies among disciplines and departments. Staff assignment of clinical duties may be adjusted to account for operational considerations.

2.3.1.2 Orientates the individual to SHR, the facility and the unit, including the assigned preceptors/clinical supervisors(s).

2.3.1.3 Applies for SHR identification, email and access to any electronic data or resources as required.

## **2.4 Preceptor/Learner Supervisor (during the term of the Learner Placement)**

2.4.1 Maintain overall responsibility for the plan of care for the clients/patients on the learner's caseload.

2.4.2 Act as a role model and provides a safe comfortable learning environment.

2.4.3 Offer regular constructive feedback and evaluation, completing the evaluation form provided by the educational institution in a timely manner.

2.4.4 Provide direct and or indirect supervision according to the learner's knowledge, skills and abilities aligned with post-secondary institution requirements and appropriate to the clinical setting.

2.4.5 Support learners to collaborate with the interdisciplinary health care team.

2.4.6 Maintain communication with faculty or staff at the post-secondary institution as required.

2.4.7 Inform learner, educational institution, Manager and faculty immediately of any concerns related to the placement.

2.4.8 Facilitate any clinical research project required by the Educational Institution.

2.4.9 Follow any additional requirements outlined in a respective Collective Bargaining Agreement, as required.

## **2.5 Learner**

2.5.1 Follow all SHR Policies and Procedures.

2.5.2 Follow all professional regulations and guidelines as outlined by the educational institution, and where applicable, national or provincial governing bodies.

## **3. PROCEDURE MANAGEMENT**

The management of this procedure including procedures education, monitoring, implementation and amendment is the responsibility of the Director, Interprofessional Practice Education and Research.

**4. NON-COMPLIANCE/BREACH**

Non-compliance with this procedure may be subject to discipline up to and including termination of employment.

**5. REFERENCES and RESOURCES**

Alberta Health Services. Guideline Supporting Clinical student placements, internships and residencies.: Allied Health. December 2014.

<http://www.albertahealthservices.ca/assets/careers/ahs-careers-stu-supporting-placements-allied-health.pdf> (accessed February 28, 2017)

Capital Health. Administrative Manual: Policy and Procedure. Student/Learner Placement Service. December 2013.

[http://policy.nshealth.ca/Site\\_Published/DHA9/document\\_render.aspx?documentRender.IdType=6&documentRender.GenericField=&documentRender.Id=49323](http://policy.nshealth.ca/Site_Published/DHA9/document_render.aspx?documentRender.IdType=6&documentRender.GenericField=&documentRender.Id=49323) (accessed February 28, 2017)

Capital Health. Administrative Manual: Policy and Guideline. Education Funding Policy. January 2015.

[http://policy.nshealth.ca/Site\\_Published/DHA9/document\\_render.aspx?documentRender.IdType=6&documentRender.GenericField=&documentRender.Id=53160](http://policy.nshealth.ca/Site_Published/DHA9/document_render.aspx?documentRender.IdType=6&documentRender.GenericField=&documentRender.Id=53160) (accessed February 28, 2017)

Health Canada. Quest for Quality in Canadian Health Care: Continuous Quality Improvement. 1999.

<http://www.hc-sc.gc.ca/hcs-sss/pubs/qual/2000-qual/index-eng.php> (accessed February 28, 2017)

➔ Part 3 has an "Organizations and Learning" section.

Nova Scotia Health Authority Business Plan.

[http://www.nshealth.ca/sites/nshealth.ca/files/2015-16\\_nsha\\_business\\_plan\\_-\\_master\\_final\\_2015-06-03.pdf](http://www.nshealth.ca/sites/nshealth.ca/files/2015-16_nsha_business_plan_-_master_final_2015-06-03.pdf) (accessed February 28, 2017)

University of Lethbridge, Preceptor Roles and Responsibilities. 2005

University of Saskatchewan, Preceptor Education and Support in Saskatchewan

<http://saskpreceptors.ca/preceptor-educational-resources/preceptor-basics.php> (accessed February 28, 2016)