

**ISSUES IN PLACING STUDENTS FOR
CLINICALS/FIELDWORK :
CLINICAL COORDINATORS' VIEWPOINT**



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Introduction/Background

- ◆ Challenges in placing health professions students in clinical rotations is nothing new
- ◆ Studies have evaluated the allied health deans and healthcare employers' perspectives of this challenge
- ◆ Studies have not been done from the health professions education programs or clinical coordinators' perspectives
- ◆ Exploring commonalities or differences in perspectives between employers and clinical coordinators

Methods

- ◇ Qualtrics survey adapted from the ASAHP Clinical Education Task Force
- ◇ Distributed via ASAHP Dean's listserv and other discipline-specific educators' listservs
- ◇ Available from May 1, 2018 through June 8, 2018

Survey Respondents – Clinical Educators

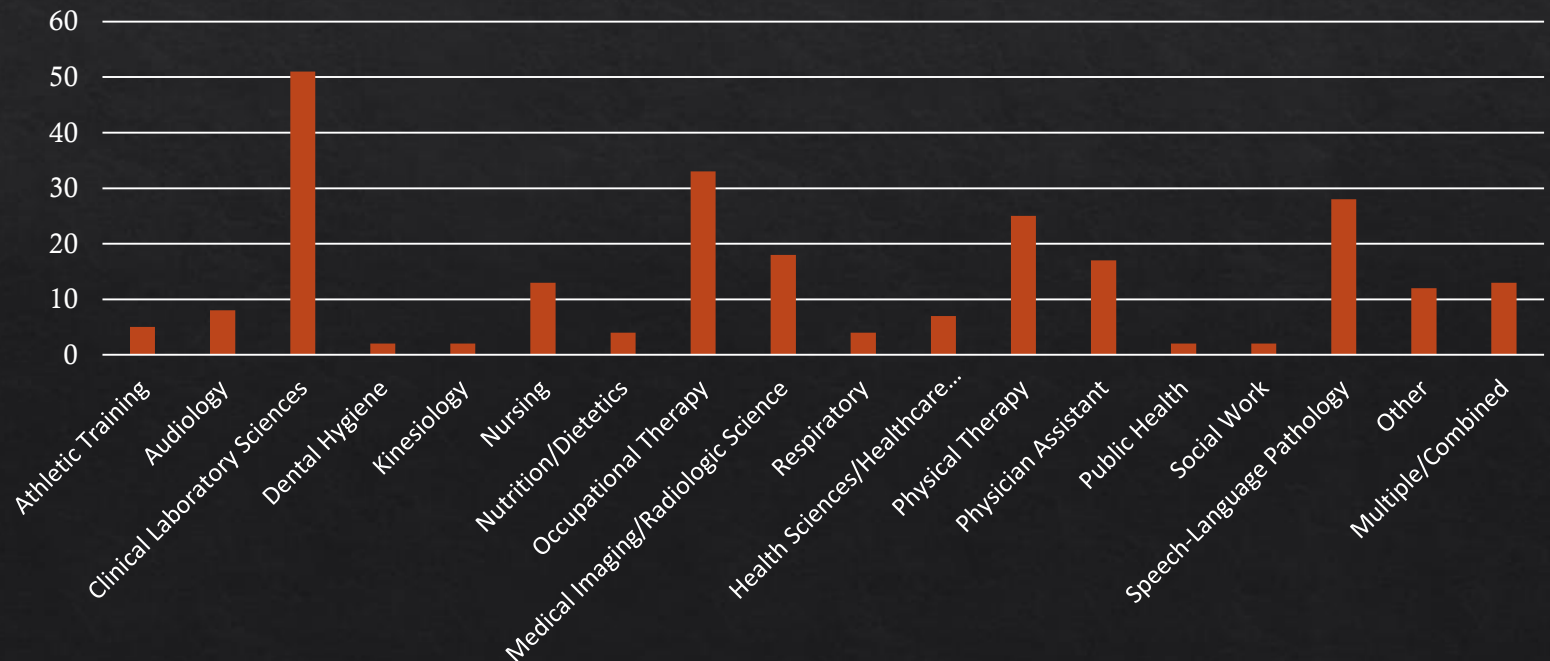
◇ 249 respondents

◇ 55% from doctorate-granting institutions; 33% from academic medical centers

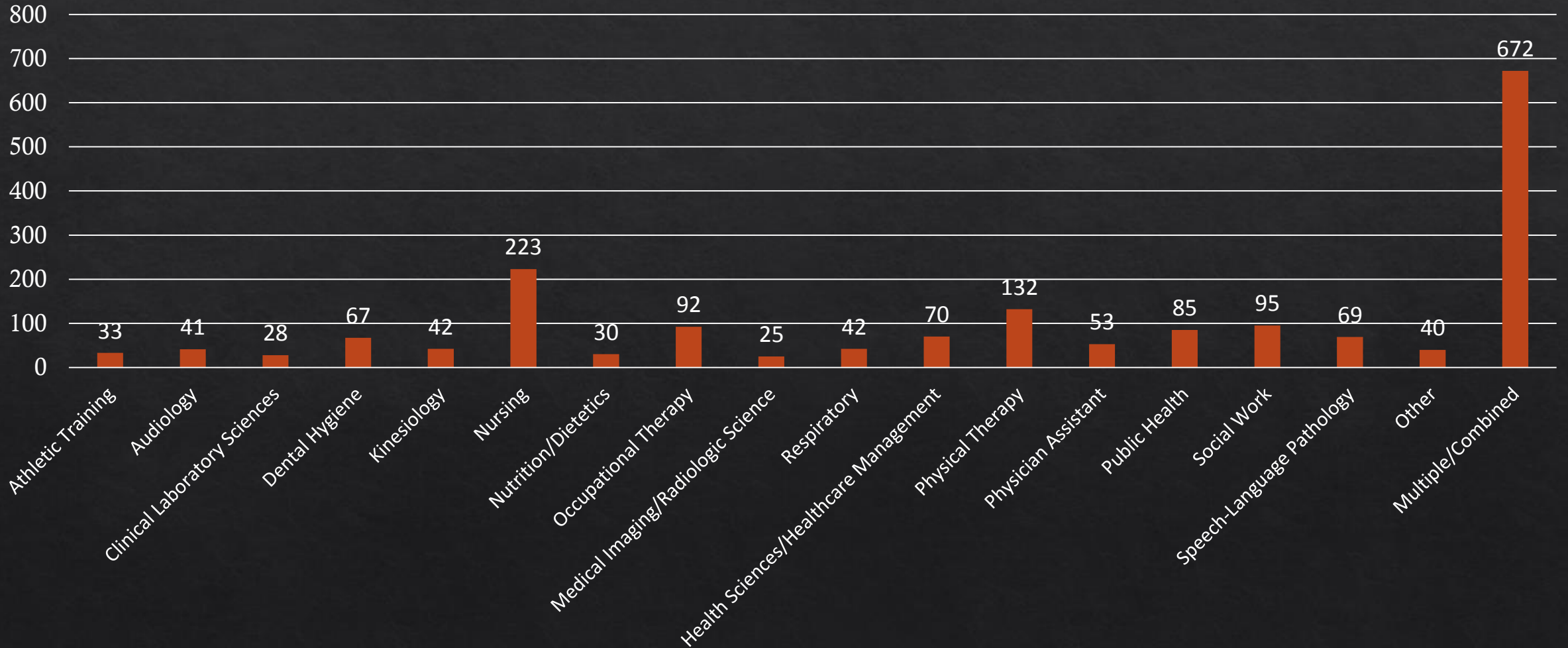
◇ >15 disciplines represented

◇ Great Lakes and Southeast regions accounted for 43% of responses

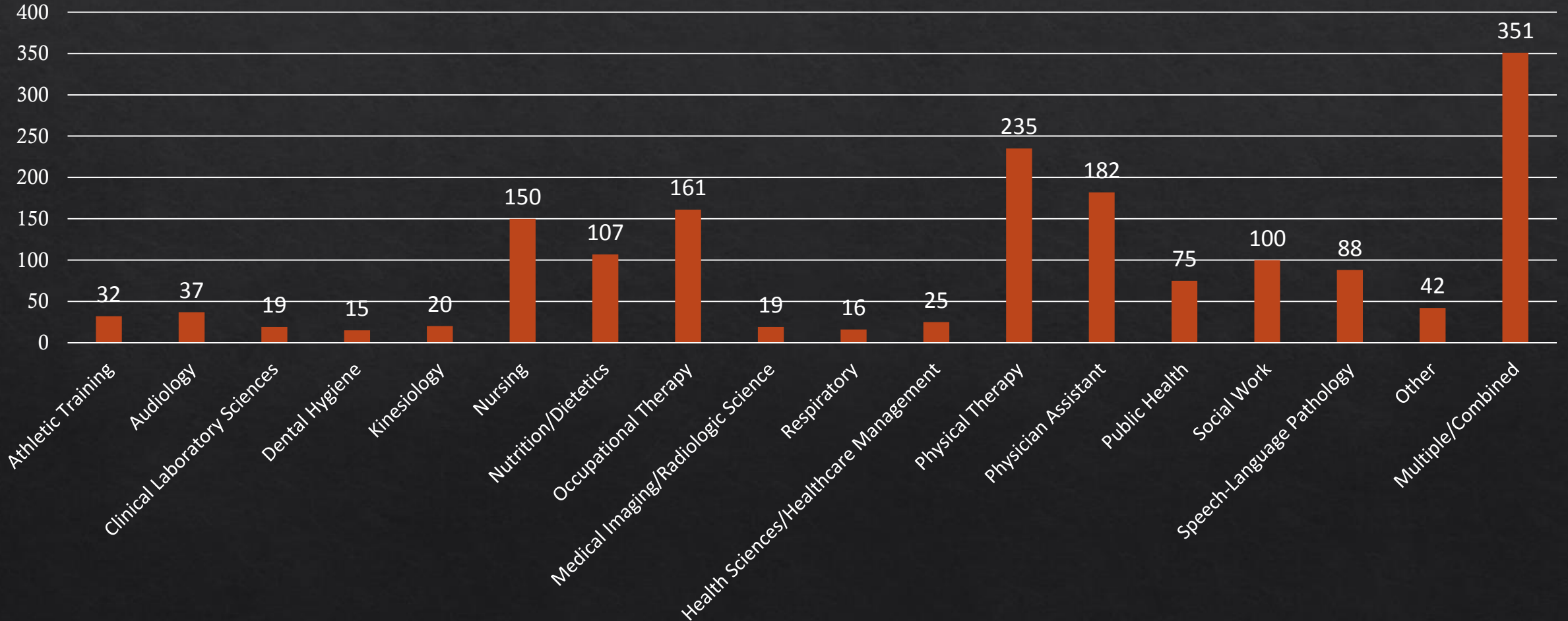
◇ Disciplines responding:



Average number of students placed (by discipline)

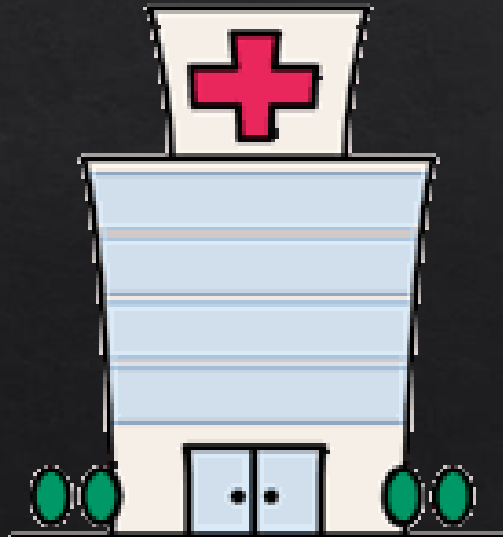


Average number of clinical sites (by discipline)



Classification of clinical site

- ◇ Hospital
- ◇ Clinic
- ◇ Public school
- ◇ Private practice
- ◇ VA



- ◇ Rehabilitation facility
- ◇ Long-term care facility
- ◇ Other (e.g. food service, university athletics, reference laboratory, government agency)

Benefits of serving as a clinical site – clinical coordinator

Preceptors may receive:

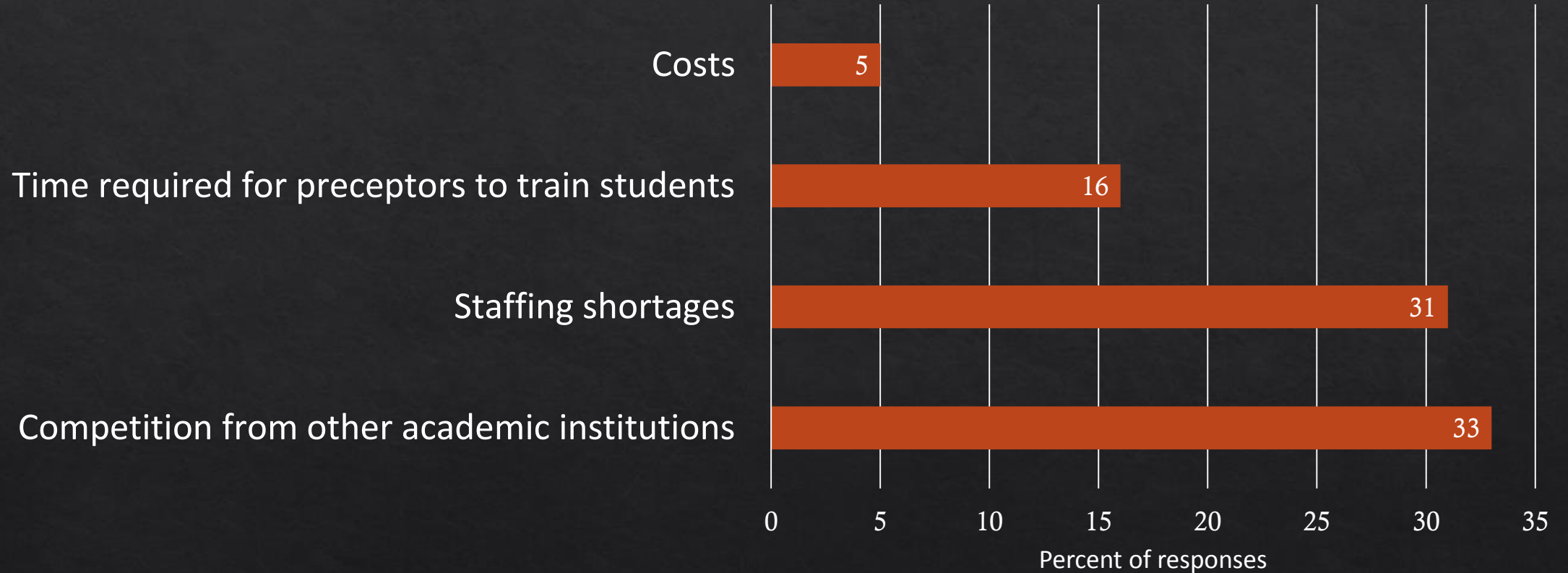


Benefits of serving as a clinical site – employer

- ◆ **Students bring fresh perspective, energy, new information to the site**
- ◆ **Provides leadership opportunities for employees to hone skills as potential supervisors**
- ◆ **Opportunity to develop students into potential employees**



Biggest Obstacles – Clinic Coordinators



Other obstacles

- ◆ **14% of the responses cited other obstacles:**
 - ◆ **Scheduling issues**
 - ◆ **Preceptor eligibility/credentials**
 - ◆ **Productivity concerns**
 - ◆ **Preceptors' desire to be compensated**
 - ◆ **Lack of interest in or unwillingness to serving as a preceptor**



Do obstacles differ according to size/location of clinical site?

- ◇ **61% of respondents said NO, but of the 39% who said YES:**
 - ◇ **Bigger facilities can often take more students**
 - ◇ **Smaller facilities have less equipment/instrumentation**
 - ◇ **Specific areas within a discipline can pose challenges (e.g. acute care, obstetrics, microbiology)**
 - ◇ **Sites easily accessible by mass transit are more competitive**
 - ◇ **Bigger facilities have more administrative barriers**
 - ◇ **Clinical sites located near multiple educational programs have more competition**

Comparison

Employers

- ◇ **Staff Time**
 - ◇ On-boarding
 - ◇ Training staff how to precept
 - ◇ Decreased Productivity
- ◇ **Inconsistent Student Preparation**
- ◇ **Employer Resources**
 - ◇ Budget
 - ◇ Space for students
 - ◇ Different expectations from various institutions
- ◇ **Legal Concerns**
 - ◇ Liability issues
 - ◇ Regulations re: reimbursement

Clinical Coordinators

- ◇ **Costs**
- ◇ **Time required to train students**
- ◇ **Staffing shortages**
- ◇ **Competition from other academic institutions**

Innovations from Clinical Coordinators

- ◆ **Students involved in identifying/recruiting their own site/preceptor**
- ◆ **Involve alumni**
- ◆ **Simulation labs**
- ◆ **Online system for clinical practicum documentation/tracking**
- ◆ **Clinical practicums on other shifts**
- ◆ **Reduce number of clinical hours in more automated areas**

More Innovations

- ◆ Offer CEU/training to preceptors at their place of employment
- ◆ Provide membership to appropriate professional organization
- ◆ Frequent & personal communication between school & preceptor/clinical site
- ◆ Preceptor appreciation events/gifts, award to best preceptor
- ◆ Have students get hours at on-campus clinics (student-run clinics overseen by faculty)
- ◆ Offer training in collaborative models of clinical education

Innovations from Employers

- ◆ Engage preceptors with several aspects of the program – guest lectures
- ◆ Offer training
- ◆ Offer continuing education
- ◆ Work jointly to determine the needed skill set for that placement
- ◆ Impart preceptor strategies to off campus preceptors

Discussion

- ◇ **Clinical placements will continue to be a challenge**
- ◇ **No “one size fits all” solution – will require innovation & collaboration within the context of your discipline & setting**
- ◇ **Examine commonalities and differences between clinical coordinators and employers – innovate & collaborate for improvement**



Assignment

- **Implement one change into your program as a result of these data**
- **Initiate collaborations within your university, college, and profession to reduce obstacles and increase innovations!!**

References

- ◇ Romig BD, Maillet JO, Chute PM, McLaughlin RJ. Clinical education from a specialized accreditation viewpoint: A report of the ASAHP Clinical Education Task Force. *Journal of Allied Health Professions*, 2013, 42(3):143-148.
- ◇ O'Brien CW et al. Employers' Viewpoint on Clinical Education: A report of the ASAHP Clinical Education Task Force. *Journal of Allied Health Professions*, 2017, 46(3):131-137.
- ◇ Romig BD, Tucker AW, Hewitt AM, O'Sullivan Maillet, J: The Future of Clinical Education: Opportunities and Challenges from Allied Health Deans' Perspective. *Journal of Allied Health*, Spring 2017, 46(1): 43-56.

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