

Saskatchewan Academic Health Sciences Network



Clinical Learning and Interprofessional Practice Unit

Capacity Pilot Project



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Capacity Pilot Project – Cypress Health Region

2 EXECUTIVE SUMMARY

Recent projects related to nursing clinical placements in Saskatchewan have identified an urgent need to better understand student placement capacity within the health regions. To address this, a pilot project was initiated in March, 2015 to collect capacity information and complete destination profiles for all potential placement destinations within the Cypress Health Region.

The specific objectives of the project were to:

- enter comprehensive Destination Profile/capacity information into HSPnet;
- determine the utility of the data for placement request planning;
- determine the resource intensity of collecting profile/capacity information and the practicality of keeping it up to date;
- assess the feasibility of expanding data collection to other regions.

Between March and July, 2015 the Clinical Learning and Interprofessional Practice Unit (of the Saskatchewan Academic Health Sciences Network) worked closely with the Cypress Receiving Coordinator to plan and facilitate the activities needed to fulfill these objectives.

As a key aspect of the project, an experienced former clinical instructor and RN placing coordinator (Education Specialist) was recruited to provide advice and input into the data collection process, and to meet with unit/service managers individually to explore placement opportunities, discuss capacity and complete data collection forms. A number of current nursing Placing Coordinators from the University of Saskatchewan and Saskatchewan Polytechnic Institute also provided input and advice into the data collection process.

Profiles were subsequently completed and capacity information collected and entered into HSPnet for 45 out of 54 destinations in the Cypress Health Region (80%). The remaining destinations, for which profiles were not completed, involve disciplines that do not currently use HSPnet to coordinate and track clinical placements.

Service areas for which profiles were completed include public health, primary care, labour & delivery, acute care, critical care, surgical services, home care, long term care, mental health & addictions, and occupational health & safety. Data collection focused on placement capacity for nursing as the largest HSP-net user group in Saskatchewan.

Completed profiles were sent to unit/service managers for verification in July and August. Following the verification process, feedback on the utility of the information contained in the profiles and the benefits to the RHA and the education programs of having completed profiles was sought from the Receiving Coordinator, the Education Specialist, program/service managers, and active nursing placing coordinators from Saskatchewan Polytechnic Institute, University of Saskatchewan, University of Regina, and the Regional Colleges.

The pilot project also resulted in the clean-up of the site/service/destination structure within HPSnet (removal of duplicate destinations, linking of destinations with the appropriate service(s), and improving consistency and clarity of destination names), and identification of

two new destinations: the Acquired Brain Injury program, and Occupational Health & Safety at Cypress Regional Hospital. These latter destinations represent additional placement opportunities (capacity) for hosting student placements that were not previously available to the nursing programs.

In addition to a number of specific things that were learned about the data collection tool (form) and the destination and capacity screens within HSPnet, the pilot project also revealed a number of important aspects about the process. First, health region sponsorship and communication with managers was key to achieving a high level of participation. Second, managers were highly engaged and willing to discuss and explore student learning opportunities and capacity for student learners. And finally, the involvement of a subject matter expert (Education Specialist) who understands student learning needs and the types of competencies that students must acquire during placements was an important factor in achieving the project's objectives.

Feedback received from stakeholders at the end of the project identified the following benefits for both RHAs and nursing education programs:

- **Improved understanding of student placement opportunities**
- **Improved understanding of capacity**
- **Improved consistency of destination structure and naming consistency in HSPnet**
- **Streamlined placement request planning process**

Further to the perceived benefits, stakeholders generally agreed that ongoing maintenance and upkeep of profiles is likely to be challenging. However, the importance of profile maintenance cannot be overlooked as the benefits noted above will only be sustained if the destination and capacity profiles are reviewed regularly and kept up to date.

Given the lessons learned and feedback from this project, particularly the anticipated benefits to the RHAs and education programs of achieving a better understanding of student placement capacity, the following recommendations are put forward:

1. Develop a process with clearly identified roles and responsibilities, and a work standard for regular review and maintenance of Destination Profiles.
2. Expand profile data collection to 1 or 2 more regions. Consult with the Advisory Council on Clinical Education and the Joint Health Human Resource Committee to identify which regions.
3. Seek commitment from the selected RHAs for Receiving Coordinator/Manager time and from education program leaders for Placing Coordinator/Faculty time to discuss capacity with Managers and collect information for the Destination Profiles.
4. Simplify the data collection form based on information that was found to be most useful/value-added (see proposed form in Appendix B). Managers who are very familiar with taking students could potentially complete it on their own (e.g. those in medicine/surgery and labour & delivery in large urban centres). Those who are not used to student placements may benefit from a discussion with a knowledgeable representative from the education programs.
5. Give interested Managers/Destination Contacts in Cypress view-only access to HSPnet to view calendars and profiles. Set them up for success by ensuring adequate training and support is provided.

6. Propose appropriate enhancements to the HSPnet Destination Profile and Capacity screens, e.g. Comment box on the Typical Staffing page.

The following table outlines the roles and responsibilities that are proposed to support recommendations 2 and 3.

CLIPP	RHA	Education
<ul style="list-style-type: none"> - Seek and confirm commitment from RHA and Education partners - Work with Receiving Coordinator and Education reps to prepare for data collection - Enter capacity profiles into HSPnet - Verify completed profiles with RHA managers (initial verification only, not ongoing maintenance) - Lead the development of a work standard for profile maintenance and guidelines for consistency of HSPnet sites, services and destinations 	<ul style="list-style-type: none"> - Confirm participation and identify a project sponsor - Work with CLIPP to develop a communication plan and communicate profile requirements to health region managers - Commit to impact on the Receiving Coordinator's and Managers' time for initial data collection AND ongoing profile maintenance - Contribute (through RC) to development of a work standard for ongoing profile maintenance and guidelines for consistency of HSPnet sites, services and destinations 	<ul style="list-style-type: none"> - Confirm participation - Identify program representatives to work with CLIPP and RCs to collect capacity information from RHA managers - Designate representative to provide input into development of a work standard for ongoing profile maintenance and guidelines for consistency of HSPnet sites, services and destinations.

3 BACKGROUND

Demand for clinical placements has increased considerably in recent years, particularly in nursing where the number of Registered Nursing program seats increased from 300 to 690 beginning in 2012. Practical Nursing has the second highest intake in the province with 350 students admitted in 2013-14.

The Nursing Clinical Placement mapping project, completed in 2013, identified that there was a “pressing need to understand health system capacity, educational requirements and the opportunities and challenges of the clinical placements requirements of the Nursing Programs in Saskatchewan.” (Final report, pg. 8).

In addition, a process mapping exercise conducted in October, 2014 of the process for arranging nursing clinical placements in medical and surgery units in Saskatchewan, re-emphasized the need to better understand student placement capacity within the RHAs so as to facilitate the planning process and to work towards better alignment between capacity and demand.

Discussions during the future state mapping session suggested that achieving substantial improvement and streamlining the process for planning nursing clinical placements is largely

hindered by the lack of timely and reliable information regarding health system capacity for student placements.

To address this need, a pilot project was initiated in March, 2015 to collect capacity information and complete Destination Profiles for all destinations within the Cypress Health Region.

The project objectives were to:

- enter comprehensive Destination Profile/capacity information into HSPnet;
- determine the utility of the data for placement request planning;
- determine the resource intensity of collecting profile/capacity information and the practicality of keeping it up to date;
- assess the feasibility of expanding data collection to other regions.

4 PROCESS

A data collection form was developed based on the nature and structure of information contained on the HSPnet destination profile/capacity screens. The data collection form was reviewed by the Cypress Receiving Coordinator and three RN Placing Coordinators from SK Polytech and the University of Saskatchewan. Minor revisions were made after initial use of the form. A copy of the form used for the remainder of the project is provided in Appendix A.

The Cypress Receiving Coordinator (RC) was a key member of the project team and served as liaison with Health Region management and staff throughout the project. Her estimated time commitment was 60 hours and included the following tasks:

- Participating in project planning and meetings, including one travel day to Saskatoon towards the end of the data collection to discuss and finalize changes to the HSPnet site/service/destination structure for Cypress;
- Distributing a letter to managers informing them of the project, its purpose and the kind of information being sought;
- Updating destination contacts in HSPnet (names and contact information);
- Arranging and co-hosting an initial group meeting with managers in Swift Current at the start of data collection;
- Liaising as needed with managers who were not present at the initial meeting and/or following up as required to ensure a timely response to requests for information or to set up telephone meetings;
- Ongoing contact with SAHSN during profile verification to discuss edits to be made to the profiles and/or additional information needed;
- Liaising with the appropriate contacts within the health region to obtain activity/service volume information, as requested;
- Identifying managers to provide feedback on the project and offer views on the value to them of having completed destination/capacity profiles available in HSPnet;
- Providing feedback on the project from the RC perspective.

An experienced former clinical instructor and RN placing coordinator (Education Specialist) was recruited to provide advice and input into the data collection process, and to meet with unit/service managers individually to explore placement opportunities, discuss capacity and

complete data collection forms. Her time commitment was 60 hours and included the following tasks:

- Attending project meetings as required;
- Reviewing the existing list of Cypress destinations and profiles in HSPnet;
- Reviewing and providing input into the draft data collection form;
- Liaising with the Cypress RC to set up and co-host an initial meeting with managers in Swift Current at the start of data collection;
- Liaising with the Cypress RC to obtain an updated list of destination contacts;
- Setting up meetings/telephone discussions with individual managers to collect profile/capacity information;
- Completing the data collection form based on the information provided by managers;
- Reviewing the profile/capacity information that was entered into HSPnet* for completeness and accuracy;
- Recommending changes and participating in a discussion to finalize the HSPnet site/service/ destination structure for Cypress;
- Providing feedback on the project report.

*Information from the completed forms was entered into HSPnet by a student project assistant with the SK Academic Health Sciences Network.

After the HSPnet profiles were reviewed by the Education Specialist, they were emailed in pdf format to managers for verification. Edits were made as corrections or additional information was provided throughout the verification process.

Following the verification process, feedback on the utility of the information in the profiles and the benefits to the RHA and the education programs of having completed profiles was sought from the RC, the Education Specialist, program/service managers from acute care, primary care, and public health, and nursing placing coordinators from SK Polytech, U of S, U of R, and the regional colleges.

5 RESULTS/OUTCOMES

5.1 DESTINATION PROFILES

Prior to the pilot, only 7% of destination profiles were completed across Saskatchewan and most of these were out of date. At completion of the pilot with Cypress, profiles were completed and capacity information available in HSPnet for 45 out of 54 destinations in the Cypress Health Region (80%). The remaining destinations, for which profiles were not completed, involve disciplines that do not currently use HSPnet to arrange and track clinical placements.

Service areas for which profiles were completed include public health, primary care, labour & delivery, acute care, critical care, surgical services, home care, long term care, mental health & addictions, and occupational health & safety.

Data collection focused on placement capacity for nursing as the largest HSP-net user group in Saskatchewan. Placement capacity for students from other disciplines was not specifically sought but it was entered into the destination profiles, if provided by the

managers. Physiotherapy is the one exception as the Therapies manager was interviewed and staffing and capacity information was reviewed and updated in HSPnet for physiotherapy, occupational therapy and speech-language pathology. The RC from Cypress has committed to following up with the managers from Diagnostic Imaging and Labs to get information to populate their destination and capacity profiles.

Through discussion with managers, two new destinations were identified for Cypress: the Acquired Brain Injury program, and Occupational Health & Safety at Cypress Regional Hospital. These destinations represent additional placement opportunities (capacity) for hosting student placements that were not previously known to the nursing programs.

Finally, based on discussions with unit/service managers, the site/service/destination structure in HSPnet was reviewed and modified as necessary to remove duplicate destinations, link destinations to the appropriate service(s), and improve consistency and clarity of destination names, (e.g. including the community name in the destination name where helpful for clarity).

5.2 RESOURCE INTENSITY

The estimated time commitment from the RC over the course of the project was 60 hours. Project-related tasks were fit in around other work flow and therefore it was difficult to record the time in great detail.

The time commitment for the Education Specialist over the course of the project was 60 hours.

The approximate time commitment for SAHSN for site/service restructuring, data entry and profile edits/corrections was 60 hours.

The time commitment for managers for data collection (meeting/discussing learning opportunities and capacity with the Education Specialist) and profile verification was not explicitly tracked but estimated to be approximately one hour per manager.

5.3 GENERAL FINDINGS/ LESSONS LEARNED

The following key lessons were learned through the course of conducting the pilot project:

- Health Region sponsorship of the project in the form of initial written communication (memo) to all managers, and direct follow-up communication between the RC and managers was key to getting a high level of engagement within the RHA.
- Managers were very willing to participate, asked questions and were keen to discuss learning opportunities for students. Several expressed interest in having HSPnet access themselves so they could see the calendar view for their destinations.
- Involvement of an education specialist to meet and discuss capacity with managers was also an important aspect of the project. Having a subject matter expert who understands well the student learning needs and the types of competencies that students must acquire in order to effectively work with managers to identify viable placement options.
- Review of the existing site/service/destination structure was helpful as a starting point but most destination “clean-up” (re-structuring and re-naming of destinations)

was done following discussion with managers as these discussions shed light on what makes the most sense based on how programs and services are organized.

- Specifying the services offered and learning opportunities is not as essential in acute care and long term care settings because the types of care activities that occur in those service areas is well understood. It is more important to collect this information for non-traditional and community-based placement settings where there may be greater variation in the types of care activities. Capacity information, however, is equally important to collect for all types of care settings.
- Profile information will need to be collected from a variety of sources. While the manager who is responsible for decision-making related to student placement requests may be listed as the sole destination contact in HSPnet, he/she may not be able to provide detail about the learning opportunities that exist for students outside their own discipline. In such cases, it can be helpful to seek input from a supervisor or preceptor in the appropriate discipline. Similarly, with the exception of number of beds in an inpatient unit, activity information such as number of patient visits or number of procedures per year, is better sought from a central source as managers don't always have this information at their fingertips.
- Some items on the data collection form were not useful in that too much detail was sought with little added value. As such it was not pursued after the first few discussions with managers. Examples include:
 - Number of FTEs: a general idea of the mix and level of staffing is important but FTE info is too detailed and would be difficult to keep up to date
 - Typical Staffing for CCAs: CCA staffing was found to vary between shifts with shifts also overlapping. In some facilities CCAs are hired and complete their training as employees (on-the-job training) rather than as students coming from an educational institute, so the concept of determining capacity for CCA student placements was not straightforward.
 - Pre-requisites: these are standard for all SK health science students and specified in the common Clinical Placement Agreement (CPA). Managers need only be asked if there are destination-specific pre-requisites over-and-above what is in the CPA (e.g. personal vehicle/transportation required). For ease of reference the CPA can be uploaded to the Agency profile and linked to each Destination Profile under the Documents tab. A screenshot of this is shown below for the Surgery Inpatient units 1 and 2 at Cypress Regional Hospital. Note: in this example the unit manager also provided an orientation manual for students and instructors that was uploaded to the Documents tab.

Destination Profile

Destination Name: Surgery 1/2 (1/2) **Agency:** [Cypress Health Authority](#) (CypressHA)
Site: [Cypress Regional Hospital](#) (CypRegHosp)
Last Updated: Aug 16/15

Services **Contact**
 Surgery - inpatient Erin Simpson

[Print Profile](#) | [Refresh View](#) | [Close Window](#)

[General](#) ✓ | [Contacts](#) ✓ | [Prerequisites](#) ✓ | [Capacity](#) ✓ | [Documents](#) ✓ | [History](#)

[Print Tab](#)

Document Type:

Show documents for:

Document Name	Type	Updated	Source
Comment	Discipline	Agency/User	Help +
Clinical Placement Agreement FINAL Jan 2014	Practice Education Policies	Jun 26/15	Agency
	ALL	CypressHA/RA	
MedSurg Orientation Manual	Other	Jul 8/15	
	Nursing/NurBacc ...	CypressHA/RA	

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 Currently logged in: Ronda Appell (LocalAdmin - CypressHA/CypressNsg)
 Last Login: Aug 16 2015 7:58AM Pacific Time

- In addition to collecting term-specific capacity, it is important to note if there is a maximum capacity per year for any given sub-discipline. For example, the capacity profile for a unit that can accommodate 1 RN preceptorship at a time irrespective of term would appear as: Fall – 1; Winter – 1; Summer – 1. However, due to limited availability of preceptors, for example, the unit may only be able to accept 2 RN preceptorships per year. In other words, the unit might not accept a student in the Summer term if it has already hosted students in each of the Fall and Winter terms. In the absence of a dedicated field in HSPnet for max students per year per sub-discipline, this information was entered into the comments area of the capacity profile screens. An example from Maple Creek Public Health is shown below:

Destination Profile

Destination Name: Maple Creek Public Health (MapCre PHS)

Agency: [Cypress Health Authority](#) (CypressHA)
Site: [Community Health Services](#) (CommHS)

Last Updated: Aug 2/15

Services

Contact

Prevention & Health Promotion Erin Simpson  

Print Profile

Refresh View

Close Window

General Contacts Prerequisites Capacity Documents History

Placement Capacity [Capacity Utilization](#)

Print Tab

Maximum Learners to be Accommodated: Unknown 
due to space, patient/client population, and other considerations 

Copy capacity profiles from:

NOTE: Copying the capacity profiles from the selected Destination will delete all existing capacity profiles in the current Destination

Show capacity for: Discipline:  

Filter to ALL to add

Placement Type: Individual Placements (e.g. preceptorships, fieldwork, projects)

Subdiscipline	Max.	Prog. Yr. (min)	Shift	Students Accommodated						
	Spaces			Mon	Tue	Wed	Thu	Fri	Sat	Sun
RN Programs	Win: 1	4	Days - 8	✓	✓	✓	✓	✓		
- Bacc Nursing - BScN/BSN/BN	Spr: 1									
- Bacc Nursing - Post Diploma BSN/BN	Fall: 1									
- Registered Nurse										

Comment: Max 2 per year, not at the same time.

A few specific things were also learned about HSPnet:

- The Drop-down list to describe the volume of activities at a Destination doesn't always fit or may differ by discipline (options are: beds, annual visits/encounters, clients, rooms, procedures/treatments, stations). Where necessary, additional information can be provided in the Comments area on the same screen.
- Hours of operation at a Destination may differ by day of week but HSPnet does not allow for that level of detail. Where this was found to be the case, the hours were set to the broadest range applicable to the Destination.
- General comments regarding staffing at a given destination had to be entered in the comments section under Address & Schedule since there is no place for comments on the Typical Staffing page.
- The HSPnet capacity screens for Group placements call for a maximum number of shifts per week to be entered. This reflects the maximum number of days each week that groups can be accommodated at that Destination. This was found to be difficult for managers to answer, particularly in areas that have not reached placement saturation. It may be more relevant to specify for clinical areas that host student groups on a more frequent or continual basis.

- The HSPnet capacity screens for Individual placements do not include a field for the maximum number of students accommodated per year per sub-discipline. For Destinations where it was necessary to specify a maximum per year, it was entered into the comments box on the appropriate capacity screen.

6 FEEDBACK/EVALUATION

Feedback on the capacity profiles and the perceived benefits to the RHA and the education programs of having the Destination Profiles completed was sought from the Cypress Receiving Coordinator, the Education Specialist, Unit/Service Managers and nursing Placing Coordinators.

As of October 16, 2015, feedback was received from 10 individuals including the Receiving Coordinator, the Education Specialist, two Unit/Service Managers, and six nursing Placing Coordinators. A summary of their feedback is provided below.

6.1 PROFILE COMPLETENESS, ACCURACY AND CLARITY

Although the profiles were reviewed for completeness and accuracy during the verification process, further review by Placing Coordinators during the evaluation phase helped identify additional possible errors or omissions in the profiles and/or information that wasn't clear. Comments about specific profiles will be brought to the attention of the Cypress Receiving Coordinator for review and appropriate follow-up action.

Feedback from Placing Coordinators also included two suggestions for information that could be added to the profiles to make them more useful for themselves and for students and instructors. These include addition of website links, where additional information is available on facilities, programs and services, and specifying the position title or role of the destination contacts listed in the profiles.

Questions and comments from Placing Coordinators regarding profile content (errors, omissions, ideas for enhancement) highlights the fact that all stakeholders have an important role to play in guiding continued profile development and in keeping completed profiles current.

6.2 BENEFITS TO RHA AND EDUCATION PROGRAMS

Feedback received during the evaluation phase suggests a number of benefits for RHAs and education programs related to the discussions held during data collection and the information now available in the profiles. These are categorized into themes and summarized below.

➤ **Improved understanding of student placement opportunities**

Feedback suggests that discussions between the Education Specialist and Managers were valuable for exploring potential placement opportunities that may not have been otherwise considered. Having someone knowledgeable about student learning needs and required competencies allowed for purposeful discussions and identification of viable placement opportunities.

Additionally the information in the profiles is anticipated to be helpful for Placing Coordinators for finding appropriate placement opportunities for students, particularly when considering destinations they are not familiar with, and for students when selecting placement preferences. Students and instructors may also consult the profiles when developing learning plans that are in keeping with the services offered and patient populations served at each destination.

➤ **Improved understanding of capacity**

Taking time to consider student placement capacity affords Managers the opportunity to consider the many factors that influence their decision-making and to think about the number of students that could reasonably be accommodated. Feedback suggests this information will be helpful to the RHAs in terms of ensuring a manageable number of students on particular units or in certain facilities at one time, which in turn makes for better practice education experiences for both students and staff.

For Placing Coordinators, having access to unit-level capacity allows for more effective placement request planning by reducing the “guesswork” involved. If capacity information were available province-wide it could potentially help identify areas where there is untapped capacity or conversely areas where capacity has been exceeded.

Overall, the process of assessing and communicating capacity information fosters greater understanding on the part of all stakeholders and has the potential to lead to greater alignment between capacity and demand.

➤ **Improved consistency of site/service structure and naming consistency in HSPnet**

Feedback from Placing Coordinators suggested that the pilot project resulted in improved clarity and consistency in the organization and naming of sites, services and destinations for the Cypress Health Region. As example of changes that were made to improve consistency and clarity, public health and primary care destinations are now consistently linked with the services of “Primary Care Clinics” and “Prevention & Health Promotion”, respectively, while the naming of Long Term Care destinations now includes community name for ease of identification.

It is anticipated that undertaking a similar process in other regions would lead to greater consistency across regions, make it easier for programs to search for relevant placement opportunities throughout the province, and facilitate the development of provincial standards pertaining to site, service and destination structure and names in HSPnet.

➤ **Streamlined placement planning process**

Through improved knowledge and understanding of available learning opportunities and unit capacity, the accessibility of information in the profiles sets the stage for a more effective placement planning process and better alignment of placement requests and stated capacity. Having more information about what a destination has to offer (activity levels, services, client population, learning opportunities) and the number of students it can accommodate largely removes the trial-and-error that is often involved in finding appropriate placement destinations and figuring out how many preceptor placements or what group size is reasonable to request. By providing education programs with the information they need to tailor requests more appropriately, ongoing use and maintenance of destination and capacity profiles has the potential to reduce workload for all parties involved in the placement request process.

Additionally, as a result of the destination “clean-up” that occurred in this project, a number of redundant or non-viable destinations were inactivated. The result was a smaller but more accurate list of possible placement destinations. This in turn means a more manageable number of destination profiles for the region to have to populate and maintain.

6.3 PROFILE MAINTENANCE

Although the feasibility and resource intensity of keeping the destination and capacity profiles up to date is difficult to fully assess at this time, feedback on this particular aspect of the work was sought from stakeholders, and their collective comments are summarized below.

Feedback from all stakeholders was consistent in terms of anticipating that the ongoing maintenance and upkeep of profiles would be challenging. It was suggested that contact names and information may have to be reviewed and updated quite regularly while capacity profiles and general information (activity/service/staffing info) could be reviewed and updated less often.

In terms of a timeframe or frequency of profile review, suggestions ranged from 1 to 3 times per year. A central role for the Receiving Coordinator was either stated or implied in several of the comments, however it was also noted that other interested parties (managers, placing coordinators), have a role to play in ensuring the RC is aware of changes that are needed.

The benefits described in the preceding section will only be realized if the Destination profiles are reviewed regularly and kept up to date. However, given the general consensus that this is likely to be challenging for the RHA to manage, it is anticipated that profile upkeep may not occur unless a process is established and roles and responsibilities clearly defined.

7 RECOMMENDATIONS

Considering the lessons learned and feedback from this project, particularly the anticipated benefits to the RHAs and education programs of achieving a better understanding of student placement capacity, the following recommendations are put forward:

1. Develop a process with clearly identified roles and responsibilities, and a work standard for regular review and maintenance of Destination Profiles.
2. Expand profile data collection to 1 or 2 more regions. Consult with the Advisory Council on Clinical Education and the Joint Health Human Resource Committee to identify which regions.
3. Seek commitment from the selected RHAs for Receiving Coordinator/Manager time and from education program leaders for Placing Coordinator/Faculty time to discuss capacity with Managers and collect information for the Destination Profiles.
4. Simplify the data collection form based on information that was found to be most useful/value-added (see proposed form in Appendix B). Managers who are very familiar with taking students could potentially complete it on their own (e.g. those in medicine/surgery and labour & delivery in large urban centres). Those who are not used to student placements may benefit from a discussion with a knowledgeable representative from the education programs.
5. Give interested Managers/Destination Contacts in Cypress view-only access to HSPnet to view calendars and profiles. Set them up for success by ensuring adequate training and support is provided.
6. Propose appropriate enhancements to the HSPnet Destination Profile and Capacity screens, e.g. Comment box on the Typical Staffing page.

The following table outlines the roles and responsibilities that are proposed to support recommendations 2 and 3.

CLIPP	RHA	Education
<ul style="list-style-type: none"> - Seek and confirm commitment from RHA and Education partners - Work with Receiving Coordinator and Education reps to prepare for data collection - Enter capacity profiles into HSPnet - Verify completed profiles with RHA managers (initial verification only, not ongoing maintenance) - Lead the development of a work standard for profile maintenance and guidelines for consistency of HSPnet sites, services and destinations 	<ul style="list-style-type: none"> - Confirm participation and identify a project sponsor - Work with CLIPP to develop a communication plan and communicate profile requirements to health region managers - Commit to impact on the Receiving Coordinator's and Managers' time for initial data collection AND ongoing profile maintenance - Contribute (through RC) to development of a work standard for ongoing profile maintenance and guidelines for consistency of HSPnet sites, services and destinations 	<ul style="list-style-type: none"> - Confirm participation - Identify program representatives to work with CLIPP and RCs to collect capacity information from RHA managers - Designate representative to provide input into development of a work standard for ongoing profile maintenance and guidelines for consistency of HSPnet sites, services and destinations.

APPENDIX A: DATA COLLECTION SHEET – AS USED FOR PILOT

Site: Pre-fill

Service: Pre-fill

Destination: Pre-fill

Address: Pre-fill

Contacts: (by discipline/program type, if appropriate)

Activities: What is the best measure of the volume of activity at the destination? **Note: Choose best overall measure, noting in comments where it may differ by discipline.**

Choose 1: Beds _____ (see Comment below)
 Annual Visits/Encounters _____
 Clients _____
 Rooms _____
 Procedures/Treatments _____
 Stations _____

Comments: (text box)

- **Note here if additional measures of activity are relevant for specific disciplines**
- If Beds is selected under Activities, specify how many beds are typically open (average daily census), and if it is a mixed unit, e.g. specify how many beds of each type, e.g. 10 Labour & Delivery, 8 Postpartum
- Include any other comments of a general nature

Days of Operation: 24x7

OR M T W R F S U

Hours: to

Description: Include any or all of:

Services Offered (e.g. patient & family education, health promotion/disease prevention activities such as, immunizations, primary care, chronic disease management (diabetes, COPD etc), medical/surgical care – inpatient/outpatient (name sub-specialties if appropriate), trauma, labour & delivery (induction, c-section, newborn care), respite, palliative care, etc.)

Population Served (e.g. size of population served, community/communities served, age range of clientele, particular diagnoses/health issues)

Learning Opportunities (e.g. types of treatments, interventions students may observe or participate in, interprofessional learning opportunities)

Student Activities (may leave this section blank unless there is something that clearly doesn't fit under Learning Opportunities)

Webpage (include only if unique to the destination; facility-wide websites are stored at the site level and linked to all destinations for that site):

Closures: (leave blank unless the destination is always closed during the specified timeframe)

Choose Type: Christmas From _____ to _____
Summer From _____ to _____
Construction From _____ to _____
Unavail for students From _____ to _____
Other From _____ to _____

Pre-requisites: Choose all that apply:

Certifications (pre-checked options reflect the current Clinical Placement Agreement)

Breastfeeding certificate
Child abuse registry
CPR
Criminal Record Check
Violence intervention (specify if more than basic required)
Neonatal resuscitation program
Telemetry course

Occupational Health

Influenza vaccination
Immunizations

Placement Process

Confidentiality Agreement
Interview required
Student resume (if prec)
Return of docs from site/destination profile
Network IT form
Student registration

Skills/Competencies

- Computer skills training
 Specialty/theory courses

Equipment/Transportation

- Vehicle/Transportation required

Language Fluency

- English: required preferred
 French: required preferred
 Other: _____
 Laptop required

Typical Staffing:

Discipline/ Sub-discipline	Staff Notes	Shifts	Discipline Accepts students?	Min Progm Year (1 to 5)	Placement Type (check all that apply)	Actively seeking students ? (circle one)
		<input type="checkbox"/> 8 hour <input type="checkbox"/> 12 hour Other _____	Yes or No		<input type="checkbox"/> Groups (max size): _____ <input type="checkbox"/> Precept <input type="checkbox"/> Fieldwork <input type="checkbox"/> Projects	Yes or No
		<input type="checkbox"/> 8 hour <input type="checkbox"/> 12 hour Other _____	Yes or No		<input type="checkbox"/> Groups (max size): _____ <input type="checkbox"/> Precept <input type="checkbox"/> Fieldwork <input type="checkbox"/> Projects	Yes or No
		<input type="checkbox"/> 8 hour <input type="checkbox"/> 12 hour Other _____	Yes or No		<input type="checkbox"/> Groups (max size): _____ <input type="checkbox"/> Precept <input type="checkbox"/> Fieldwork <input type="checkbox"/> Projects	Yes or No

Capacity - Groups:

Discipline	Max Group Size	Min Program Year (1-5)	DOW (check all that apply)	8-hour shifts	12-hour shifts
			<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> Saturday <input type="checkbox"/> Sunday	<input type="checkbox"/> Days Max/wk _____ <input type="checkbox"/> Eves Max/wk _____ <input type="checkbox"/> Nights Max/wk _____	<input type="checkbox"/> Days Max/wk _____ <input type="checkbox"/> Nights Max/wk _____
			<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> Saturday <input type="checkbox"/> Sunday	<input type="checkbox"/> Days Max/wk _____ <input type="checkbox"/> Eves Max/wk _____ <input type="checkbox"/> Nights Max/wk _____	<input type="checkbox"/> Days Max/wk _____ <input type="checkbox"/> Nights Max/wk _____
			<input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> Saturday <input type="checkbox"/> Sunday	<input type="checkbox"/> Days Max/wk _____ <input type="checkbox"/> Eves Max/wk _____ <input type="checkbox"/> Nights Max/wk _____	<input type="checkbox"/> Days Max/wk _____ <input type="checkbox"/> Nights Max/wk _____

Destination can accommodate more than one instructor-led group on the same shift: Yes No

Comments re: Group Capacity (text box)

- Include term info here if relevant; any other general comments

Capacity – Individuals:

Discipline	Accepts multiple consecutive placements in a term?	Max Students	Min Program Year (1-5)	DOW (check all that apply)	Shifts Accommodated for Students
	Yes or No	Winter ____ (Jan-Apr) SprSum ____ (May-Aug) Fall ____ (Sep-Dec)		<input type="checkbox"/> Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Sun	Day: 8 <input type="checkbox"/> 12 <input type="checkbox"/> Other ____ Eve: 8 <input type="checkbox"/> Other ____ Night: 8 <input type="checkbox"/> 12 <input type="checkbox"/> Other ____ _____
	Yes or No	Winter ____ (Jan-Apr) SprSum ____ (May-Aug) Fall ____ (Sep-Dec)		<input type="checkbox"/> Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Sun	Day: 8 <input type="checkbox"/> 12 <input type="checkbox"/> Other ____ Eve: 8 <input type="checkbox"/> Other ____ Night: 8 <input type="checkbox"/> 12 <input type="checkbox"/> Other ____ _____
	Yes or No	Winter ____ (Jan-Apr) SprSum ____ (May-Aug) Fall ____ (Sep-Dec)		<input type="checkbox"/> Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Sun	Day: 8 <input type="checkbox"/> 12 <input type="checkbox"/> Other ____ Eve: 8 <input type="checkbox"/> Other ____ Night: 8 <input type="checkbox"/> 12 <input type="checkbox"/> Other ____ _____

Documentation available:

Instructor welcome package

Student Welcome package

Other (specify) _____

APPENDIX B: DATA COLLECTION SHEET - PROPOSED

Site:

Service:

Destination:

Contacts for Student Placements: (by discipline/program type, if applicable)

Name(s), phone number, email

Days of Operation: 24x7

OR Mon Tue Wed Thu Fri Sat Sun

Hours: to

Size/Volume of Activity in the unit/program/service: Indicate the most appropriate unit of measure for this unit/program/service. Include additional information in the text box.

- Choose 1:
- Beds
 - Annual Visits/Encounters
 - Clients
 - Rooms
 - Procedures/Treatments
 - Stations

Additional Information (number of beds or monthly/annual activity volumes, if known)

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Provide a brief description of the Unit/Program/Service (common procedures, typical activities)

Population served (age range, common diagnoses seen etc).

Additional learning opportunities for students (special activities or tasks they will have an opportunity to participate in, interprofessional collaboration, quality improvement projects, research)

Closures: Note if there are specific times of year that the unit/program/service is always closed or otherwise unavailable for students.

Pre-requisites: Note if there are any special pre-requisites for students within this unit/program/service e.g. personal vehicle/transportation required, languages that must be spoken, certifications needed (other than CPR)

Staffing: Indicate the type of care providers that typically work on this unit/program/service and whether or not they accept students for placements

Discipline	Types of Shifts Worked	Are student placements accepted?	Types of placements accommodated
<input type="checkbox"/> RN	<input type="checkbox"/> 8 hour <input type="checkbox"/> 12 hour <input type="checkbox"/> other	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Groups <input type="checkbox"/> Preceptor <input type="checkbox"/> Other
<input type="checkbox"/> NP	<input type="checkbox"/> 8 hour <input type="checkbox"/> 12 hour <input type="checkbox"/> Other	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Groups <input type="checkbox"/> Preceptor <input type="checkbox"/> Other
<input type="checkbox"/> LPN	<input type="checkbox"/> 8 hour <input type="checkbox"/> 12 hour <input type="checkbox"/> Other	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Groups <input type="checkbox"/> Preceptor <input type="checkbox"/> Other
<input type="checkbox"/> RPN	<input type="checkbox"/> 8 hour <input type="checkbox"/> 12 hour <input type="checkbox"/> Other	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Groups <input type="checkbox"/> Preceptor <input type="checkbox"/> Other
<input type="checkbox"/> CCA	<input type="checkbox"/> 8 hour <input type="checkbox"/> 12 hour <input type="checkbox"/> Other	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Groups <input type="checkbox"/> Preceptor <input type="checkbox"/> Other
<input type="checkbox"/> Other <input type="text" value="Specify"/>	<input type="checkbox"/> 8 hour <input type="checkbox"/> 12 hour <input type="checkbox"/> Other	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Groups <input type="checkbox"/> Preceptor <input type="checkbox"/> Other

Group Placements (Leave blank if this destination does not accept Groups)

Student Type	Min Program Year	Max Group Size	Days that Groups can be Accommodated	Shifts Allowed
RN	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Mon <input type="checkbox"/> Sat <input type="checkbox"/> Tue <input type="checkbox"/> Sun <input type="checkbox"/> Wed <input type="checkbox"/> Thu <input type="checkbox"/> Fri	Days: <input type="checkbox"/> 8 <input type="checkbox"/> 12 Eves: <input type="checkbox"/> 8 Nights: <input type="checkbox"/> 8 <input type="checkbox"/> 12 Other: <input type="text"/>
NP	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Mon <input type="checkbox"/> Sat <input type="checkbox"/> Tue <input type="checkbox"/> Sun	Days: <input type="checkbox"/> 8 <input type="checkbox"/> 12 Eves: <input type="checkbox"/> 8

			<input type="checkbox"/> Wed <input type="checkbox"/> Thu <input type="checkbox"/> Fri	Nights: <input type="checkbox"/> 8 <input type="checkbox"/> 12 Other: <input type="text"/>
LPN	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Mon <input type="checkbox"/> Sat <input type="checkbox"/> Tue <input type="checkbox"/> Sun <input type="checkbox"/> Wed <input type="checkbox"/> Thu <input type="checkbox"/> Fri	Days: <input type="checkbox"/> 8 <input type="checkbox"/> 12 Eves: <input type="checkbox"/> 8 Nights: <input type="checkbox"/> 8 <input type="checkbox"/> 12 Other: <input type="text"/>
RPN	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Mon <input type="checkbox"/> Sat <input type="checkbox"/> Tue <input type="checkbox"/> Sun <input type="checkbox"/> Wed <input type="checkbox"/> Thu <input type="checkbox"/> Fri	Days: <input type="checkbox"/> 8 <input type="checkbox"/> 12 Eves: <input type="checkbox"/> 8 Nights: <input type="checkbox"/> 8 <input type="checkbox"/> 12 Other: <input type="text"/>
Other*	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Mon <input type="checkbox"/> Sat <input type="checkbox"/> Tue <input type="checkbox"/> Sun <input type="checkbox"/> Wed <input type="checkbox"/> Thu <input type="checkbox"/> Fri	Days: <input type="checkbox"/> 8 <input type="checkbox"/> 12 Eves: <input type="checkbox"/> 8 Nights: <input type="checkbox"/> 8 <input type="checkbox"/> 12 Other: <input type="text"/>

Specify

If there a maximum number of days per week that you can accommodate groups? Yes No

Can you accommodate more than one instructor-led group on the same shift? Yes No

*e.g. CCA - refers to groups of CCA students coming from an educational institution with a dedicated instructor.

Individual Student Placements (Leave blank if preceptor placements cannot be accommodated)

Student Type	Min Program Year	Max # Students	Days Students can be accommodated	Shifts Available
RN	<input type="text"/>	<p>Fall (Sep-Dec) <input type="text"/></p> <p>Winter (Jan-Apr) <input type="text"/></p> <p>Summer (May-Aug) <input type="text"/></p> <p>Max/Year <input type="text"/></p>	<input type="checkbox"/> Mon <input type="checkbox"/> Sat <input type="checkbox"/> Tue <input type="checkbox"/> Sun <input type="checkbox"/> Wed <input type="checkbox"/> Thu <input type="checkbox"/> Fri	<p>Days: <input type="checkbox"/> 8 <input type="checkbox"/> 12</p> <p>Eves: <input type="checkbox"/> 8</p> <p>Nights: <input type="checkbox"/> 8 <input type="checkbox"/> 12</p> <p>Other: <input type="text"/></p>
NP	<input type="text"/>	<p>Fall (Sep-Dec) <input type="text"/></p> <p>Winter (Jan-Apr) <input type="text"/></p> <p>Summer (May-Aug) <input type="text"/></p> <p>Max/Year <input type="text"/></p>	<input type="checkbox"/> Mon <input type="checkbox"/> Sat <input type="checkbox"/> Tue <input type="checkbox"/> Sun <input type="checkbox"/> Wed <input type="checkbox"/> Thu <input type="checkbox"/> Fri	<p>Days: <input type="checkbox"/> 8 <input type="checkbox"/> 12</p> <p>Eves: <input type="checkbox"/> 8</p> <p>Nights: <input type="checkbox"/> 8 <input type="checkbox"/> 12</p> <p>Other: <input type="text"/></p>

Student Type	Min Program Year	Max # Students	Days Students can be accommodated	Shifts Available
LPN	<input type="text"/>	Fall (Sep-Dec) <input type="text"/> Winter (Jan-Apr) <input type="text"/> Summer (May-Aug) <input type="text"/> Max/Year <input type="text"/>	<input type="checkbox"/> Mon <input type="checkbox"/> Sat <input type="checkbox"/> Tue <input type="checkbox"/> Sun <input type="checkbox"/> Wed <input type="checkbox"/> Thu <input type="checkbox"/> Fri	Days: <input type="checkbox"/> 8 <input type="checkbox"/> 12 Eves: <input type="checkbox"/> 8 Nights: <input type="checkbox"/> 8 <input type="checkbox"/> 12 Other: <input type="text"/>
RPN	<input type="text"/>	Fall (Sep-Dec) <input type="text"/> Winter (Jan-Apr) <input type="text"/> Summer (May-Aug) <input type="text"/> Max/Year <input type="text"/>	<input type="checkbox"/> Mon <input type="checkbox"/> Sat <input type="checkbox"/> Tue <input type="checkbox"/> Sun <input type="checkbox"/> Wed <input type="checkbox"/> Thu <input type="checkbox"/> Fri	Days: <input type="checkbox"/> 8 <input type="checkbox"/> 12 Eves: <input type="checkbox"/> 8 Nights: <input type="checkbox"/> 8 <input type="checkbox"/> 12 Other: <input type="text"/>
Other <input type="text" value="Specify"/>	<input type="text"/>	Fall (Sep-Dec) <input type="text"/> Winter (Jan-Apr) <input type="text"/> Summer (May-Aug) <input type="text"/> Max/Year <input type="text"/>	<input type="checkbox"/> Mon <input type="checkbox"/> Sat <input type="checkbox"/> Tue <input type="checkbox"/> Sun <input type="checkbox"/> Wed <input type="checkbox"/> Thu <input type="checkbox"/> Fri	Days: <input type="checkbox"/> 8 <input type="checkbox"/> 12 Eves: <input type="checkbox"/> 8 Nights: <input type="checkbox"/> 8 <input type="checkbox"/> 12 Other: <input type="text"/>

Indicate if any documentation is available:

Instructor Welcome/Orientation package

Student Welcome/Orientation package

Other: