



**Psychiatric Disability Services**  
of Victoria (VICSERV)

The Expanded Settings  
Community Managed Mental Health Services

## **Student Placement Project**

### **Survey Report**

January 2011



This project has been supported by the Department of Health

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## Abbreviations / definitions

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<b>VICSERV</b>	Psychiatric Disability Services of Victoria (VICSERV) is the peak body representing community managed mental health services in Victoria
<b>DH</b>	The Victorian Government Department of Health
<b>PDRSS</b>	Psychiatric Disability Rehabilitation and Support Services – funding stream for community managed mental health services
<b>CPN</b>	Clinical Placement Networks – statewide regional networks to facilitate and coordinate student placements in the health sector
<b>BPCLE</b>	Best Practice Clinical Learning Environment – a framework designed to assist in developing a more coordinated, cohesive and cross-disciplinary approach to education within and across all health services.
<b>MOU</b>	Memorandum of Understanding



# 1. Introduction

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## 1.1 Background

As part of the new system of clinical placement network arrangements in Victoria, the Department of Health's (DH) Expanded Settings Projects aim to promote clinical placement activity in non-acute health settings. Three projects are currently being undertaken in aged care, community health and small rural health services, and community managed mental health to explore clinical learning opportunities and determine possible capacity-building initiatives, which may be applied across these settings.

## 1.2 Context of project

To meet evolving models of health service delivery and the growing focus on community based treatment and support it will be critical that Victoria educates its future workforce accordingly. This move to strengthen community based treatment and support (provided by government and non-government organisations) is particularly prevalent in the mental health sector as the incidence of mental illness increases and the sector is reformed to enable greater access to community based treatment and support.

*Because mental health matters: Victorian Mental Health Reform Strategy 2009-2019* articulates a ten year vision for reform of the mental health sector and recognises the need to strengthen and build the capacity of the non-government community managed mental health sector. *Shaping the future: The Victorian mental health workforce strategy* acknowledges the need to expose students to mental health in positive and rewarding ways and encourage meaningful learning experiences that support the development of specific mental health competencies, demystify mental illness and increase recruitment to the sector.

Increasing the community managed mental health sector's capacity to provide student placements is critical to graduating appropriately trained health students able to effectively operate in a community setting. In order to increase the numbers and quality of student placements within the community managed mental health setting additional capacity building activities are required.

It was identified that a state-wide capacity building approach was required to investigate barriers to student placements, develop capacity building strategies, troubleshoot local roadblocks, share best practice and implement systemic processes within the community managed mental health sector. Subsequently, the community managed mental health student placement program was developed to contribute to an increased capacity of agencies to

provide student placements and participate in emerging state-wide network activities. The Program would also support agencies and networks to implement proven approaches and to form education and training partnerships through the Clinical Placement Networks.

Psychiatric Disability Services of Victoria (VICSERV) is undertaking the student placement project for community managed mental health services. VICSERV is the peak body representing community managed mental health services in Victoria. It is a membership-based organisation and provides leadership to the sector.

### 1.3 Project brief

The Expanded Settings Community Managed Mental Health Services Student Placement Project aims to support effective student placements within community managed mental health services by contributing to the capacity of organisations to:

- investigate student placement activity
- undertake student placements
- participate in the new model of clinical/student placement governance in Victoria
- support an organisational culture that values learning.

The long-term objective is to increase clinical placement capacity in Victorian community based mental health services through developing appropriate organisational systems to sustain high quality clinical teaching for the next generation of health staff.

The first phase of this project requires the gathering of information about current student placement practices across community managed mental health services and the submission of a scoping report to include:

- policy review and analysis
- scoping of current student placement activity, particularly student discipline, origin and numbers, student supervision, student orientation, record keeping, and forecast activity
- barriers to taking students
- opportunities to improve student placements.

This report is a summary of the findings from consultations, forums, a sector-wide online survey and review of student placement policies and procedures currently in use within the community managed mental health sector and the broader community service sector.

## 2. Methodology

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The following activities were undertaken to gather the information in this report.

### 2.1 Pre-survey forums and consultations

Individual consultations were held with key stakeholders within the community managed mental health service sector, within other health services and community organisations and with regional DH mental health managers regarding current practice in the provision of student placements.

Forums were held in the Loddon Mallee and Eastern regions with a total of 14 staff from six agencies to discuss current practice and identify concerns and issues regarding taking students on placement.

### 2.2 Survey development

A consulting group was employed to develop the survey using the survey tool [www.surveymonkey.com](http://www.surveymonkey.com). The information from the consultations was used as a basis to formulate both qualitative and quantitative questions in the online survey. The survey took 10-15 minutes to complete with all questions requiring an answer. The survey was trialed by a number of agencies both within the community managed mental health service sector and the broader community sector.

The survey was reviewed by the Project Reference Group and representatives from the DH prior to distribution.

A copy of the survey can be found at *Appendix 2: Survey of current student placement practice: survey questions*.

## 2.3 Survey implementation

The survey comprised 39 questions and was administered during the period 15 December 2010 to 11 January 2011.

The survey was distributed by email to all community managed mental health services, including agencies that were not VICSERV members. Emails were sent to 86 organisations and addressed to 176 managers, team leaders and coordinators, with the request that one survey be completed per agency/program. Follow-up emails were sent twice over a three-week period. Fifty-three respondents from 36 agencies/programs submitted the survey.

Non-respondents were emailed after the survey was closed to ask reason/s for not responding.

A list of agencies can be found in *Appendix 1: Survey recipients list*.

## 2.4 Survey analysis

Results from the survey were collated and similar sections were merged. Data was cross-referenced to separate particular streams or to compare data.

A copy of the data report from the consultants can be found at *Appendix 4: Survey of current student placement practice: survey data results*.

## 2.5 Policy review and analysis

Eight of the participating organisations provided copies of their policies and procedures. This information has been collated (see 4.1.2.1) to provide a broad view of structures in use to support student placement activity in the community managed mental health service sector. Other services that indicated they had policies and procedures to support student placements will be followed up in the second part of the project.

## 2.6 Follow-up consultations

Several of the respondents were contacted to clarify their responses. More comprehensive follow-up consultations and forums are planned in the next three months to consolidate and enhance the collected information.

## 3. Literature review

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A search for student placement research, published articles, information about policies and procedures in other sectors and modes of information dissemination was undertaken. Information was sought via the internet, educational institutions, libraries and consultations with service providers.

### 3.1 Research about student placements

There is no available documented research into the impact of student placements in the community managed mental health service sector.

Services gather information in a number of ways, by

- carrying out evaluations as required, by, and then forwarded to, the educational provider
- asking the students to evaluate the placement and using this information to plan for future student placements, or
- indicating that they also require the staff to evaluate the placement.

There is no available evidence to suggest that any of the above information is collated and used internally or published.

### 3.2 Policies and procedures in other sectors

A number of student placement policies and procedures from other health and community sectors in Victoria, interstate and internationally, were reviewed. Although varied, the majority were consistent in the areas covered with policies and procedures to address:

- application and placement procedures including applications and placement agreements
- roles and responsibilities for the agency and designated student supervisor
- roles and responsibilities for the education provider and designated supervisor
- orientation procedures and manuals – including OH&S, risk and safety
- responsibilities of the student
- confidentiality and grievance procedures

- documentation requirements – e.g. police check
- evaluation.

The provision of a comprehensive orientation manual to students prior to placement with specific learning objectives, checklists and online learning modules was one example of best practice, which could adapt well to the community managed mental health service sector.<sup>1</sup>

### 3.3 Dissemination of student placement information

Some services have a page on their website to publicise their student placement policies. An example from one of the services within the community managed mental health service sector can be found at Inner South Community Health Service's website: <http://www.ischs.org.au/>.

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<sup>1</sup> WA Country Health Service – Allied Health Rural Student Placement Orientation Guide (Pre-Placement), 2010, accessed at: <http://www.wacountry.health.wa.gov.au/uploaddocs/ah%20rural%20student%20placement%20orientation%20guide%20final%202010.pdf>

## 4. Findings

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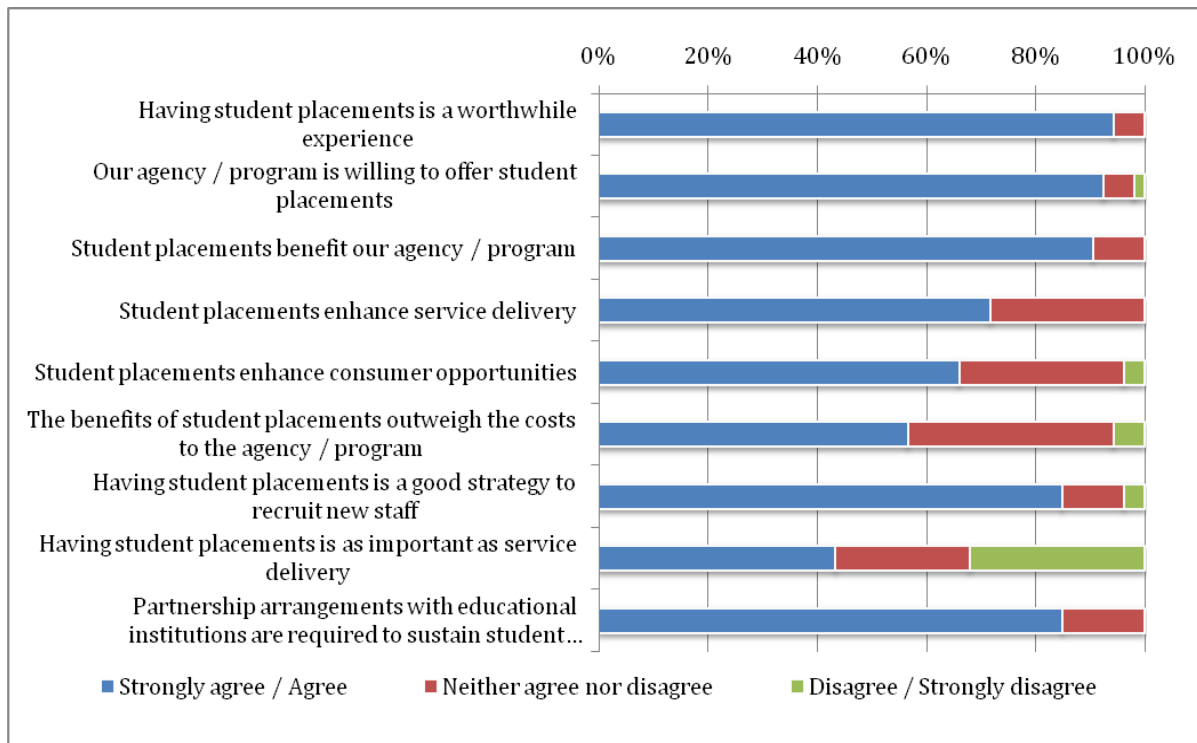
The findings are drawn from survey results collected from the online survey and the policy and procedure documents provided. Some additional information came from follow-up emails and telephone conversations.

Fifty-three respondents from 36 agencies/programs submitted the survey. Response numbers are attached to each question in the *Survey of current student placement practice: survey data results, (Appendix 4)*. There was a range of response methods to the survey from whole agencies (both large statewide and small, with less than 5 EFT) where student placements are centrally managed to separate programs where student placements are locally managed. This is indicative of the diversity within the sector and the need to ensure a range of student placement models are developed to suit both service and consumer needs and educational provider and student needs.

### 4.1 Student placements

#### 4.1.1 Attitudes to taking students on placement

The majority of respondents 92% (49) expressed willingness to take students on placement and found placements worthwhile and of benefit to the agency. Potential recruitment opportunities and partnership agreements with educational institutions were significant considerations to taking students.



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#### 4.1.2 Current student placement activities

The strongest reasons given by the 42 agencies/programs who took students in 2010 were to provide students with relevant community mental health sector experience in a positive way. Other reasons given were related to agency values, overcoming negative stereotypes, recruitment potential and on-going arrangements with education providers. Enhancing service delivery, career progression for staff and staff development were considered least significant.<sup>3</sup>

##### 4.1.2.1 Policies and procedures

Although the majority of agencies/programs have student placement policies (38/72%) and procedures (35/66%) in place and in use, many were not available for this report. Of those reviewed, there was some consistency in the documentation. As the following table demonstrates, not all practices are documented.

<sup>2</sup> Attitude table and additional comments, *Appendix 4: Survey of current student placement practice: survey data results*, p 5

<sup>3</sup> Best explanation for providing student placements in 2010, *Appendix 4: Survey of current student placement practice: survey data results*, p 9

**Policies and procedures received: 8**

(PDRSS – 6, Part of a community health service – 2)<sup>4</sup>

Documented in policies / procedures	Yes	No
Current (two years)	5	3
Student placement process	8	
Agreements / MOUs	2	6
Interview	5	3
Supervision arrangements	7	1
Documentation required	6	2
Agency documentation / policies	7	1
Placement agreement	4	4
Confidentiality agreement	5	3
Orientation procedures / manual	5	3
Grievance procedures	5	3
Indemnity – education provider or agency	3 / 2	5 / 6
Support / training for staff	4	4
Evaluation	5	3

Pre-placement interview requirements appear to be a common feature of student placements in this sector. This is also consistent with information gathered from the consultations and forums, with a strong preference given to holding interviews.

Some agencies rely on informal arrangements and student placement practice relies on individual staff. These arrangements are not sustainable and are lost if the worker leaves the

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<sup>4</sup> Summary of Policy and Procedure documentation by agency, *Appendix 3: Summary of policy and procedure questions*

agency. Information about organisational student placement policies and procedures is not always disseminated throughout services, so staff/programs may not be aware that they exist.

Some respondents identified policies and procedures as an area in which support was required.

Overall, it seems that consideration could be given to the development of standard policy and procedure templates for the sector, with the capacity to allow for individual needs and differences.

This would enable the documentation of many current tasks, which are functions of current student placement practice but not a component of formal organisational policies, to provide support to agencies that have no structures in place.

#### 4.1.2.2 Supervision practices

The most consistent barrier that services find in taking students on placement is identified as the lack of time to provide supervision. Twenty-five (54%) agencies/programs who take students on placement have a staff member with an identified role that includes coordinating and/or managing students. The estimated hours per week that the designated staff member would spend coordinating and/or managing student placements can be up to 15, but the majority is between one and four.

From these results, nearly half of the agencies/programs who currently take students on placement rely on staff to fit in student supervision amongst their other duties.

Student supervision is provided in a number of ways and in most of these agencies/programs it may be a combination of internal and external supervision. Discipline specific supervision may be provided offsite with day-to-day task supervision managed at a local level.<sup>5</sup>

Of 35 (76%) responses to questions about support for staff who supervise students:

- sixteen (35%) receive training. This may be from the university or a supervision course, which may or may not be specific to student needs. In some cases, there is an expectation that staff already have the relevant training and experience

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<sup>5</sup> Supervision Procedures *Appendix 4: Survey of current student placement practice: survey data results*, p 20

- twenty-eight (61%) receive supervision to support the student supervision role, either internally from more senior staff, or externally via the education provider
- seventeen (36%) are mentored in their role as student supervisor.

The amount of support provided to staff who supervise students, appears inadequate in the majority of services. This has significant implications across the sector for the implementation of the BPCLE framework and the introduction of practice standards for student placements. Many services, although willing, will not be eligible to take students on placement without significant input into training and support for student supervisors.

#### 4.1.2.3 Record keeping

Of 42 respondents who took students in 2010, 31 (74%) indicated that they kept records of placements.<sup>6</sup> It is not clear whether these are centrally recorded (and available across the service) or locally managed by individual staff or agencies/programs.

The information most often recorded (66-57%) is about the educational institution, supervisor and student details. Student feedback/evaluation, numbers and discipline were recorded by less than half of the agencies who take students on placement. This has implications for placement planning and coordination and raises questions about how services determine their capacity to take students.

There is some concern that the term 'record keeping' is unclear. The 25% of services who stated that they take students on placement but do not keep records, will be followed up to determine how student placement figures are reached.

Previous surveys, such as the Dousta Galla Community Health *Report on Student Placement Activity*, 2008, identified significant discrepancies between agency/program records and those of education providers.

It appears that there is no current process to accurately determine student placement numbers within a particular sector.

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<sup>6</sup> Record Keeping Information, *Appendix 4: Survey of current student placement practice: survey data results*, p 11

In order to build the capacity to take students on placement in the community managed mental health sector, it seems crucial that an accurate structure to measure current student placement activity is established.

#### 4.1.2.4 Profile of student placements

Thirty-five agencies/programs provided information about their student placements in 2010. Six agencies/programs who indicated that they took students did not complete the survey. Discipline-specific information in the table below represents data from respondents who indicated that they kept student placement records/data (27 respondents).

<b>Discipline</b>	<b>Agencies / programs</b>	<b>Students</b>	<b>Days (8 hours = 1 day)</b>
<b>Social Work</b>	10	23	1489
<b>Youth Work</b>	6	7	217
<b>Psychology</b>	1	2	320
<b>Medicine</b>	6	16	69
<b>Nursing (Registered Div 1)</b>	3	7	110
<b>Nursing (Enrolled Div 2)</b>	3	19	70
<b>Occupational Therapy</b>	5	38	439
<b>Other Allied Health</b>	1	3	270
<b>Mental Health</b>	8	19	525
<b>Health Promotion</b>	1	1	38
<b>Community Services</b>	20	41	811
<b>Other student discipline</b>	1 Art Therapy	2	12
<b>Total</b>		<b>176</b>	<b>4370</b>

Twenty seven (77%) agencies/services, who kept student placement records, provided student placements for 176 students, or 4370 student days. (The average length of placement is 25 days per student).

The majority of placements were for Social Work, Occupational Therapy and Mental Health (Certificate IV) comprising 45% of placements at those agencies who kept records.

The average length of placement per student for disciplinary areas:

Social Work	65 days
Occupational Therapy	11.5 days
Mental Health (Cert IV)	27 days

Twelve agencies/programs indicated a limited capacity to take students on placement, and are only able to offer one placement at a time.<sup>7</sup>

Placements are offered to students at all levels of training. Agencies/programs may offer placements for students in more than one year level.<sup>8</sup>

Agencies/programs are able to offer a range of placement types with thirty of the student placement providers able to provide direct service experience as one placement type.<sup>9</sup>

#### **4.1.3 Partnerships with education providers**

Of the 35 agencies/programs who take students on placement, 24 (68%) have an agreement with some or all of the education providers from whom they take students.

More than half of these are informal arrangements with a quarter being dependent on a specific worker from within the agency/program.<sup>10</sup>

This raises concerns about the sustainability of these partnerships, particularly when stronger relationships and coordination with education providers have been identified as significant enablers, and a potential incentive in the provision of student placements.

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<sup>7</sup> Single or Multiple Placements, *Appendix 4: Survey of current student placement practice: survey data results*, p 15

<sup>8</sup> Students Year of Study, *Appendix 4: Survey of current student placement practice: survey data results*, p 14

<sup>9</sup> Placement Type, *Appendix 4: Survey of current student placement practice: survey data results*, p 14

<sup>10</sup>Ongoing arrangements with education providers, *Appendix 4: Survey of current student placement practice: survey data results*, p 16

Agencies/programs indicated moderate satisfaction with the support provided by education providers for supervision and student learning contracts, but identified that education providers need to take more responsibility for supervision training for staff, and placement preparation for students.<sup>11</sup> It appears that education providers need to take a more active role in supporting the community managed mental health service sector to build capacity in provision of student placements.

## 4.2 Forecast student placement activities

Of 46 respondents, 34 indicated capacity to provide student placements for 2011 and 2012. It is not clear if arrangements to take students in 2011 and 2012 are already in place. Eleven respondents indicated that they were unsure about taking student placements in 2011 and 2012, but they completed the section on potential placement opportunities as if they were to offer placements.

Across all disciplines, year levels, placement types and structures, there is a significant increase in the number of agencies/programs expressing the potential to offer student placements, compared to the number of agencies/programs who took students on placement in 2010. The only area indicating a decrease was for Certificate III and IV courses.<sup>12</sup>

There is no indication whether the number of student placements offered in one discipline may be reduced by increasing the number of offers of student placements in another discipline, or whether these figures indicate potential overall increase in student placements offered.

The number of single placements that could be offered in 2011 and/or 2012 doubled from 12 in 2010, to 24. There was a small increase in multiple placements: 23 in 2010, and 26 in 2011 and/or 2012.

Agencies/programs identified the potential to offer more than twice the number of research/project placements as were offered in 2010. This may provide an avenue to begin to develop an evidence base of activity within the sector across all service areas, not just student placement activity.

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<sup>11</sup> Support from education providers, *Appendix 4: Survey of current student placement practice: survey data results*, p 17

<sup>12</sup> Comparison between 2010 student placement information and projected information for 2011-2012, *Appendix 4: Survey of current student placement practice: survey data results*, p 23

There is a predominant preference to provide placements in higher year levels where students already have some expertise and the students are nearing completion of their course. This may also be influenced by recruitment potential as students seek employment. Respondents may prefer to have students with more experience, but they also indicated willingness to provide placement opportunities for students in their first years of training.

*'We prefer to have final year students as they are a fantastic recruitment source (although we understand that we can't have only final years!).'*

Comment in response to Q.36, p 26, *Appendix 4: Survey of current student placement practice: survey data results*

### 4.3 Enablers to support student placements

Agencies/programs were asked what factors do, or would, influence their level of engagement in taking students on placement. All 46 agencies were able to identify at least one enabler.<sup>13</sup>

More than half of the respondents identified the priority enablers as:

**a. Increased responsibility of educational institutions**

- development of an effective partnership between your agency/program and an educational institution(s)
- clear documentation from the educational institution, outlining requirements for induction, support, supervision and placement outcomes
- effective supervision of student placements by educational institution(s).

**b. Increased resources**

- financial resourcing to support student placements
- paid supervision training for agency/program staff supervising student placements
- provision of a sector-specific Student Placement Toolkit that includes materials to support student placements.

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<sup>13</sup> Full list of enablers, *Appendix 4: Survey of current student placement practice: survey data results*, p 23, 29

Of less priority, but still significant are:

**c. Staffing and agency partnerships**

- allocation of agency/program resources to support student placements
- development of effective partnerships between a group of agencies and educational institution(s)
- shared supervision of student placements with another agency/program.

The enablers in the following table are ranked in perceived order of importance.

Enabler	All respondents, N=46		Unsure re 2011-2012, N=11	
Development of an effective partnership between your agency/program and educational institution(s)	28	61%	5	45%
Clear documentation from the educational institution outlining requirements for induction, support, supervision and placement outcomes	28	61%	7	64%
Financial resourcing to support student placements	27	57%	7	64%
Effective supervision of student placements by educational institution(s)	27	57%	5	45%
Paid supervision training for agency/program staff supervising student placements	25	54%	6	54%
Provision of a sector-specific Student Placement Toolkit that includes materials to support student placements	24	52%	8	73%
Allocation of agency/program resources to support student placements	14	30%	4	36%
Development of effective partnerships between a group of agencies and educational institution(s)	14	30%	4	36%
Shared supervision of student placements with another agency/program	12	26%	2	18%

Other	3	6.5%	0	
- Educational institutions looking at the industry needs, not just putting students through courses without a real knowledge of the work in the sector				
- Final year students as recruitment source				
Due to current circumstances, no enablers would encourage our agency/program to commence having students on placement	0		0	

Agencies/programs that are unsure about future provision of student placements, identified the most significant enabler as a Student Placement Toolkit. Financial resourcing and clear documentation from the educational institutions are considered even more of a priority than the larger group.

#### 4.4 Barriers to student placements

Agencies/programs were asked about the key barriers to community managed mental health services taking students on placement, whether they currently take students, don't take students, or may or may not take students in the future. Results across these groups were very consistent with a 'lack of staff time to supervise student placements', being clearly identified by all groups as the most significant issue.<sup>14</sup>

Seven services stated there were no barriers to taking students and were removed from the respondent numbers for this section.

Please note that services that take students and plan to continue to do so, identify the barriers but many have also found ways to address them.

<sup>14</sup> Full list of barriers, *Appendix 4: Survey of current student placement practice: survey data results*, p 22, 28

The barriers in the following table are ranked in order of perceived importance.

Barriers	All respondents, N = 39*		No students 2010, N = 12		Unsure re 2011-12, N = 11	
Lack of staff time to supervise student placements	28	71%	8	66%	9	82%
Lack of physical resources (e.g. space, desk, telephone) to support student placements at agency/program	18	46%	4	33%	4	36%
Lack of available agency/program staff with the skills and expertise required to supervise student placements	15	38%	3	25%	2	18%
Lack of other resources (e.g. financial, size of agency) to support student placements at agency/program	8	20%	2	16%	2	18%
Negative experience(s) with student placements in the past	5	13%	3	25%	3	27%
Impact on service delivery	5	13%	2	16%	2	18%
Lack of flexibility and/or support from educational institution(s)	4	10%	1		1	9%
Negative experience(s) with educational institution in the past	2	5%	0		1	18%
No benefit to the agency/program	2	5%	2	16%	1	9%
Not approached to have student placements	1	2.5%	0		0	
Other						
- Balance between service needs and course requirements	1	2.5%				
- Length of placements (longer is better for consumers, agency and student)	1	2.5%				
Lack of board/management support	0	0%	0		0	

\*% of total respondents who identified barriers. Seven respondents identified 'no barriers'.

Comparing those agencies/programs who did not take students in 2010 with the whole group, the majority identified 'lack of staff time' as a major concern. Key concerns differed regarding 'negative experiences with student placements in the past', 'benefits to the agency/program' and 'impact on service delivery', which rated more highly.

Those agencies/programs that were unsure about future placements also cited time as the major barrier. Higher negative experiences with students or education providers was the most significant difference between this group and the majority of respondents.

#### **4.5 Incentives to support maintenance of, or increased capacity to, take students on placement**

Respondents were asked to identify one incentive that would enable the agency/program to maintain/increase the number of student placements in 2011 and/or 2012. Responses have been summarised and grouped. The complete list can be found in *Appendix 4: Survey of current student placement practice: survey data results*, p 30.

- Time and other resources
  - Financial support clearly identified
- Coordination with education providers
  - Partnerships
  - Placements over whole year
- Communication with education providers
  - Clear expectations of placements, increased understanding of the function of community managed mental health services, more active involvement
- Support and structure
  - Includes training for staff, timely placement planning, increased external resources for smaller agencies, access to discipline-specific supervision
- Internal structures
  - Identified student placement coordinator
  - Policies and procedures
- Recruitment potential

## 4.6 Awareness of Department of Health Initiatives

Responses to the survey indicated that 25 (54%) of respondents had an awareness of the Clinical Placement Networks. However, there was no awareness from services when first consulted either through the forums, or individually, at the beginning of the project, prior to the survey.

Information has been disseminated across the sector via email, direct contact and through VICSERV's fortnightly e-newsletter, *factsline*. Services were actively encouraged to participate in their regional workshops and to engage in regional CPN Committees, and in three regions there is a member on the Committee from the community managed mental health service sector.

This concurrent activity has probably had an impact on the responses to this question as recorded in the report. Thirteen (28%) of respondents indicated awareness of the Best Practice Clinical Learning Environment (BPCLE) Framework. This exceeded expectations as the BPCLE Framework has not yet been rolled out.

This outcome has also been impacted by the promotion of the Clinical Placement Networks page on the Department of Health website as outlined above.

## 5. Summary

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The Community Managed Mental Health Expanded Settings Project highlights some of the challenges that services within this sector face, in the provision of student placements to support the development of a skilled workforce. In building capacity, it is important to consider the quality as well as the quantity of student placement experiences offered. The value for students is to have placements that enable an opportunity to gain practical experience in learning about the needs and issues facing mental health consumers in a non-acute, non-clinical setting. For the community managed mental health service sector, balancing the needs of consumers and service delivery with the needs of students on placement is a primary concern.

The outcomes of consultations, forums and an online survey across the sector, not only confirm the issues, but also identify potential strategies to build capacity within the sector.

Some smaller services are able to, and do, undertake shared placements within larger organisations or as a partnership with other community organisations or through the regional alliance with area mental health services.

The management of student placements appears to have developed in a haphazard way, where some services have a very strong culture underpinned by policies, procedures and practices with strong established links to educational providers. Others either do not view student placements as a part of core business, or do not have any formal support structures in place. This does not appear to be determined by the size or role of the agency/program.

Although, student placements are seen as a positive strategy in the recruitment of new staff, no service has a documented record showing that this occurs but, subjectively, there is an awareness of past students working at the agency/program or in the sector. Recruitment may not occur immediately post-graduation, but after the student has worked in other areas. Consultation with education providers indicates that no records of employment are kept.

More than 90% consider partnership arrangements with educational institutions to be a requirement, but only 43% (24) have agreements in place, (69% of those currently taking students). Increased participation from educational institutions is seen as the major enabler to increase the number of student placements in the sector. Partnerships where educational institutions take more responsibility in provision of clear documentation and supervision for students, are identified by 61% (28) respondents as a priority.

Some services conduct an evaluation of the placement from the student's perspective and/or performance and keep information, as well as meeting the education provider requirements. There is no information about any evaluation of the impact of student placements on consumers, staff or services. The positive attitude about the benefits of having students on placements appears to be subjective, relying on anecdotal evidence.

The lack of research may also contribute to the seemingly negative responses to questions about the importance and cost benefit of taking students. Although 38, (71%) respondents indicated that they had student placement policies and 34, (68%) indicated that they have student placement procedures, only eight respondents provided copies within the timeframe. Some respondents identified policies and procedures as an area in which support was required.

Of the 79% of services (42) who took students on placement in 2010, 76% (33) indicated they kept student records. There is some concern about the accuracy of placement data submitted by agencies/programs that did not keep records. It is unclear how agencies/programs knew the details of student placements without records.

There is no sector-wide standard for the management of student placements and the provision of supervision and support for staff who supervise students on placement. Several services felt that a 'Student Placement Toolkit' would be a helpful guide in the planning and provision of student placements.

Lack of time to supervise students was identified as a major barrier to taking students and may be the key factor in the low number of staff (54%) who have a designated role in the management and coordination of student placements. Only a third of staff responsible for student supervision had specific training and one third of staff who supervised students don't receive supervision to support this role. In some services, student supervision relied on the goodwill of staff. This was an issue when staff were unable to access regional supervision training due to service and/or consumer commitments.

The implementation of the BPCLE Framework in this sector will require some acknowledgement of these informal roles and the development of strategies to support increased participation.

The participation of the community managed mental health sector agencies in their CPN's may provide an opportunity for them to benefit from partnership building, local coordination, research and innovation in the area of professional-entry clinical training which the CPN's will facilitate. However, how the sector is encouraged and supported to participate in the activities of the CPNs is an issue which requires further consideration.

All but one agency were able to identify a potential incentive to facilitate increased provision of student placements. The most emphasis was placed on the need for increased resources – major concerns being lack of time and lack of funding to support student placements. There are also a number of specific practical incentives, which may be addressed within existing resources by building partnerships and the development of sector practice frameworks.

Within the sector, there are a number of effective models of student placement practice currently in use. These have been developed at a local level to suit the needs of particular services, educational institutions and students. As part of the second stage of the project, further investigation into these models of practice will be undertaken, in order to determine adaptability and applicability across the sector.

The survey and the consultations carried out to date, have given a snapshot of student placements in this sector. The second part of this project will consolidate and enhance the information available to increase the accuracy of this profile.

## 6. Further action in this project

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The final report will be prepared as per project brief in consultation with the Department of Health and the Project Reference Group, and will include outcomes and recommendations to support increased capacity of the sector to take students on placements.

### 6.1 Follow up Survey

- 6.1.1 Non-respondents and services who indicated they would complete the survey at a later date. (Fourteen agencies/programs did not complete the survey but gave an explanation when sent a follow up email. Four of these agencies/programs have indicated that they have or will complete the survey)
- 6.1.2 Participating agencies/programs will collect more detailed information regarding service information, models of placements, and student placement details

### 6.2 Support agencies

- 6.2.1 To consider suitable structures to collect and evaluate student placement information and service/consumer/worker impact
- 6.2.2 To promote successful recruitment strategies both within the community managed mental health sector, public mental health and community services sector

### 6.3 Follow up documentation

- 6.3.1 With respondents who have not provided copies of policies and procedures
- 6.3.2 To clarify student numbers kept by respondents who indicated they did not keep records
- 6.3.3 To share models and structures of policies and procedures and student placement records, both from within the sector and externally in consultations and focus groups

Note: Policies and procedures in use in the non-government, social and community services sector, could be used as a reference point

## **6.4 Build on existing student placement strategies and structures to increase capacity within individual organisations and within the sector**

- 6.4.1 Identify systems and approaches used to address barriers
- 6.4.2 Develop a sector specific toolkit to support placements in line with the BPCLE framework
- 6.4.3 Support strengthening of existing partnerships (such as alliances with area mental health services) and establishment of new partnerships such as membership of CPNs
- 6.4.4 Review existing arrangements with education providers
- 6.4.5 Identify opportunities for future research

## 7. References

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1. *Clinical Placement Governance in Victoria*, Department of Health Website - Health Workforce Page, accessed at:  
<http://www.health.vic.gov.au/workforce/placements/governance>
2. Report on *Student Placement Activity in the NW Metropolitan Region*, (March 2008) Doutta Galla Community Health, Melbourne
3. *Assessment of Current and Projected Allied Health Clinical Placement Activity across Victorian Health Services – Final Report*, (November 2007) Healthcare Management Advisors Pty Ltd, Melbourne

## 8. Appendices

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- 8.1 Appendix 1: Survey recipients list
- 8.2 Appendix 2: Survey of current student placement practice: survey questions
- 8.3 Appendix 3: Summary of policy and procedure questions
- 8.4 Appendix 4: Survey of current student placement practice: survey data results

## 8.1 Appendix 1

### Survey recipients list

Australian Community Support Organisation (ACSO)  
Action on Disability within Ethnic Communities (ADEC)  
Anglicare Family Support  
Anxiety Recovery Centre  
ARAFEMI Victoria  
Arts Access  
ASPIRE: A Pathway to Mental Health Inc.  
BADAC  
Balgartnie  
Ballarat Community Health  
Baptcare  
Barwon CASA  
Best of Care  
Bethlehem Community Inc.  
Brophy  
Centacare Ballarat  
Central Bayside Community Health Service  
Commonwealth Respite and Carelink Centre - Southern Region  
DDACL  
Dianella Community Health Inc.  
Doutta Galla Community Health  
EACH  
Eating Disorders Foundation of Victoria Inc.  
ERMHA  
Family Care  
Fintry Community  
Gateway Community Health Service  
Geelong Mental Health Consumers Union  
Geelong Mood Support Group Inc.  
Golden City Support Services  
Goolum Goolum  
Grampians Community Health Service  
GROW Victoria  
Gumditjmarra  
Hanover  
Homeground Services  
Hope Springs  
Impact Support Services  
Inner East Mental Health Services Association (IEMHSA) Inc.  
Inner South Community Health Service  
Insightful  
Jesuit Social Services  
Jewish Care  
Karingal  
Lantern  
Latrobe Community Health Service - Creative House  
Loddon Mallee Housing Services Ltd  
MacKillop Family Services  
Mallee Family Care  
McAuley Services for Women  
Mental Health Legal Centre Inc.  
Mental Illness Fellowship Victoria

Merri Community Health Services  
Mind Australia  
Murray Mallee Community Health Service  
Neami Ltd  
Njernda  
North Richmond Community Health Service  
North Yarra Community Health  
Norwood Association  
Outdoors Inc.  
Pathways Geelong  
Peninsula Support Services  
PANDA Inc.  
Prahran Mission UnitingCare  
Ramahyuck District Aboriginal Corporation  
Regina Coeli Community  
SNAP Gippsland Inc.  
St Kilda UnitingCare  
St Luke's Anglicare  
St Mary's House of Welcome  
The Compassionate Friends Victoria  
The Francis Foundation Inc.  
The Salvation Army Gippscare  
The Salvation Army Eastcare  
VMIAC  
Uniting Care Gippsland  
Wauthorong  
Western Region Health Centre Ltd  
Wimmera UnitingCare  
Wise Employment  
Women's Information Support and Housing in the North (WISHIN)  
Yarram and District Community Health Service

## 8.2 Appendix 2

### Survey of current student placement practice: survey questions

#### General information

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##### 1. Consent

- a. Consent was requested to participate in the survey with an understanding that VICSERV will use the information gained to:
  - i) increase its knowledge of current student placement activity in the community managed mental health sector
  - ii) prepare a summary report for the Mental Health, Drugs and Regions Division of the Victorian Government Department of Health.
- b. The information gained may also be used in relevant reports, briefings and for policy development purposes.
- c. In all reports, identifiable data will only be used with written permission from the individual, program and/or agency.

##### 2. Name of agency

##### 3. Indication of response for whole agency, or for a specific program within the agency

##### 4. Total EFT (effective full-time positions) at this agency/program

- a. Survey allowed groupings rather than specific numbers: 0-4, 5-9, 10-14, 15-19, 20+, Unsure

#### Opinions about student placements

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##### 5. Please rate the following statements about student placements (Five choices from strongly agree to strongly disagree)

For each statement reflect on the overall attitude of your agency/program:

- Having student placements is a worthwhile experience
- Our agency/program is willing to offer student placements
- Student placements benefit our agency/program
- Student placements enhance service delivery

- Student placements enhance consumer opportunities
- The benefits of student placements outweigh the costs to the agency/program
- Having student placements is a good strategy to recruit new staff
- Having student placements is as important as service delivery
- Partnership arrangements with educational institutions are required to sustain student placements in the sector

Any additional comments?

### **Student placement policy and procedures (Yes / No / Unsure)**

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- 6. Does your agency/program have documented policies regarding student placements?**
- 7. Does your agency/program have documented operational procedures for coordinating and/or managing student placements?**
- 8. Do the staff at your agency/program currently use these policy and procedure documents to coordinate and/or manage student placements?**

It is important to build on what already exists and find ways to share best practice.

As part of this project, VICSERV would like to collate existing examples of policy and practice regarding student placements. These documents will not be published, used or shared without your consent.

Please email your policy and procedure documents to [a.holland@vicserv.com.au](mailto:a.holland@vicserv.com.au) with 'Student placement docs' as the subject of your email.

### **Student placements staff support**

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- 9. Does your agency/program have a staff member whose identified role includes coordinating and/or managing student placements? (Yes / No)**
- 10. Please estimate how many hours per week this staff member would spend coordinating and/or managing student placements (Number)**
- 11. Did your agency/program have student placements in 2010? (Yes / No)**

## Explanation for student placements in 2010

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### 12. Please select at least one statement that best explains why your agency/program accepted student placements in 2010

- To provide students with relevant community managed mental health sector experience
- To provide students with a positive experience of PDRSS
- As a vehicle to recruit staff for the agency/program
- To provide career progression opportunities for staff
- To provide an opportunity to overcome negative stereotypes about mental health
- Consistent with agency/program values
- The agency/program has an on-going student placement arrangement with educational institution(s)
- To enhance service delivery
- Other

### 13. Please select at least one statement that best explains why your agency/program had no student placements in 2010

- Not approached to have student placements
- Having a break from student placements
- Lack of available agency/program staff with the skills and expertise required to supervise student placements
- Lack of staff time to supervise student placements
- Lack of physical resources (e.g. space, desk, telephone) to support student placements at agency/program
- Lack of other resources (e.g. financial, size of agency) to support student placements at agency/program
- Negative experience(s) with student placements in the past
- Negative experience(s) with educational institution in the past
- Lack of board/management support
- Impact on service delivery
- No benefit to the agency/program

- Lack of flexibility and/or support from educational institution(s)
- Other

## **Record keeping information**

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**14. Does your agency/program keep records about student placements? (Yes / No)**

**15. Please indicate what information your agency/program keeps on record about student placements (Select all that apply)**

- Student numbers
- Student discipline
- Student contact details
- Student induction process documents
- Educational institution details
- Educational institution supervisor contact details
- Copies of all reports submitted to the educational institution
- Student feedback/evaluation of placement
- Agency/program supervisor feedback/evaluation of placement
- Agency/program staff feedback/evaluation of placement
- Education institution available for timely support when required
- Other

## **Student discipline**

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**16. Of the student placements in 2010 at your agency/program, please indicate the total number of students for each of the following disciplines**

- Social Work
- Youth Work
- Psychology
- Medicine
- Nursing (Registered Div 1)

- Nursing (Enrolled Div 2)
- Occupational Therapy
- Other Allied Health
- Mental Health
- Health Promotion
- Community Services (e.g. Welfare, Community Development, AOD, Disability)
- Other student discipline

**17. Of the student placements in 2010 at your agency / program, please indicate the total number of days (1 day = 8 hours) for each of the following disciplines.**

- Social Work
- Youth Work
- Psychology
- Medicine
- Nursing (Registered Div 1)
- Nursing (Enrolled Div 2)
- Occupational Therapy
- Other Allied Health
- Mental Health
- Health Promotion
- Community Services (e.g. Welfare, Community Development, AOD, Disability)
- Other student discipline

## Student placement type

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**18. Of the student placements in 2010, please indicate the placement type(s) your agency/program was able to provide (Select all that apply)**

- Observation placements
- Project based placements
- Direct service provision placements
- Research based placements
- Other
- Other student placement type(s)

## Student's year of study

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**19. Of the student placements in 2010, please indicate the year level(s) of student placement(s) your agency/program accepted (Select all that apply)**

- First-year university student
- Second-year university student
- Third-year university student
- Fourth-year university student
- Masters student (entry to practice or pre-registration)
- TAFE or VET student - Certificate III, IV
- TAFE or VET student - Diploma
- Other
- Other student year of study

## Single or multiple placements

---

**20. Of the student placements in 2010, please indicate whether your agency/program provided single or multiple placements (Only select one response)**

- Single placements - one student at a time
- Multiple placements - more than one student at the same time
- Both single and multiple placements throughout the year

## Ongoing arrangements

---

**21. Please indicate whether your agency/program has any student placement partnership arrangements with an educational institution(s)**

- Yes, with all educational institutions we take students from
- Yes, with some of the educational institutions we take students from
- No

**22. Do these partnership arrangements include a formal written agreement between your agency/program and the educational institution(s)? (Yes / No)**

**23. Are these partnership arrangements dependent on a specific worker from your agency/program? (Yes / No)**

**24. Does your ongoing arrangement include a payment to your agency/program for supervising the student/s on placement? (Yes / No)**

**25. Please indicate whether the educational institution(s) placing students at your agency/program provides:**

- Planning and coordination of student placement activity information about the student's core competencies and scope of practice
- A student learning contract outlining expectations and goals
- A formal orientation program for students before they commence their placement
- Scheduled, routine supervision to students
- Scheduled, routine support to agency/program staff
- Training to agency/program staff supervising students

## **Student placement supervision procedures**

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**26. Student placement supervision at your agency/program is provided by: (Yes / No)**

- A dedicated supervisor
- A staff member of your agency/program
- A manager of your agency/program
- The educational institution
- Other student supervision details

## **Support to staff supervising student placements**

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**27. Staff who supervise student placements at your agency/program receive training to support their role (Yes / No)**

**28. Staff who supervise student placements at your agency/program receive supervision to support their role (Yes / No)**

**29. Staff who supervise student placements at your agency/program receive mentoring to support their role (Yes / No)**

## **Opportunities your agency/program could provide in the 2011 and 2012 academic years**

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**30. Please indicate whether your agency/program is able to provide student placement opportunities in the 2011 and/or 2012 academic years (Yes / No / Unsure)**

**31. Please indicate the type of student discipline opportunities your agency/program could provide in the 2011 and 2012 academic years (Select all that apply)**

- Social Work
- Youth Work
- Psychology
- Medicine
- Nursing (Registered Div 1)
- Nursing (Enrolled Div 2)
- Occupational Therapy
- Other Allied Health

- Mental Health
- Health Promotion
- Community Service (e.g. Welfare, Community Development, AOD, Disability)
- Other
- Other student discipline opportunities

**32. Please indicate the student placement type(s) that your agency/program could provide in the 2011 and 2012 academic years (Select all that apply)**

- Observational placements
- Project based placements
- Direct service provision placements
- Research based placements
- Other
- Other student placement types

**33. Please indicate the student year of study your agency/program could provide opportunities for in the 2011 and 2012 academic years (Select all that apply)**

- First-year university student
- Second-year university student
- Third-year university student
- Fourth-year university student
- Masters student (entry to practice or pre-registration)
- First-year TAFE or VET student
- Second-year TAFE or VET student
- Other
- Other student year of study

**34. Please indicate the student placement structure that your agency/program could provide in the 2011 and 2012 academic years (Select all that apply)**

- Single placements - one student at a time
- Multiple placements - more than one student at a time
- Both single and multiple placements throughout the year
- Other
- Other student placement type

**Barriers and enablers to having student placements**

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**35. In summary, please indicate the key barriers that influence the level of engagement of your agency/program with student placements (You may select more than one key barrier)**

- There are no barriers for our agency/program
- Not approached to have student placements
- Lack of available agency/program staff with the skills and expertise required to supervise student placements
- Lack of staff time to supervise student placements
- Lack of physical resources (e.g. space, desk, telephone) to support student placements at agency/program
- Lack of other resources (e.g. financial, size of agency) to support student placements at agency/program
- Negative experience(s) with student placements in the past
- Negative experience(s) with educational institution in the past
- Lack of board/management support
- Impact on service delivery
- No benefit to the agency/program
- Lack of flexibility and/or support from educational institution(s)
- Other, please detail below

**36. Please indicate the key enablers that do (or would) influence the level of engagement your agency/program has in accepting student placements (You may select more than one key enabler)**

- Financial resourcing to support student placements
- Allocation of agency/program resources to support student placements
- Effective supervision of student placements by educational institution(s)
- Shared supervision of student placements with another agency/program
- Development of an effective partnership between your agency/program and educational institution(s)
- Development of effective partnerships between a group of agencies and educational institution(s)
- Paid supervision training for agency/program staff supervising student placements
- Clear documentation from the educational institution outlining requirements for induction, support, supervision and placement outcomes
- Provision of a sector-specific Student Placement Toolkit that includes materials to support student placements
- Due to current circumstances, no enablers would encourage our agency/program to commence having student placements
- Other, please detail below

**37. What is the one thing that would provide an incentive to your agency/program to maintain or increase the number of student placements in 2011-2012?**

### **Awareness of Department of Health initiatives**

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**38. Are you aware of the 'Best Practice Clinical Learning Environment Framework Guidelines' developed by the Victorian Department of Health? (Yes / No)**

**39. Are you aware of the Clinical Placement Networks currently being implemented across the state? (Yes / No)**

## 8.3 Appendix 3

### Summary of policy and procedure questions

Agencies / programs	Yes	No	Unsure	Not Applicable
Documented student placement policies	38	11	4	
Documented operational procedures for coordination/management of student placements	35	13	5	
Policy and procedure documents currently used by staff	35	4	6	8

**Policies and procedures received: 8**

**(PDRSS – 6, Part of a community health service – 2)**

Documented in policy / procedures	Yes	No
Current (two years)	5	3
Process	8	
Agreements / MOUs	2	6
Interview	5	3

Supervision arrangements	7	1
Documentation required	6	2
Agency documentation / policies	7	1
Placement agreement	4	4
Confidentiality agreement	5	3
Orientation procedures / manual	5	3
Grievance procedures	5	3
Indemnity – education provider or agency	3 / 2	5/6
Support / training for staff	4	4
Evaluation	5	3

### Summary of policies and procedures received

Agency	1	2	3	4	5	6	7	8
<b>Review date</b>	August 2010	November 2010	July 2010	November 2007	?	July 2009 – under review	?	January 2010
<b>Procedure</b>	Placement coordinator consults with managers and allocates	Written requests to state manager	ED reviews all applications and allocates	Placements arranged between HR and learning institutions, or	On allocation a field placement supervisor is	Application form to placement unit	Four major placements (more than ten days) for agency per	Education provider / student makes request

	students to program  Manager allocates supervisor	Team meeting to allocate supervisor	supervisor in consult with relevant team if all criteria are met  No payment for placement but may be employed if separate to placement	students arrange personally  Decision of program manager in consult with regional manager to accept  No payment for placement but may employ separate to placement	nominated by program	Consult with managers	year  Two each site, one per semester	Request form submitted to HR  Referred to program manager
<b>Interview</b>	Supervisor arranges interview  Student is accepted or not	Interview criteria - capacity, educational provider and student needs		Interview with relevant manager: - suitability - capacity of agency			Before placement to negotiate contract	Program manager arranges prior to placement
<b>Supervision arrangements</b>	Supervision record  Discipline-specific from education provider	Nominated supervisor	Nominated supervisor  Direct supervision and support  Reports to ED and education	Supervisor or program manager	Field placement supervisor	Appropriate student supervisor appointed	At least one hour per week  Whole agency responsibility to report concerns  Risk and debriefing procedures	Allocated by program manager

			provider					
<b>Documentation required</b>	<p>Drivers License</p> <p>WWCC, Police Check</p> <p>Pre-Placement Form</p> <p>Details Form – includes pre-existing health conditions</p> <p>Confidentiality and Compliance Agreement</p>	<p>Drivers License</p> <p>OH&amp;S requirements</p> <p>Relevant policies</p> <p>Risk procedures</p>		Police Check		<p>Documents to HR</p> <p>Information on database</p> <p>Police Check, WWCC</p>	<p>Confidentiality statement</p> <p>Student file</p> <p>All correspondence from the tertiary institution</p> <p>Placement parameters</p> <p>Police Check report</p> <p>CV, if presented</p> <p>Signed work plan/ student placement plan</p>	<p>Working with Children Card,</p> <p>Police Check</p>
<b>Documentation</b>	Student Placement Flowchart			Student Placement Form	Service Procedure Manual	<p>Organisation Strategy Plan</p> <p>-Application for Student Placement</p> <p>- Indemnity Agreement Form</p>		<p>Position Descriptions for all staff</p> <p>Information and Commencement Form</p> <p>Code of</p>

						-Student Information Manual -Student Placement Evaluation		Conduct
<b>Placement agreement</b>	- Placement Agreement	Placement Agreement – between agency, student and education provider  Student Confidentiality Agreement		Confidentiality Agreement	Student Placement document – supervisor  Student, education provider	Confidentiality Agreement	Work plan, Confidentiality Agreement	Placement and Confidentiality Agreement
<b>Grievance Procedures</b>				Supervisor, program manager, education provider	Guidelines for grievance resolution	Manager liaises with education institution	Staff Grievance and Discipline policies Ref to CEO	Supervisor, program manager and education provider
<b>Indemnity</b>	?	Education providers to cover indemnity	Education provider	Agency	Agency	Education provider		
<b>Training/support for staff providing student supervision</b>			Staff training and development policy	Guidelines for staff to support students		Appropriate training	Staff wellbeing policies	
<b>Agreements/M</b>		Yes	Yes			Yes		

OUs								
<b>Orientation</b>	Orientation Manual (Kit) - includes list of relevant policies			Required - use staff induction process	Coordinated by field placement supervisor	Supervisor or line manager - Badge - Key service policies - Consumer rights and responsibilities - Privacy and confidentiality - Duty of care - Orientation Manual	Completed Student orientation checklist  General staff orientation procedures  Policy manual	Coordinated by supervisor
<b>Evaluation of placement</b>	Collates and evaluates student evaluation data	Placement half way and final survey	Evaluation by student and supervisor			Supervisor and manager complete an evaluation report  Student completes evaluation report  Follow up of suggestions for future actions		Student Placement Assessment Sheet

## 8.4 Appendix 4

### Survey of current student placement practice: survey data results

Appendix 4

Survey of current student placement practice: survey data results

## Community Managed PDRSS Student Placement Program Project

*Survey of current student placement practice*

Survey Data  
January 2011

Prepared for VICSERV by:  
Janet Snashall-Woodhams  
DDG Consulting Pty Ltd



# Background

As part of the new system of Clinical Placement Governance in Victoria there have been three extended placements projects in: Community Health, Aged Care and Community Managed Mental Health. VICSERV is currently undertaking the Community Managed PDRSS Student Placement Program Project.

This initiative aims to support effective student placements within community managed PDRSS services by increasing knowledge of current student placement activity in the community managed mental health sector, developing a framework to support increased capacity for student placements in a coordinated manner, and facilitating participation in the regional Clinical Placement Networks.

## Online survey

As part of the project, an online survey was developed to investigate the range of current student placement activities across the PDRSS sector.

The survey composed of 39 questions and was administered via the online survey tool 'Survey Monkey' during the period of 15 December 2010 to 11 January 2011. A copy of the survey can be found at *Appendix 2: Survey of current student placement practice*.

The survey was developed in consultation with DoH and members of the Community Managed PDRSS Student Placement Program Project reference group.

The survey was sent to all community managed mental health services that could be identified by VICSERV. This included agencies that are not VICSERV members.

The survey was designed to gather data on:

- attitudes to student placements
- student placement policy and procedure
- training of staff in student placement supervisory skills
- student placement record-keeping processes/data collection
- student placement details such as discipline, activity, year of study
- ongoing arrangements with educational institutions
- student placement supervision
- preferences for student placement discipline, activity, year of study
- barriers to, and enablers for, accepting student placements.
- awareness of current DoH initiatives

## Reporting the findings

This report contains the response data from the online survey. The report is set out question by question with a summary of key data at the front of the report. Qualitative data has been reported as written by survey respondents with spelling corrections the only changes made.

# Data at a glance

<b>Number of surveys sent</b>	Emails were sent to approximately 170 individuals – more than one staff member at the same agency may have received the survey email
<b>Number of respondents</b>	53
<b>Number of agencies represented</b>	36
<b>'Our agency / program is willing to offer student placements'</b>	49 respondents (92 %) 'Strongly agree' or 'Agree' with this statement
<b>Have student placement policy and procedures in place</b>	38 respondents (72%) reported having documented policies 35 respondents (66%) reported having documented operational procedures
<b>Hosted student placements in 2010</b>	42 respondents (79%) hosted student placements in 2010
<b>Ability to provide student placement opportunities in 2011 and/or 2012</b>	34 respondents (74%) indicated their ability to provide student placement opportunities in 2011 and/or 2012 11 (24%) were unsure
<b>Relationship with educational institution/s</b>	Of the respondents that hosted students in 2010 24 (69%) had a student placement partnership arrangement with all or some of the educational institutions they took students from
<b>Student placement records</b>	31 (76%) of agencies/programs who host student placements keep student placement records
<b>Key enablers for accepting student placements</b>	Development of an effective partnership between your agency / program and an educational institution/s (28 respondents-61%) Clear documentation from the educational institution outlining requirements for induction, support, supervision and placement outcomes (28 respondents-61%) Financial resourcing to support student placements (27 respondents-59%) Effective supervision of student placements by educational institution(s) (27 respondents-59%)
<b>Note: Respondents were able to indicate more than one enabler. Listed here are the four top enablers indicated.</b>	
<b>Key barriers for accepting student placements</b>	Lack of staff time to supervise student placements (26 respondents-57%) Lack of physical resources to support student placements at agency / program (18 respondents-39%) Lack of available agency / program staff with the skills and `expertise required to supervise student placements (15 respondents-33%)
<b>Note: Respondents were able to indicate more than one barrier. Listed here are the barriers indicated.</b>	
<b>Are aware of <i>Best Practice Clinical Learning Environment Framework Guidelines</i></b>	13 respondents (28 %)
<b>Are aware of the <i>Clinical Placement Networks</i></b>	25 respondents (54 %)

# Report of survey data

Following is the data collected from the online survey.

- Data is reported by survey question
- The numbered general headings represent the topic / page sentence used in the survey.
- Prior to each question is listed:
  - N = Number of respondents who answered this question
  - S = Number of respondents who skipped this question due to a previous response  
These respondents were not given the opportunity to answer the question (automatic skip)
  - DNR = Number of respondents that did not respond to the question  
These are generally respondents who stopped responding to questions part way through the survey and did not complete the survey
  - Total = N + S + DNR  
For this survey the total is 53.
- There is also additional data constructed from cross-tabulating data from several questions. This information appears under the most appropriate general heading.

## 1. General information

The following table summarises the responses received for the survey.

Respondents indicated:

- whether they were responding on behalf of a whole agency or a program within an agency
- the number of EFT the agency / program represented.

	0-4 EFT	5-9 EFT	10-14 EFT	15-19 EFT	20 + EFT	Unsure
Whole agency	2	2	2	1	17	1
Program	12	8	3	1	3	1

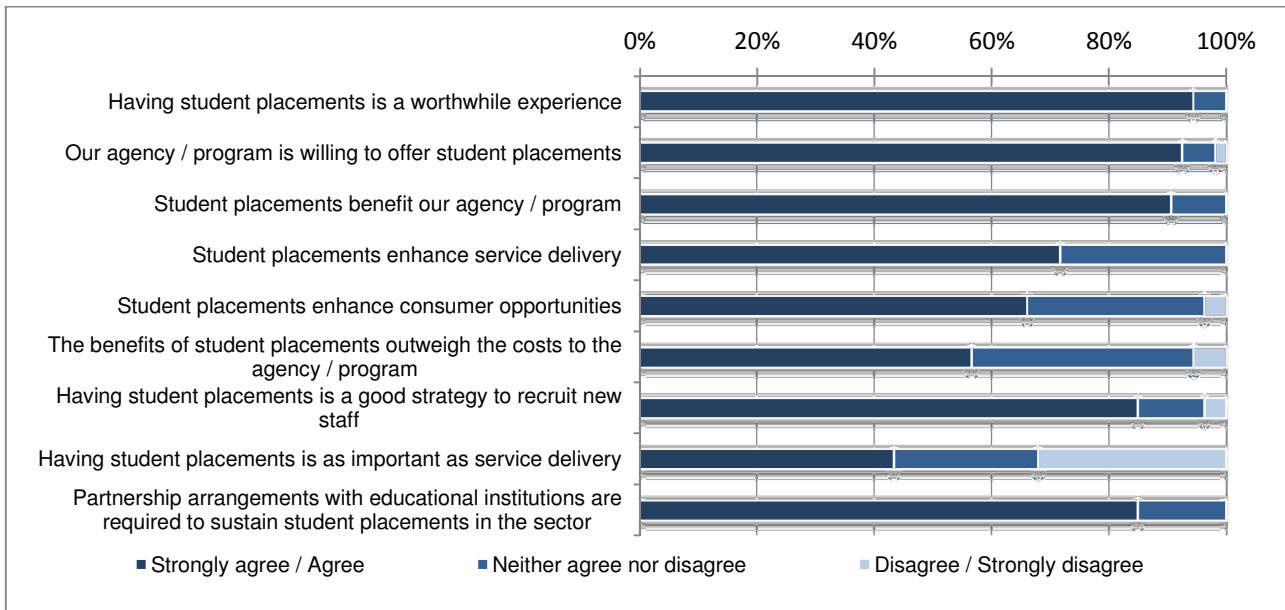
Respondents represented a wide variety of community managed mental health services including:

- urban, regional and rural services
- mental health specific services
- community health services
- peer support services
- day programs
- Aboriginal community controlled services
- CALD specific services
- residential rehabilitation services
- youth services.

## 2. Opinions about student placements

### 5. Please rate the following statements about student placements. For each statement reflect on the overall attitude of your agency / program

N = 53, S = 0, DNR = 0 Total = 53



#### Additional Comments

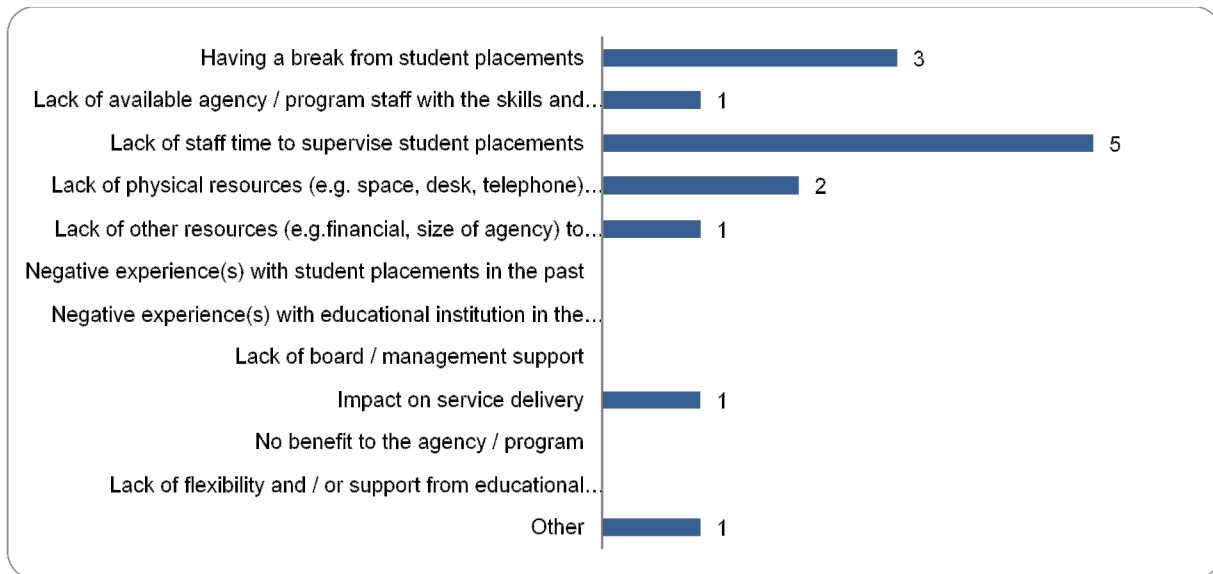
- It can be difficult at times to ensure you have the time to supervise student placements in a small organisation, however it would also be difficult to provide the level of service without them
- Re: comments regarding strategy for recruitment, it should be one of a number of core objectives. However, in practice no recruitment has occurred. Chiefly this is due to students from Melbourne accessing placement in a rural area
- When taking students I need to consider the level of maturity and experience, as at times students may be working alone in programs, however staff are contactable at all times via telephone
- Most of our placements are Div 1 & 2 Nursing students rather than 'Psych' and rarely remains in PDRSS sector
- Student placements are great, but they must be properly supported by the institute and the organisation to make the experience a useful one. I do not know how much benefit they are to individual clients as they are observer status and can sometimes seem intrusive. On the other hand, they are very beneficial to the agency as they can change a working environment to a working and learning environment.
- The value of the placement experience for all is dependent on whether the placement is a good match with the student's experience and learning needs
- We have not have any clinical placements but willing to participate
- Our program employs qualified social workers or equivalent. Prospective students must be gaining qualification at this level for us to consider placement. As the program is small, taking on a student is an enormous commitment in resources. Our experience is that good placement experiences benefit the student more than our program.
- Our agency cannot provide the experience which community services students are seeking
- Having a partnership with a particular university over the last few years has worked well for us in ensuring a mutual understanding of the expectations of placements. We have generally had excellent experiences with the students we have taken on, and have been able to offer placements to students who have been difficult to place.

## A closer look at the eight (8) respondents willing to host student placements but who did not host student placements in 2010

The following diagram cross tabulates the respondents who answered

- 'Agree or 'Strongly Agree' to 'Our agency/program is willing to offer student placements', with
- 'No' to 'Did your agency/program have student placements in 2010?'

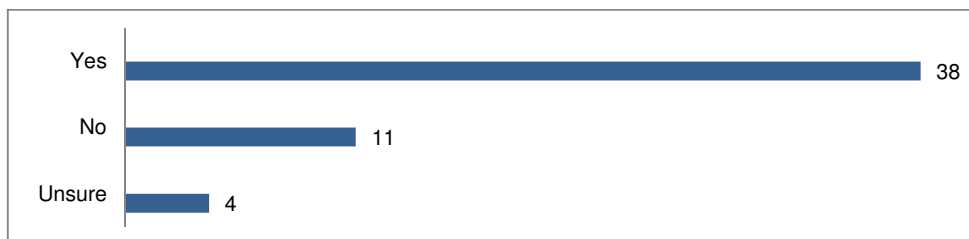
### • Why no student placements in 2010



### 3. and 4. Student placement policy and procedures

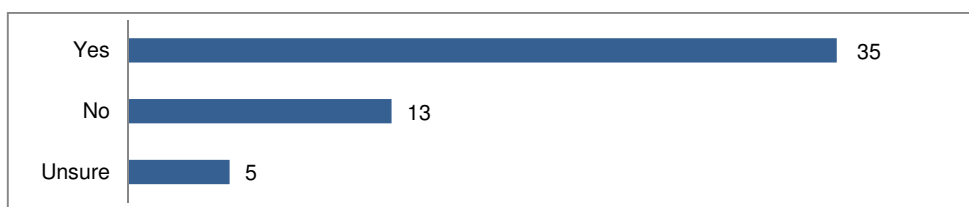
#### 6. Does your agency/program have documented POLICIES regarding student placements?

N = 53, S = 0, DNR = 0 Total = 53



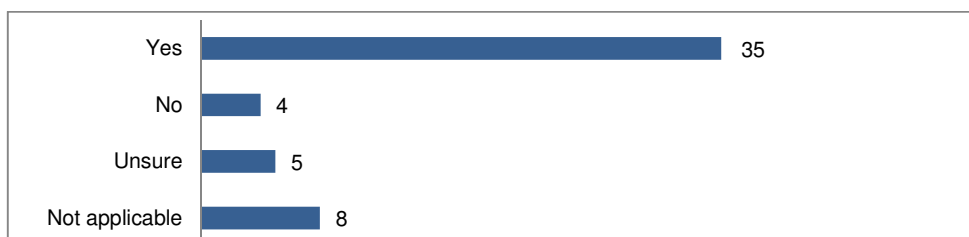
#### 7. Does your agency/program have documented OPERATIONAL PROCEDURES for coordinating and/or managing student placements?

N = 53, S = 0, DNR = 0 Total = 53



#### 8. Do the staff at your agency/program currently use these policy and procedure documents to coordinate and/or manage student placements?

N = 52, S = 0, DNR = 1 Total = 53

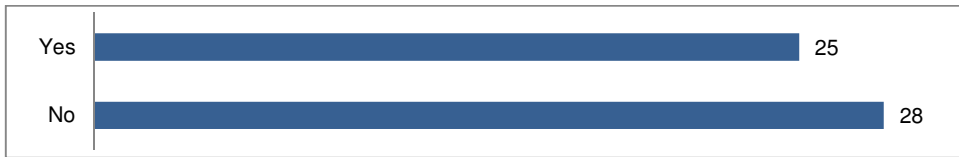


Student placement policy and procedures	Yes	No	Unsure	N/A
Does your agency/program have documented POLICIES regarding student placements?	38 (72%)	11 (21%)	4 (8%)	-
Does your agency/program have documented OPERATIONAL PROCEDURES for coordinating and/or managing student placements?	35 (66%)	13 (26%)	5 (9%)	-
Do the staff at your agency/program currently use these policy and procedure documents to coordinate and/or manage student placements?	35 (67%)	4 (8%)	5 (10%)	8 (15%)

## 5. and 6. Student placements staff support

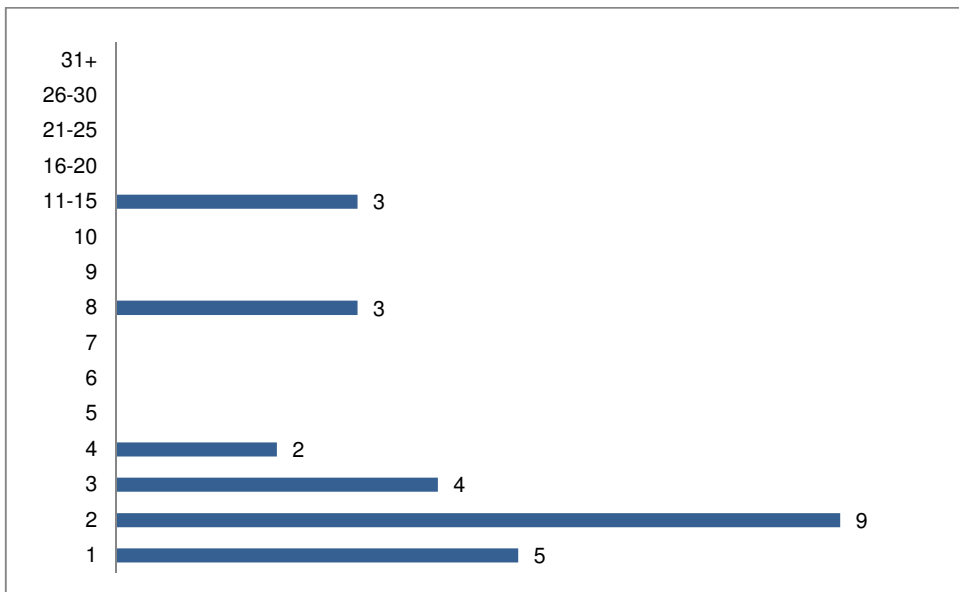
9. Does your agency/program have a staff member whose identified role includes coordinating and/or managing student placements?

N = 53, S = 0, DNR = 0 Total = 53



10. Please estimate how many hours per week this staff member would spend coordinating and/or managing student placements.

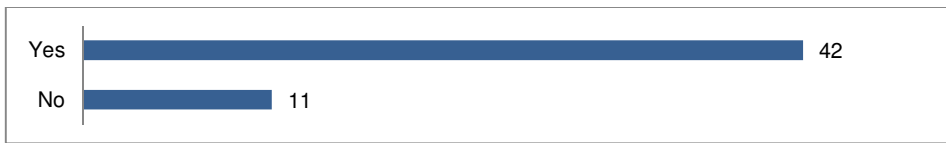
N = 26, S = 27, DNR = 0 Total = 53



## 7. Student placements in 2010

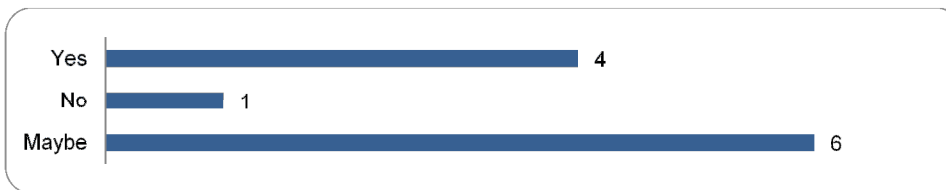
### 11. Did your agency/program have student placements in 2010?

N = 53, S = 0, DNR = 0 Total = 53

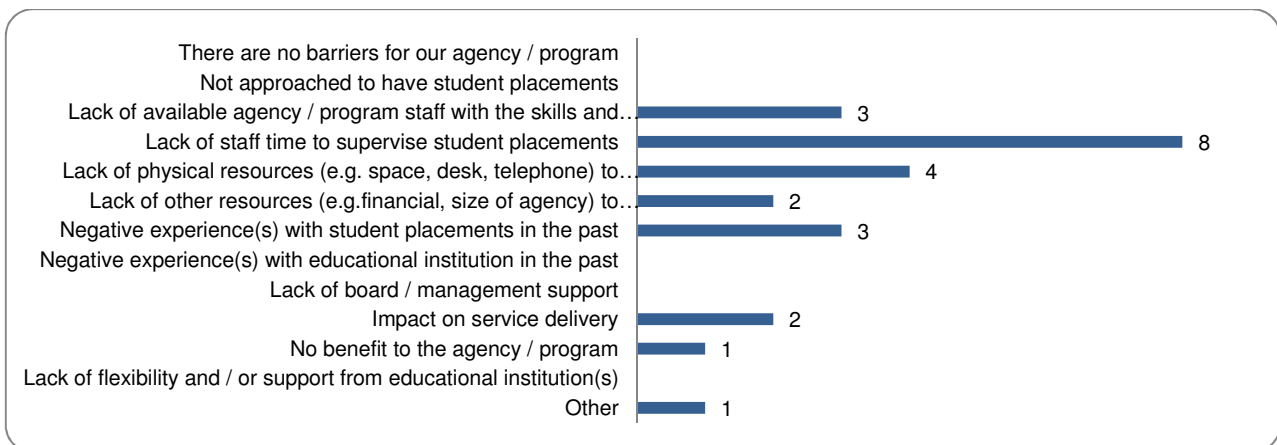


### A closer look at the eleven (11) respondents who did not have student placements in 2010

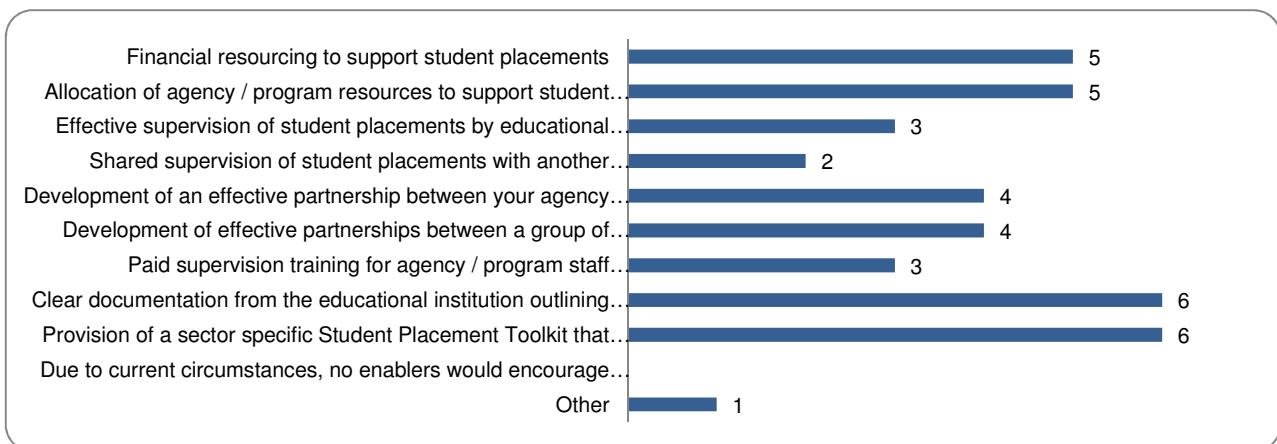
- Please indicate whether your agency/program is able to provide student placement opportunities in the 2011 and/or 2012 academic years.



- Key barriers (Q35)



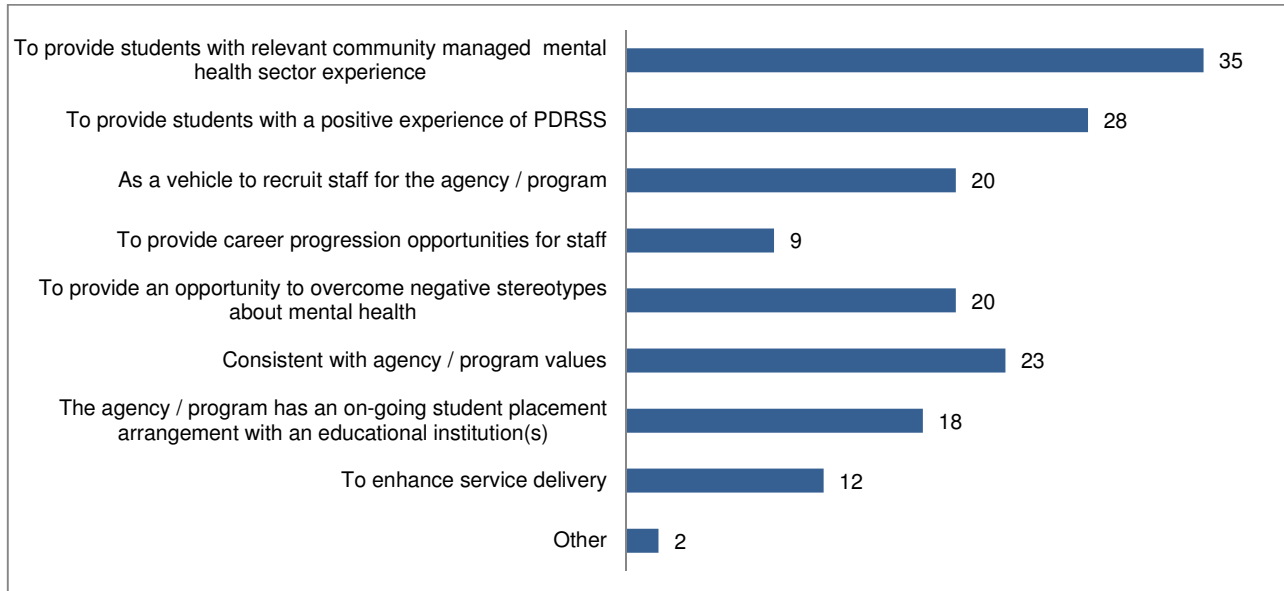
- Key enablers (Q36)



## 8. Explanation for student placements in 2010

12. Please select AT LEAST ONE statement that BEST explains why your agency/program accepted student placements in 2010.

N = 42, S = 11, DNR = 0 Total = 53



### Other comments

- To keep our staff aware and pro-active in the field of Mental Health and to educate students on service delivery to clients and provide staff with supervisory roles. We also openly ask for feedback about our service and learn from students: it is a two-way process.
- Provide greater understanding of Aboriginal Culture and the concept of Mental Health

## 9. Explanation for no student placements in 2010

### 13. Please select AT LEAST ONE statement that BEST explains why your agency/program has no student placements in 2010

N = 11, S = 41, DNR = 1 Total = 53



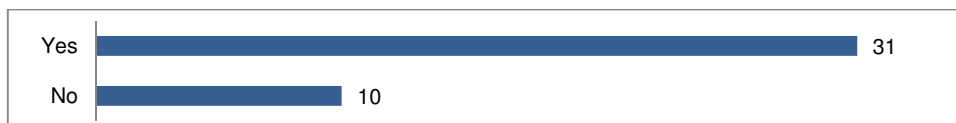
#### Other comments

- I have had numerous students at the one time in the past and this work was in addition to my everyday role. Although I find the work with students is inspiring, I felt that my permanent staff teams were receiving less support than they required
- This agency had student placements within our aged care service in 2010, and the year before in one of our programs, but not in mental health
- Student placements are resource intensive and are not prioritised in program management and development
- Currently developing new student placement policies and procedures - will resume student placements when this is complete
- Unable to provide the appropriate work experience. We had two students in 2009, which was only partially successful.
- No Limits was without a manager for six months - Operational priority was to fill the vacant Manager's position

## 10. Record keeping

### 14. Does your agency/program keep records about student placements?

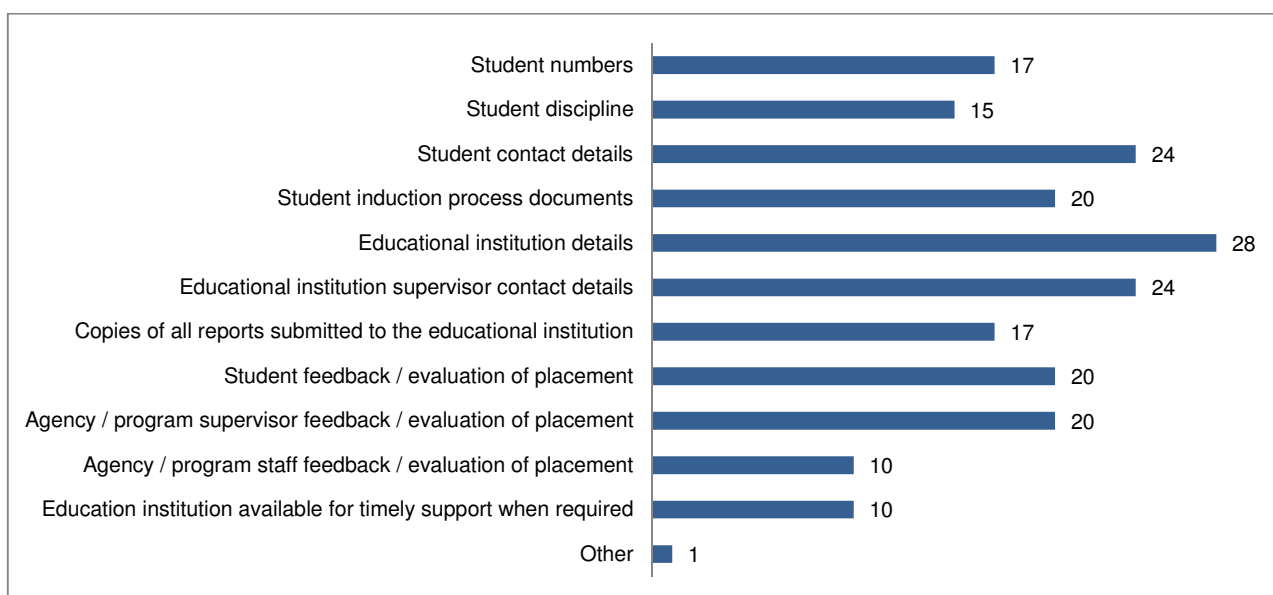
N = 41, S = 11, DNR = 1 Total = 53



## 11. Record keeping information

### 15. Please indicate what information your agency/program keeps on record about student placements. Select all that apply.

N = 31, S = 21, DNR = 1 Total = 53



### Other

- Student numbers and hours (the next two questions) not known but survey won't allow to proceed without answers so have guessed

## 12. Student discipline

16. Of the student placements in 2010 at your agency/program, please indicate the total number of students for each of the following disciplines. You will type the total number of students into the text box next to the relevant student discipline.

17. Of the student placements in 2010 at your agency/program, please indicate the total number of days (1 day = 8 hours) for each of the following disciplines. You will type the total number of days into the text box next to the relevant student discipline.

N = 35, S = 11, DNR = 7 Total = 53

Note: The shaded column represents data from respondents who indicated that they did not keep student placement records/data (8 respondents)

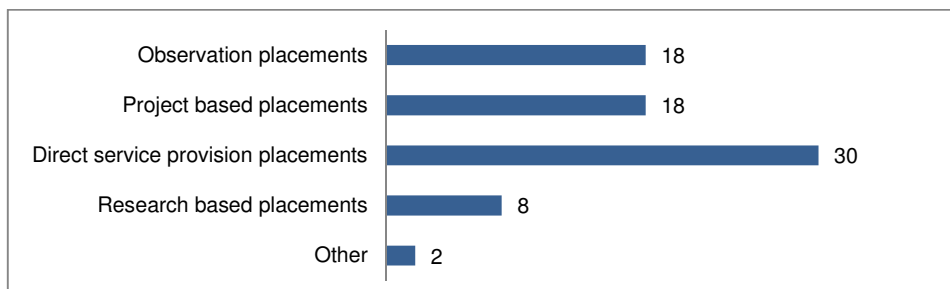
The non-shaded column represents data from respondents who indicated that they did keep student placement records/data (27 respondents)

Discipline	Agencies / programs		Students		Days (8 hours = 1 day)	
Social Work	10 (37.0%)	5 (62.5%)	23	26	1489	518
Youth Work	6 (22.2%)	0 (0%)	7	0	217	0
Psychology	1 (3.7%)	0 (0%)	2	0	320	0
Medicine	6 (22.2%)	1 (12.5%)	16	15	69	6
Nursing (Registered Div 1)	3 (11.1%)	0 (0%)	7	0	110	0
Nursing (Enrolled Div 2)	3 (11.1%)	0 (0%)	19	0	70	0
Occupational Therapy	5 (14.8%)	3 (37.5%)	38	51	439	1414
Other Allied Health	1 (3.7%)	0 (0%)	3	0	270	0
Mental Health	8 (29.6%)	1 (12.5%)	19	6	525	75
Health Promotion	1 (3.7%)	0 (0%)	1	0	38	0
Community Services	20 (74.1%)	2 (25%)	41	4	811	88
Other student discipline	1 (3.7%)	2 (25%)	2 Art therapy	6 Counselling 8 Unspecified	12	124

### 13. Student placement type

18. Of the student placements in 2010, please indicate the placement type(s) your agency/program was able to provide. Please select all that apply.

N = 35, S = 11, DNR = 7 Total = 53



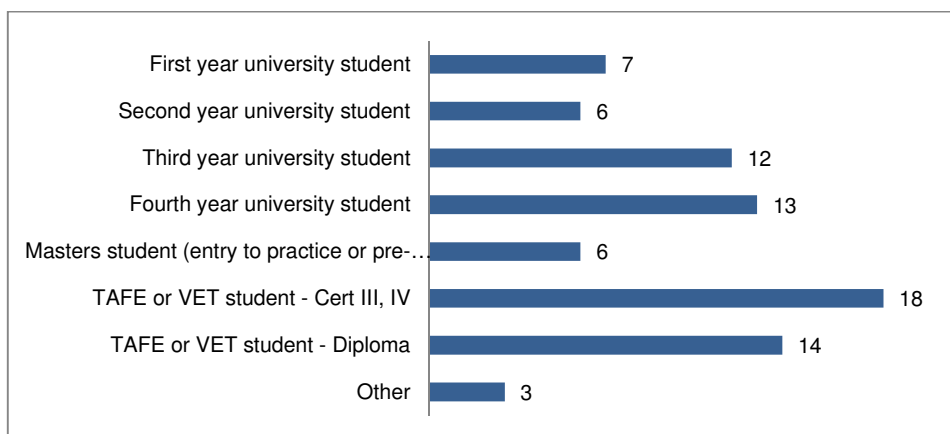
#### Other student placement type(s)

- Art therapy
- We can provide all of these placements but the two placements were a mix of observation and direct service provision.

### 14. Student's year of study

19. Of the student placements in 2010, please indicate the year level(s) of student placement(s) your agency/program accepted. Please select all that apply.

N = 35, S = 11, DNR = 7 Total = 53



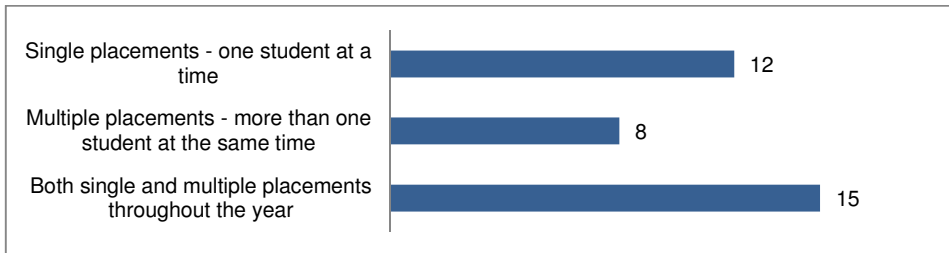
#### Other student year of study

- Diploma level students must be in completing final-year placements
- Phoenix Institute
- Don't know

## 15. Single or multiple placements

20. Of the student placements in 2010, please indicate whether your agency/program provided single or multiple placements. Only select one response.

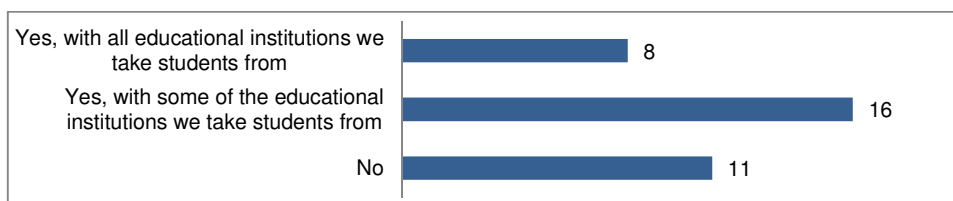
N = 35, S = 11, DNR = 7 Total = 53



## 16. Ongoing arrangements

21. Please indicate whether your agency/program has any student placement partnership arrangements with an educational institution(s).

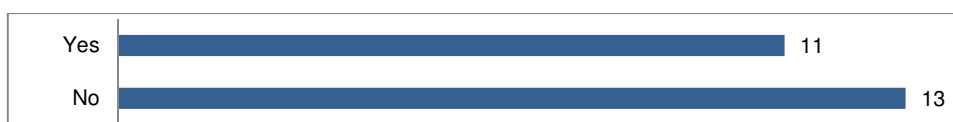
N = 35, S = 11, DNR = 7 Total = 53



## 17. Details of ongoing arrangements

22. Do these partnership arrangements include a formal written agreement between your agency/program and the educational institution(s)?

N = 24, S = 22, DNR = 7 Total = 53



23. Are these partnership arrangements dependent on a specific worker from your agency/program?

N = 24, S = 22, DNR = 7 Total = 53



24. Does your ongoing arrangement include a payment to your agency/program for supervising the student/s on placement?

N = 24, S = 22, DNR = 7 Total = 53

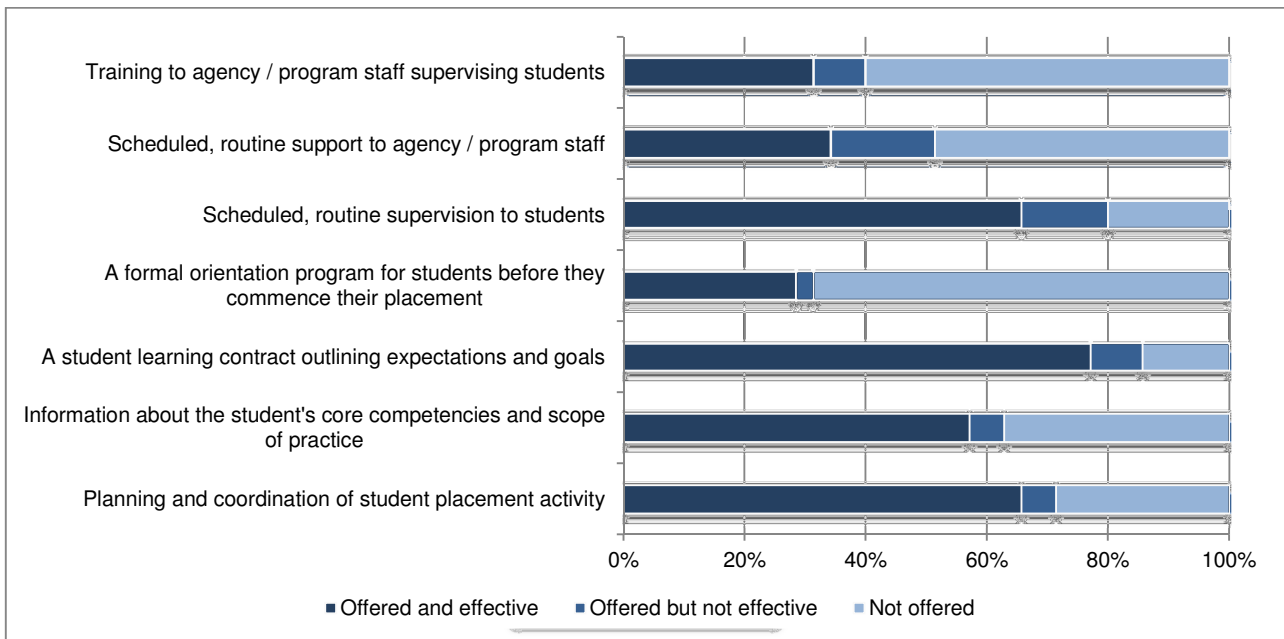


Details of ongoing arrangements with educational institutions	Yes	No
Do these partnership arrangements include a formal written agreement between your agency/program and the educational institution(s)?	11 (46%)	13 (54%)
Are these partnership arrangements dependent on a specific worker from your agency/program?	6 (25%)	18 (75%)
Does your ongoing arrangement include a payment to your agency/program for supervising the student/s on placement?	5 (21%)	19 (79%)

## 18. Support provided by educational institution(s)

25. Please indicate whether the educational institution(s) placing students at your agency/program provides:

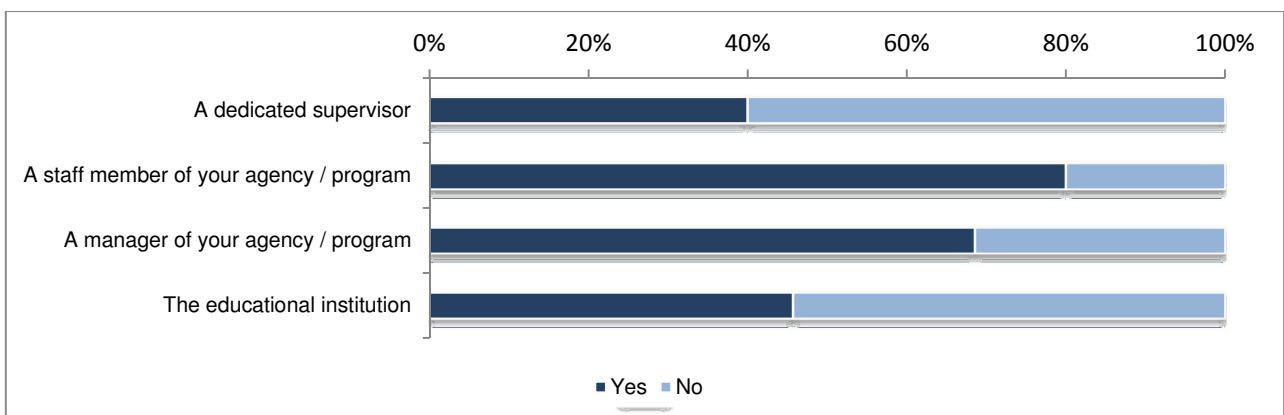
N = 35, S = 11, DNR = 7 Total = 53



## 19. Student placement supervision procedures

26. Student placement supervision at your agency/program is provided by:

N = 35, S = 11, DNR = 7 Total = 53



### Additional comments

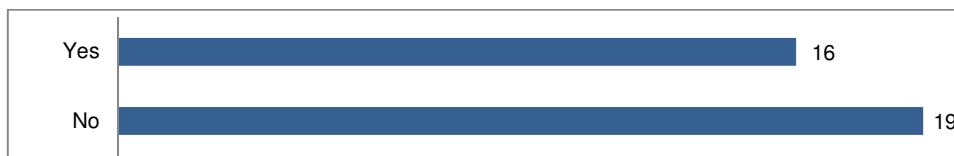
- Task supervision and clinical supervision may be shared
- Supervision is provided by a qualified social worker who works at the service part time but the manager is the person that conducts the daily supervision and support
- We have our own Student Supervision Training program that staff are expected to complete before undertaking Student Supervision.

- All of the above, depending on the resources at the service site and the discipline of the student.

## 20. Support to staff supervising student placements

### 27. Staff who supervise student placements at your agency/program receive TRAINING to support their role

N = 35, S = 11, DNR = 7 Total = 53

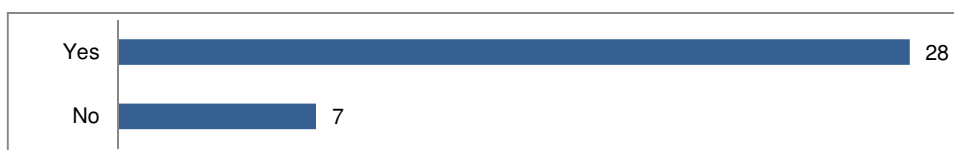


#### Additional comments

- From university
- If required
- Some, supervision course
- External training, re: supervising Social Work students
- Not specific to student supervision
- Are generally senior staff with relevant qualifications and supervision experience

### 28. Staff who supervise student placements at your agency/program receive SUPERVISION to support their role

N = 35, S = 11, DNR = 7 Total = 53



#### Additional comments

- From senior staff
- RMIT can provide this but not applicable-manager receives external supervision
- Yes, through internal processes and support from university
- Via internal supervision

### 29. Staff who supervise student placements at your agency/program receive MENTORING to support their role

N = 35, S = 11, DNR = 7 Total = 53



#### Additional comments

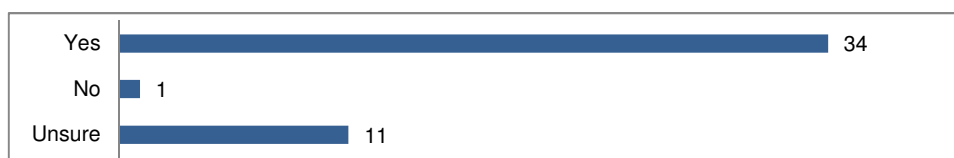
- From the student unit coordinator
- Part-time social worker and manager meet regularly for supervision - sometimes with the student

- Not really
- Via internal supervision

## 21 and 22 Opportunities your agency / program could provide in the 2011-2012 academic years

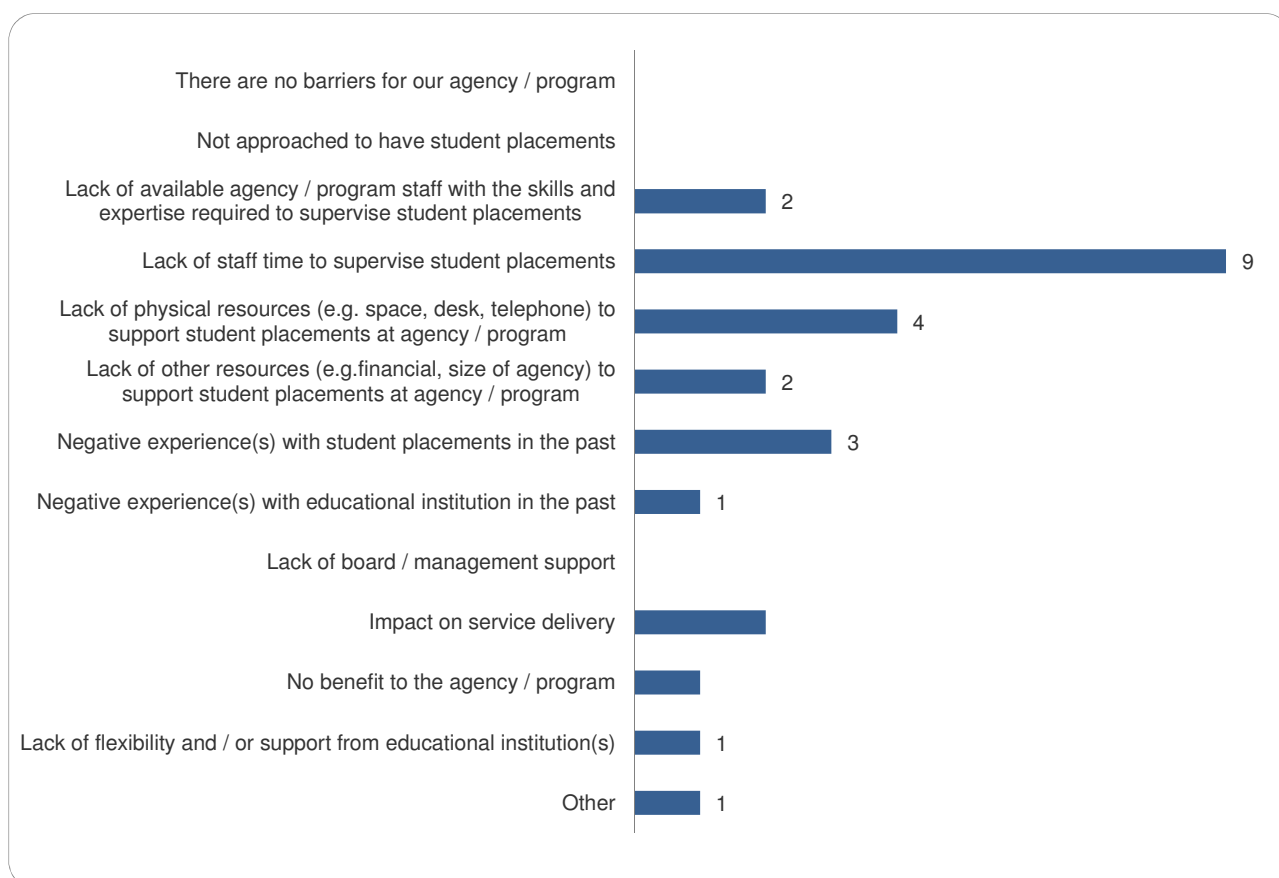
30. Please indicate whether your agency/program is able to provide student placement opportunities in the 2011 and/or 2012 academic years

N = 46, S = 0, DNR = 7 Total = 53

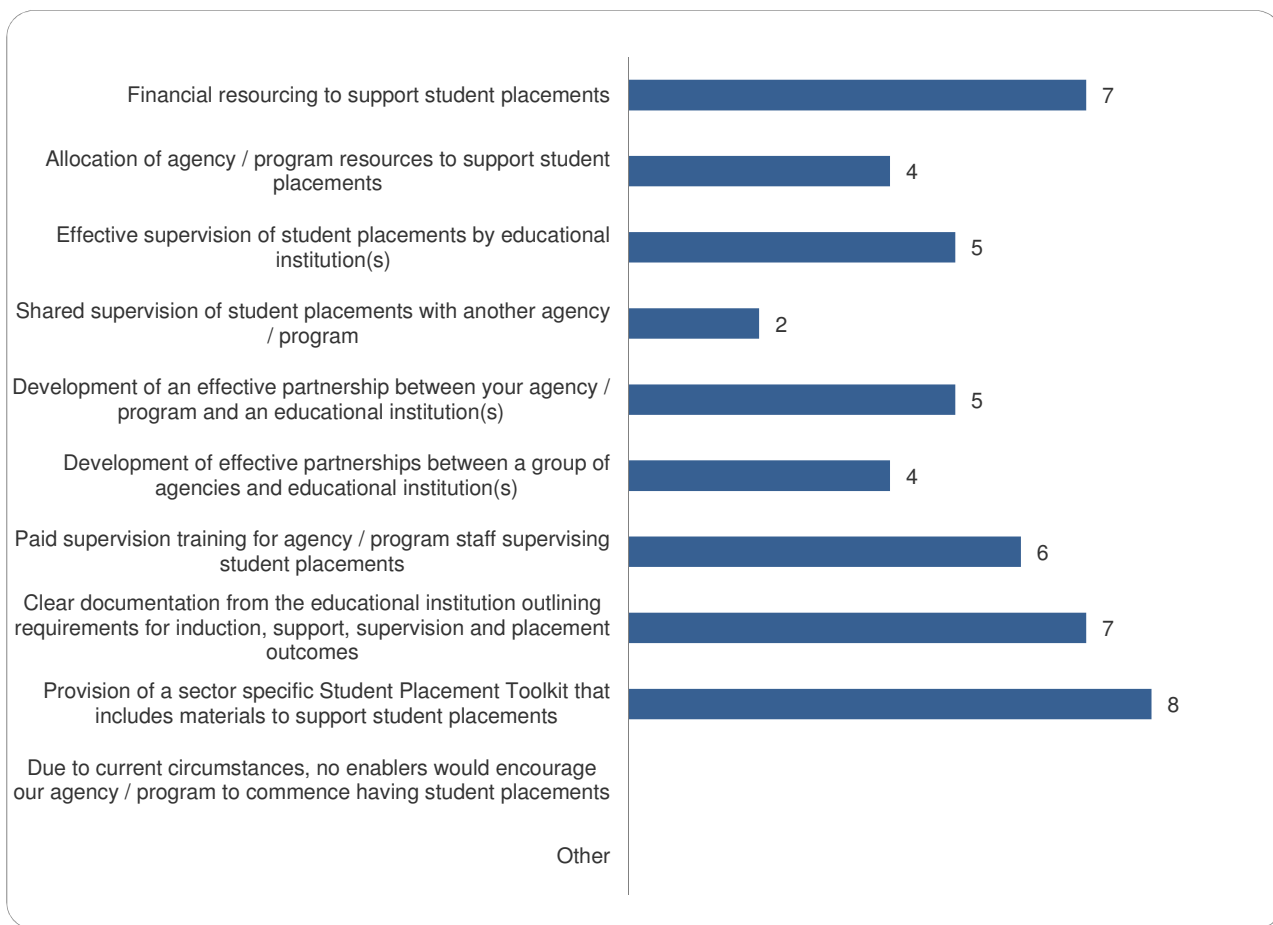


### A closer look at the eleven (11) respondents who answered 'unsure' to the above question

- Key barriers (Q35)



- **Key enablers (Q36)**

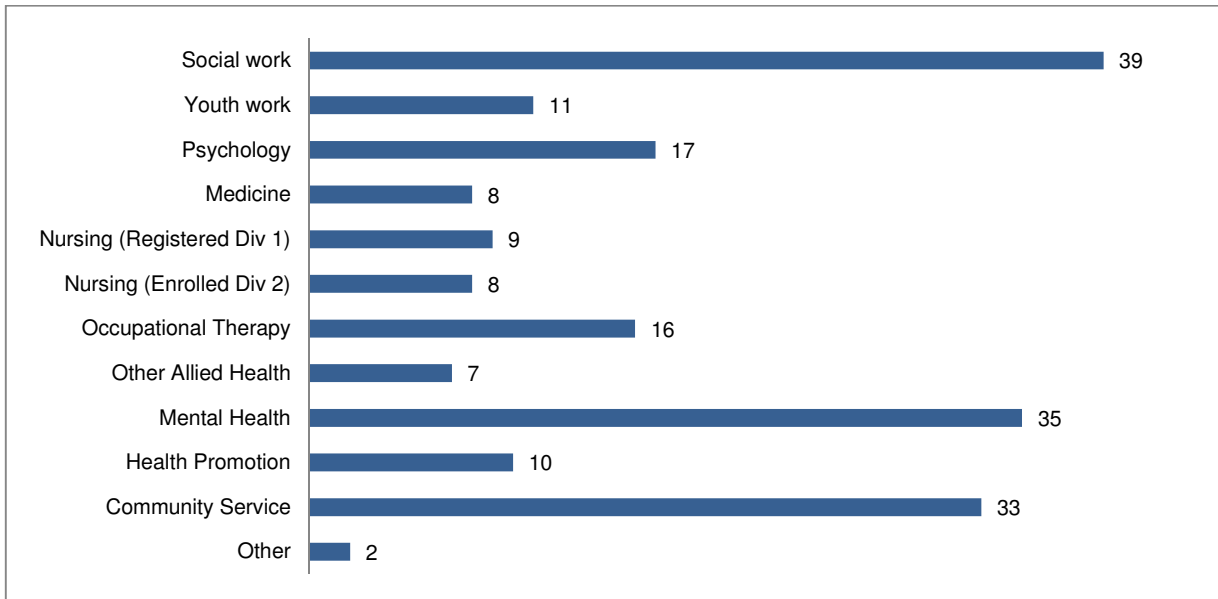


- **One key incentive that would encourage hosting student placements (Q37)**

- Support offered by institution actually happens, student is properly supported pre applying, re: their suitability to be working in the mental health area
- An organisational strategy and a coordinator with admin support
- A yearly schedule of students requiring placement to be forwarded by the educational institutions
- Flexibility
- Time and backfill for when I am concentrating on the student placement program
- Assistance with policies and procedures to cover this activity and more staffing
- We have not had student placements for at least three years in our program. There simply has not been the staff resources to support this
- Financial resourcing for student placements would assist
- Resources
- Clear learning expectations and direct input and support from educational institution
- Time-Small teams mean less availability to supervise students

**31. Please indicate the type of student discipline opportunities your agency/program could provide in the 2011 - 2012 academic years. Select all that apply**

N = 46, S = 0, DNR = 7 Total = 53



**Other**

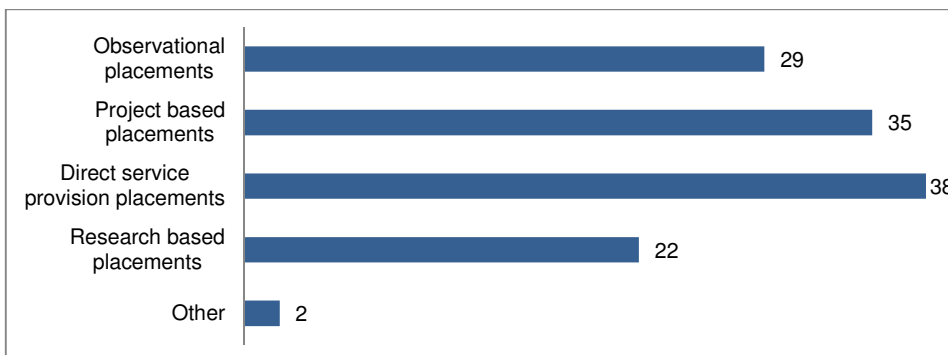
- Arts Based Practice
- Art therapy

**Additional comments**

- Short-term placements provide less value to clients
- Currently have OTs on staff who could supervise, but very limited in other disciplines
- We have, in previous years, had social work and nursing students, and would be happy to have them again

**32. Please indicate the student placement type(s) that your agency / program could provide in the 2011 - 2012 academic years. Select all that apply**

N = 46, S = 0, DNR = 7 Total = 53

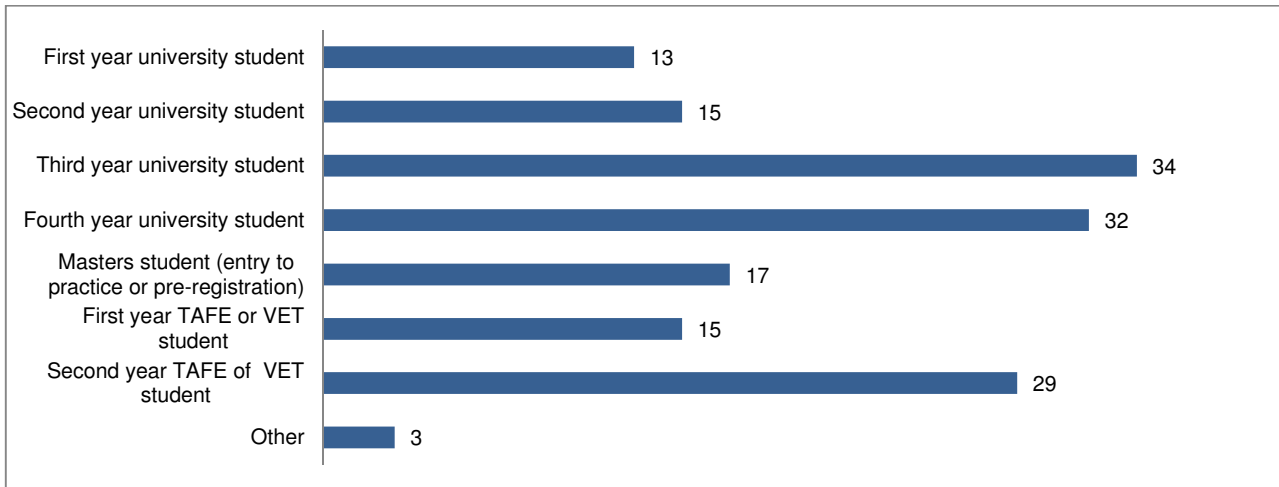


**Other**

- Art therapy
- Cultural

**33. Please indicate the student year of study your agency/program could provide opportunities for in the 2011 - 2012 academic years. Select all that apply**

N = 46, S = 0, DNR = 7 Total = 53



**Other**

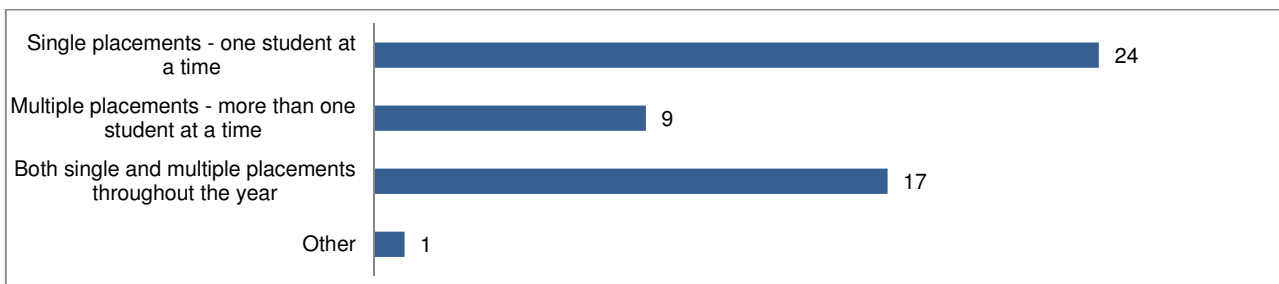
- Could be any or all of the above. It depends on the fit of skills that the student brings to the placement, and the relevance of the Art Studio setting to their studies.
- RE VET: Certificate IV or equivalent only in any mental health related studies
- We would only consider university level students

**Additional comments**

- Would welcome others if project or research opportunities arose

**34. Please indicate the student placement structure that your agency/program could provide in the 2011 - 2012 academic years. Select all that apply**

N = 46, S = 0, DNR = 7 Total = 53



**Other**

- I cannot comment on this, as a decision on student placements are made at a senior level and depend on the program planning in any given year

**Additional comments**

- I believe that it is important for students to have access to peer support, just as any member of staff. The evaluation that was completed by students highlighted that this monthly peer support with other students in the organisation (from the same discipline) was crucial to making the placement experience a positive one

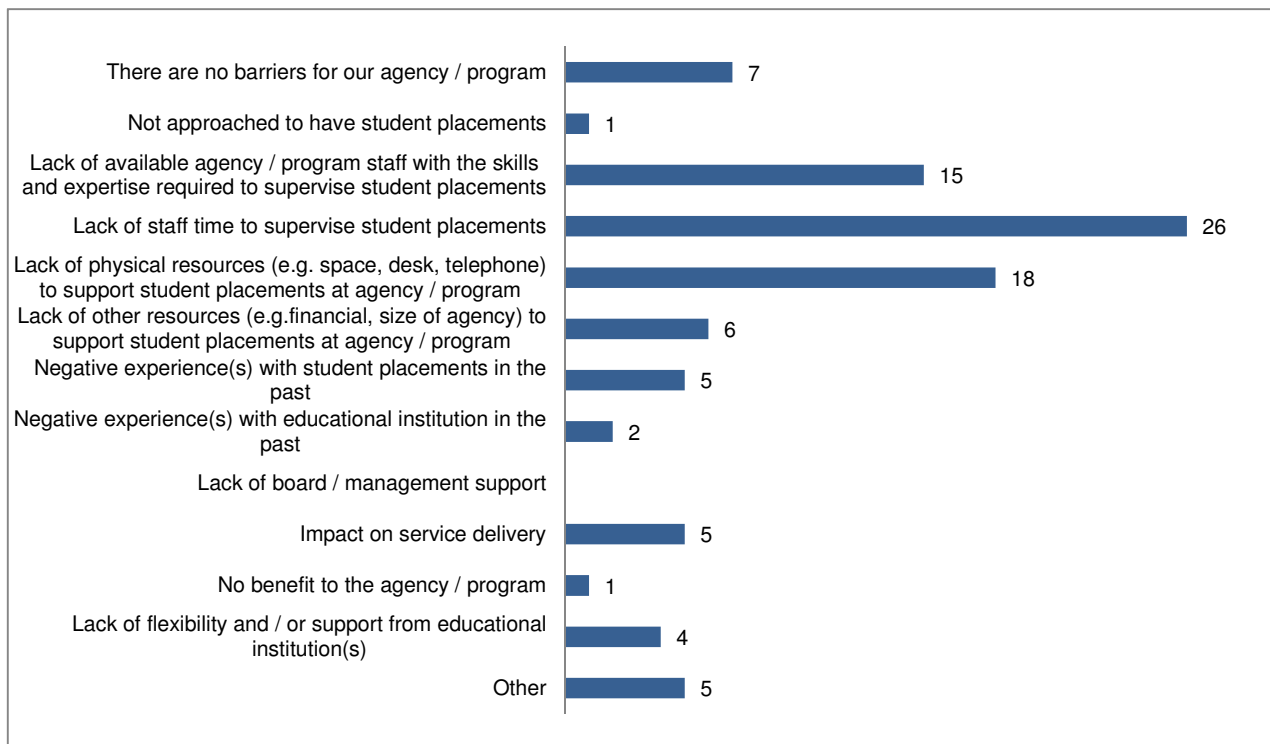
A closer look at what happened with student placements in 2010 compared to what opportunities exist in the 2011 – 2012 academic years.

	Number of agency / programs that provided placements in 2010 (N=35)	Number of agencies / programs that can provide opportunity in 2011-2012 (N=46)
<b>Student discipline</b>		
Social Work	15	39
Youth Work	6	11
Psychology	1	17
Medicine	7	8
Nursing (Registered Div 1)	3	9
Nursing (Enrolled Div 2)	3	8
Occupational Therapy	8	16
Other Allied Health	1	7
Mental Health	9	35
Health Promotion	1	10
Community Services	22	33
Other student disciplines	3	2
<b>Placement type</b>		
Observational placements	18	29
Project based placements	18	35
Direct service provision placements	30	38
Research based placements	8	22
Other	2	2
<b>Year of study</b>		
First year university students	7	13
Second year university students	6	15
Third year university students	12	34
Fourth year university students	13	32
Masters student (entry to practice or pre-registration)	6	17
TAFE or VET student – Cert III, IV	18	15
TAFE or VET student – Diploma	14	29
Other	3	3
<b>Placement structure</b>		
Single placements – one student at a time	12	24
Multiple placements – more than one student at a time	8	9
Both single and multiple placements throughout the year	15	17
Other	-	1

## 23. Barriers and enablers to having student placements

35. In summary, please indicate the KEY BARRIERS that influence the level of engagement of your agency/program with student placements. You may select more than one key barrier

N = 46, S = 0, DNR = 7 Total = 53

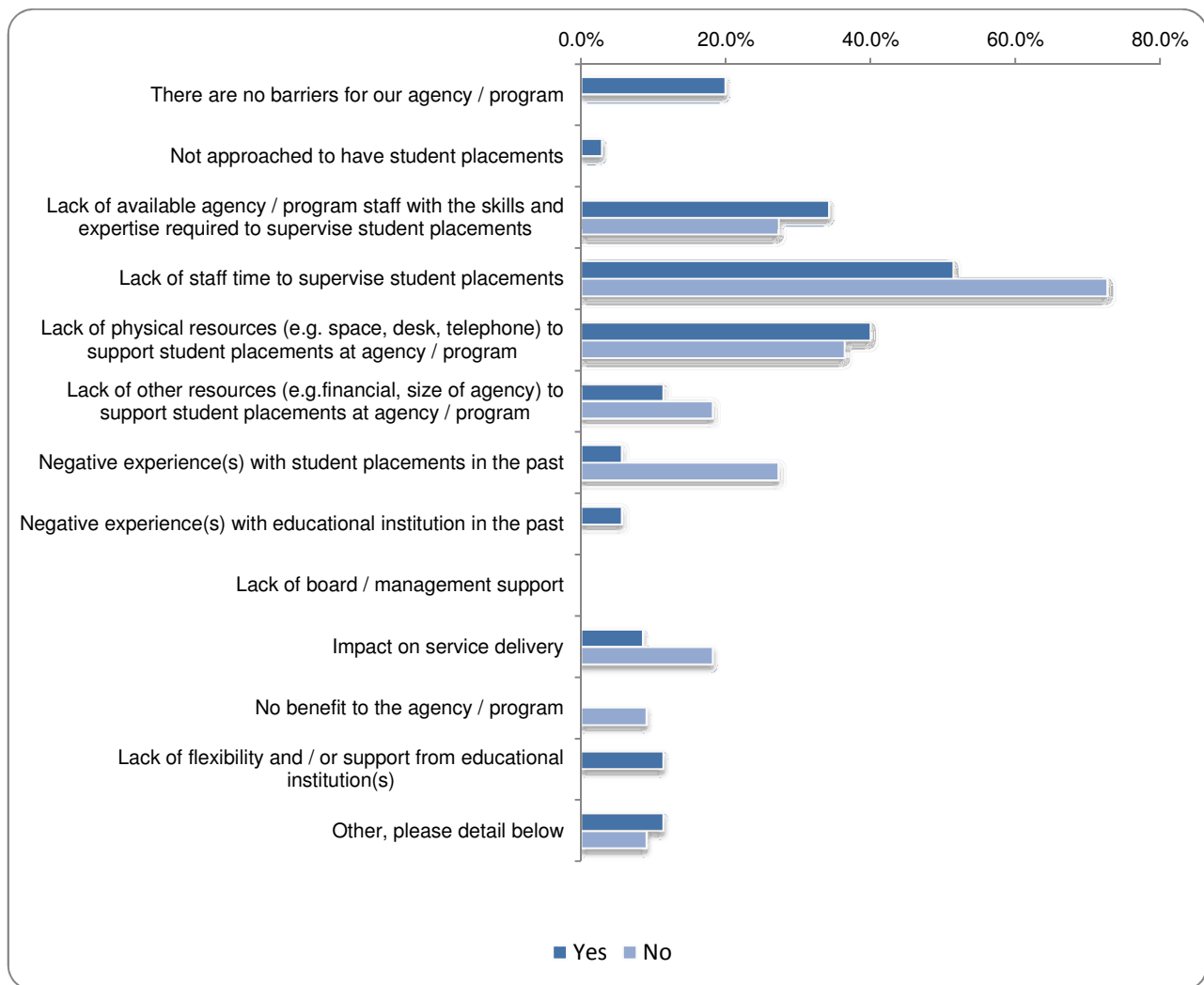


### Other

- Once a student has been given a good induction and established their goals, in my experience, they are willing and able to work independently and require less monitoring on a daily basis, however weekly supervision is provided
- Single person mental health program - limited opportunities and resources
- We are very committed, therefore we find a way around these issues
- No system to administer this
- Difficulties with the fit between course focus and placement requirements, and arts practice focus and visual arts requirements of the studio
- This program area is expanding with many opportunities for placements in dual programs e.g: Drug and Alcohol and Programmed Activity Groups
- If I was supported to drop other aspects of my workload during the placement time in order to fully support students and my teams then I wouldn't hesitate to take students. Also, our organisation is going through a significant restructure in 2011 and I am unsure what my role and availability will be
- Length of placement (duration). Longer placements enable better learning opportunities and are less disruptive for consumers and the agency
- We would like to formalise partnership arrangements with learning institutions, but changes to key staff have impeded this. Also, we would like to expand the number of educational institutions we have links with; time is prohibitive to doing this expansion
- This is not so much a barrier as it is a limitation. We have an accepted practice of having student placements at all service sites

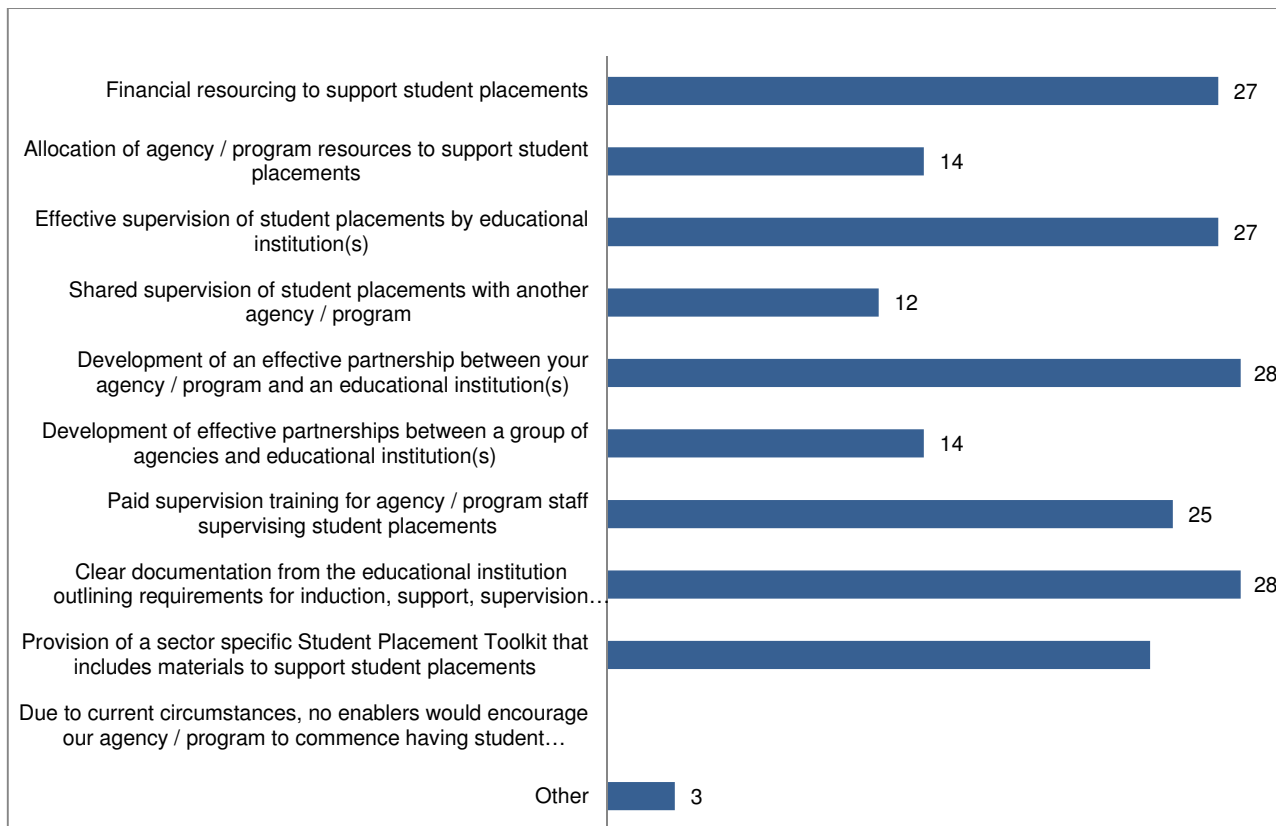
### A closer look at the key barriers comparing

- YES – those who had students in 2010 (N = 42)
- NO – those who did not have students in 2010 (N = 11)



**36. Please indicate the KEY ENABLERS that do (or would) influence the level of engagement your agency/program has in accepting student placements. You may select more than one key enabler**

N = 46, S = 0, DNR = 7 Total = 53



**Other**

- A Toolkit would be a good idea as the most difficult task for students is to know exactly where they fit in the service and what staff support means, however the report writing is quite time consuming and to follow a program may also put staff off even starting a student. Try to make it easier, not harder
- Financial support /educational institute supervision where multiple students are accommodated so that a single educator/supervisor could be engaged. Toolkit would be in addition to our own documentation. Important not to overload practitioners
- Educational institutions looking at the industry needs not just putting students through courses without a real knowledge of the work in the sectors
- We manage, but only with difficulty, due to shortages of staff and small staff establishment. It is extra work when we are already stretched beyond the capacity of our resources. Nevertheless we have a commitment to student placements
- Some institutions we are linked with do provide training that is high quality to our staff but not all
- We prefer to have final year students as they are a fantastic recruitment source (although we understand that we can't have only final years!)

### **37. What is the ONE thing that would provide an incentive to your agency/program to maintain or increase the number of student placements in 2011-2012?**

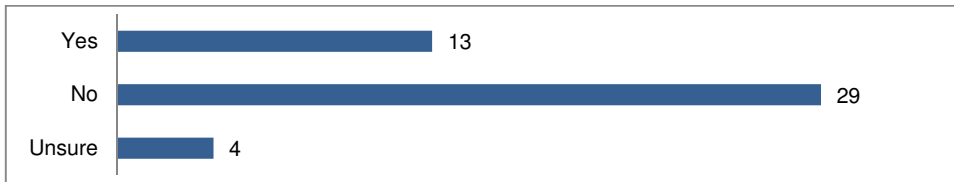
- Good experiences for staff of supervising students and students coming back and being employed in the agency
- Resourcing, financial and other. Otherwise it is only the large agencies which may be able to have access to dedicated supervisory role that can take students with any ease. For the rest of us, while the student and the community benefit, the value for the agency only comes with a great deal of effort
- More resources to free up time of supervisors and more office space
- Financial resourcing
- Financial support
- Resources to cover staff time in supervising and supporting students
- Supervision training offered to staff supervising students
- Resources around supervision of students
- Ability to access suitably qualified supervisors for some disciplines (e.g. psychology)
- Support offered by institution actually happens, student is properly supported pre applying, re: their suitability to be working in the mental health area
- Taking students makes agencies more aware of professional standards and hopefully students return to our service to do relief work or take up a full-time position
- Coordinated system that was relatively easy to implement
- Good arrangements already exist
- An organisational strategy and a coordinator with admin support
- More time!
- The number of students undertaking mental health related studies, with a background and interest in the visual arts
- Unsure
- As above
- Clear learning expectations and direct input and support from educational institution
- Continued good relationships with the university
- Support from the institution and the possibility of enhancing the recruiting of staff
- A yearly schedule of students requiring placement to be forwarded by the educational institutions
- Educational institutions working together to offer placements at different times of the year so there is not so much pressure on programs to take multiple placements towards the end of year
- Effective partnerships with learning institutions
- We don't need an incentive: we think that having students is part of our core business
- Full engagement with the Placement, Education & Research Unit (PERU) to arrange, organise and co-ordinate student placements
- No intention of increasing numbers at this time
- Flexibility
- Financial incentive as accommodation for students in rural Victoria difficult and distances are long for daily travel
- Adequate resourcing as above
- Time and backfill for when I am concentrating on the student placement program
- Assistance with policies and procedures to cover this activity and more staffing
- Nominal costings

- Student Placement Toolkit sounds great, + acknowledgement to the supervisory staff person that it is a great deal more work and responsibility
- More time!
- A list of projects that students are interested in
- We have had not had student placements for at least three years in our program. There simply has not been the staff resources to support this. Financial resourcing for student placements would assist
- Resources
- A supply of fourth-year or otherwise graduating students (for our recruitment purposes)
- Resources
- N/A
- An increased communication and respect from the educational institutions, that the agencies are not here just to meet their needs of student placement
- Time
- Stable programs team, good partnerships
- Time-Small teams mean less availability to supervise students
- Ongoing support

## 24. Awareness of DOH initiatives

### 38. Are you aware of the 'Best Practice Clinical Learning Environment Framework Guidelines' developed by the Victorian Department of Health?

N = 46, S = 0, DNR = 7 Total = 53



### 39. Are you aware of the Clinical Placement Networks currently being implemented across the state?

N = 46, S = 0, DNR = 7 Total = 53

