|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **OUTCOMES OF CLINICAL PLACEMENT MODELS** | ROLE EMERGING | SPOKE AND HUB | STUDENT-LED | PROJECT-BASED | INNOVATIVE | BLOCK | LIC | COMBINA-TION | COLLABORA-TION | DEU |
| **RELATIONSHIPS** | Belonging to a team |  |  |  |  |  |  |  |  |  |  |
| Peer support among students |  |  |  |  |  |  |  |  |  |  |
| Helpful/Positive relationships between the clinical teacher and students |  |  |  |  |  |  |  |  |  |  |
| **INFLUENCE** | Benefiting the community |  |  |  |  |  |  |  |  |  |  |
| Professional image promotion |  |  |  |  |  |  |  |  |  |  |
| Influence of placement model on career outlook |  |  |  |  |  |  |  |  |  |  |
| **ENVIRONMENT** | Consistency of placement and continuing patient care |  |  |  |  |  |  |  |  |  |  |
| Diversity of the placement environment |  |  |  |  |  |  |  |  |  |  |
| Increased placement capacity |  |  |  |  |  |  |  |  |  |  |
| **FACILITATION** | Facilitation time and flexibility in placements |  |  |  |  |  |  |  |  |  |  |
| Knowledge transfer opportunity |  |  |  |  |  |  |  |  |  |  |
| Students receiving feedback |  |  |  |  |  |  |  |  |  |  |
| **INPUTS** | Need for adequate resource planning |  |  |  |  |  |  |  |  |  |  |
| Need for orientation to the clinical placement model |  |  |  |  |  |  |  |  |  |  |
| **KNOWLEDGE SCORES** | No effect on clinical knowledge scores |  |  |  |  |  |  |  |  |  |  |
| Improved knowledge scores |  |  |  |  |  |  |  |  |  |  |
| **STUDENT PERCEPTIONS** | Student perceived learning |  |  |  |  |  |  |  |  |  |  |
| Student satisfaction and positive experiences |  |  |  |  |  |  |  |  |  |  |
| Student self-efficacy associated with improved outcomes |  |  |  |  |  |  |  |  |  |  |

Table 2: Summary of the outcomes