

## STUDENT PLACEMENT PROFILE (SPP)<sup>10</sup>

Instructions: Complete the SPP and send it to your clinical educator prior to each placement. The SPP allows the clinical educator to prepare for your placement. Pre-placement preparation by the student, including reviewing course notes and clinical skills, are essential to maximize learning during this clinical experience. As well, a commitment to client-centered care, contribution as a team member, and development of problem-solving skills are necessary elements for success.

STUDENT NAME: \_\_\_\_\_ PRONOUNS: \_\_\_\_\_

LANGUAGE(S) SPOKEN: \_\_\_\_\_

PLACEMENT DATES: \_\_\_\_\_

List any accommodations the practicum site or clinical educator(s) should be aware of (i.e., formal accommodation plan from the Dalhousie Accessibility Office):

List and describe previous pre-practicum and clinical placements:

Placement	Population(s)	Setting/Service	Caseload	Hours Obtained
Pre-Practicum				
Fall Practicum				
Winter Practicum				
Internship				

List other experiences that may relate to this placement:

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**10** Adapted from Grey-Bruce Regional Health Centre/D'Youville College Student Placement Profile

What were your specific objectives from previous clinical experiences? How did you achieve them?

What are your specific objectives for this clinical experience and explain how you intend to achieve them?

What are your clinical, interpersonal, and professional strengths?

What clinical and professional skills would you like to improve upon during this placement? Consider the "Areas to Work On" and "Objectives for Next Practicum Placement" sections from your Student Evaluation forms in previous practicum placements, as well as your discussions with the Academic Coordinator of Clinical Education, when answering this question.

How often do you prefer meetings with your clinical educator?

- ☐ 2-3 times daily
- ☐ Once daily
- ☐ Weekly
- ☐ Scheduled as needed
- ☐ Impromptu

How often do you prefer to receive feedback from your clinical educator?

- ☐ Several times near the start and infrequently after that
- ☐ Fairly frequently until you have made substantial progress in mastery, then infrequently
- ☐ Frequently, even after you seem to have mastered the skill

Which do you prefer?

- ☐ Immediate feedback
- ☐ Delayed feedback

Which do you prefer?

- ☐ Verbal feedback
- ☐ Written feedback

If you are completing a placement using the reciprocal peer coaching model (2 or more students per clinical educator), how do you prefer to receive feedback from your clinical educator about your individual performance?

- ☐ In a one-on-one setting (without the other student(s) present)
- ☐ In a group setting (with the other student(s) present)

How much outside reading and preparation for evaluation, treatment and progress do you expect to do?

- ☐ None
- ☐ 3 or more hours per week
- ☐ 1-2 hours per evening
- ☐ Other (please explain) \_\_\_\_\_

How best do you learn? Check any that apply.

- ☐ Reading
- ☐ Observing
- ☐ Discussion
- ☐ Hands-on experience
- ☐ Other (please explain) \_\_\_\_\_

When learning something new, do you usually prefer:

- ☐ To find the rationale for it first, understand the whole process and then start work on practical specifics?
- ☐ To learn theory after you have gotten your "feet wet" on specifics?

How do you prefer to be supervised for new tasks?

- ☐ Direct supervision and discussion during technique
- ☐ Direct supervision during technique with discussion before and/or after
- ☐ Distant supervision during technique with discussion before and/or after
- ☐ Discussion before and after with no direct supervision individual