

## ACE-WIL BC/ YUKON: MANDATORY PRACTICUM & CLINICAL PROGRAM BASELINE 2020

Institute Example A	
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>• Practicums, preceptorships, and clinical placements support employment exposure in the industry; development of professionals particularly around mental health.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>• Professional licensure.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>• Decentralized WIL: Discipline-specific course/program instructor has academic freedom around WIL preparatory curriculum.</li> <li>• Discipline-specific courses/programs embed the WIL preparatory curriculum.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>• Primary and advanced level accredited career-building courses; Curriculum is developed as a complex novice to expert model, didactic, hands on.</li> <li>• Theoretical-based components, skills stations and drills, simulations (30 minutes), followed by experience in the field.</li> <li>• Focus on nationally and provincially mandates competencies or occupational profiles.</li> <li>• Learning outcomes are embedded in curriculum as explicit objectives; development of competencies must be demonstrated.</li> <li>• A critical component of the applied learning model is the simulations, which enhance and solidify skills, resulting in safe and secure communities.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>• Variable depending on WIL types (practicums, preceptorships, or clinical placements).</li> <li>• Some programs are post-employment in a block format, meaning that time is spend in the institution and workplace.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>• Transition to the workplace (topics such as working with others) completed in discipline-specific program.</li> <li>• Some programs have preceptorship at end, prior to certification exam, (partnership relationship under a preceptor license).</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>• Synchronous.</li> </ul>
<b>Mandatory/ Optional Educators</b>	<ul style="list-style-type: none"> <li>• Mandatory national and provincial competencies and occupational profiles.</li> <li>• Faculty are practitioners from the field (some as sessional and contract).</li> </ul>

College Example B	
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>• Get hands on experience; networking; references; and long lasting careers.</li> <li>• Serve non-traditional, vulnerable populations in rural programs with project-based training programs enhanced through WIL, particularly if there is no essential skills programming.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>• Funded contracts with multi-barrier students, mental health.</li> <li>• Funders have requirements for project-based training programs.</li> <li>• Coaching for employers.</li> <li>• Students and International students with specialized coursework.</li> <li>• Indigenous students funded by partner organizations.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>• Decentralized: Industry and discipline-specific courses/programs embed the career planning and WIL preparatory curriculum.</li> <li>• Discipline-specific course/program instructor has academic freedom around WIL preparatory curriculum.</li> <li>• Centralized: Essential skills programming supports WIL preparatory curriculum in practicum under the leadership of course /program instructors by contributing to the development and delivery of innovative, customized employment-focused training.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>• Transition to employment student preparation course is embedded in discipline-specific course/ program.</li> <li>• Four phases: preparation, placement, monitoring, and evaluation. Each phase is implemented with the use of procedures and tools that are designed to effectively engage the students and/or employers (as practicum hosts).</li> <li>• Completion graded: satisfactory/unsatisfactory.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>• Essential skills are 1 week of training that happens at the beginning and includes college readiness.</li> <li>• 2 weeks of transition to employment training broken into chunks.</li> <li>• Student preparation is chunked into the different cycles of WIL experiences.</li> <li>• Total duration is two weeks (40 hours).</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>• Transition training is two to three months ahead of placement, and then again for a couple of sessions before the practicum.</li> <li>• Instructor does preparatory work and program coordinator offers the support before, during and after as well as coaching.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>• Synchronous.</li> <li>• Cohort-based.</li> <li>• Peer to peer work; group discussions; employers invited to support interviews; self and peer assessment.</li> <li>• Built-in support and coaching throughout on a one-to-one basis with an advisor.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>• Mandatory: regulated and targeted specific to needs of the regulatory board.</li> <li>• Some courses/programs do not have preparatory curriculum; some have applied skills.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>• Instructors for career development readiness.</li> <li>• Practicum coordinators, professionals in the field, WIL department staff, advisors.</li> <li>• Hiring continuing studies educators and offering them training for non-credit pieces.</li> <li>• Indigenous facilitators, Elders.</li> </ul>

	University Example C	College Example D
<b>Primary Purpose</b>	<ul style="list-style-type: none"> <li>Prepare interactively for WIL experience and develop career management skills.</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Place-Based Learning to provide for concrete experience, reflective observation, and meaning-making.</li> <li>Increasing Indigenous students' academic levels to ensure they are able to enter their desired program areas.</li> </ul>
<b>Primary Stakeholder(s)</b>	<ul style="list-style-type: none"> <li>International student: master's level (some with PhD) and mid-career professionals.</li> </ul>	<ul style="list-style-type: none"> <li>Students.</li> <li>Aboriginal students.</li> </ul>
<b>Institutional Context</b>	<ul style="list-style-type: none"> <li>Practicum offered using model of unaccredited co-op (also leaning on Internship program).</li> </ul>	<ul style="list-style-type: none"> <li>Discipline-specific course/program instructor has academic freedom around WIL preparatory curriculum.</li> <li>Discipline-specific courses/programs embed the WIL preparatory curriculum.</li> </ul>
<b>WIL Preparation Program/ Course</b>	<ul style="list-style-type: none"> <li>Structured preparatory job search course (in discipline-specific course), followed by one-on-one vocational coaching and advising (inventory assets tool completed before individual coaching with advisor).</li> <li>Four mandatory assignments in course, each with multiple deliverables.</li> <li>Self-guided labour market research.</li> <li>Career conversations event.</li> <li>Networking (digital library).</li> </ul>	<ul style="list-style-type: none"> <li>Students introduced to foundational skills in the lab and are provided the opportunity to apply these skills in the clinical setting with adults.</li> <li>Lab emphasis placed on experiential exercise to assist students to understand and apply knowledge of interpersonal relationships by utilizing professional communication skills.</li> <li>No workshops.</li> </ul>
<b>Duration</b>	<ul style="list-style-type: none"> <li>Condensed version: support students who are in accelerated degrees.</li> <li>Extended version: Longer process (than for example, co-op) to support International students in their job search. Time to conduct networking, find jobs aligned with career path, etc.</li> </ul>	<ul style="list-style-type: none"> <li>No data.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>Centralized WIL department supports student preparation (content is modified from co-op) under leadership of discipline-specific course/program instructor.</li> </ul>	<ul style="list-style-type: none"> <li>WIL preparatory training is done individually, every student participates individually.</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>Blended online: synchronous and asynchronous.</li> <li>Online and offline networking.</li> <li>Discussion Forums.</li> <li>Recorded mock interview.</li> <li>Assignments graded as satisfactory/unsatisfactory.</li> </ul>	<ul style="list-style-type: none"> <li>Field Schools support experiential exercises with lab emphasis.</li> <li>Can be delivered in community/job site/classroom settings.</li> <li>Online learning via learning management system, email, web-conferencing platforms, online videos, social media tools, textbooks, print modules, and experiential tasks.</li> </ul>
<b>Mandatory/ Optional</b>	<ul style="list-style-type: none"> <li>Mandatory (part of discipline-specific course).</li> <li>Optional (part of elective).</li> </ul>	<ul style="list-style-type: none"> <li>Integral and additive credit; some is incorporated in the courses as credit, some is in addition.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>Professional development office advisors.</li> <li>Teams of managers within student services for student engagement, student success, team coaching, counsellors.</li> <li>Indigenous instructional designer (with intercultural awareness competencies).</li> </ul>	<ul style="list-style-type: none"> <li>Instructor-based WIL.</li> <li>First Nations access coordinators.</li> <li>Aboriginal community liaison.</li> </ul>