

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

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

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

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