Appendix C: **Characteristics of research placements**

#	1st author	Student level of education	Industry partners in the research collaboration	Placement (duration, description, research activities)	Challenges of research placements	Enablers of research placements	Outcomes of research placement to students, organisations, university	Research project completed or not; outcomes of research project
1	Appleton	Bachelor of Social Work, Master of Social Work (professional qualifying) students	Community social service organisations	10-13 weeks Two field educators, one research advocate, and three students. Student research activities: research activities as per project presented by agency	Lack of student confidence and preparedness to do research; student cohort handovers disrupted flow of research project; field educator's lack of confidence in own ability and the research project; time and staff management; differing organisational understanding of the project and outcomes expected over time	Creation of relationships and partnerships between university and community agency; acknowledged need for high-quality research; effective mentoring of students by research advocate	Students: Deep understanding of agency, services, value of research, and importance of establishing links to government funding bodies; identification of the positive contribution for end users Organisation: provided fresh perspective; social workers re-evaluated own role with service users and effectiveness of service	Research project not completed; sequential design and implementation from one placement to the next. Outcomes reported: None

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2	Bremner	Undergraduate students in either a Nursing, Social Work, or Human Services degree	Nurse-managed community clinic	Weekly Reiki sessions over 12-week term Six faculty members supervised 23 students Student research activities: Suitability for Reik assessed; collected pre and post-intervention data; analysed data.	Not discussed	Not discussed	Students: Increased understanding of research process; recognised the value of alternative therapy Organisation: Learnt value of measuring health outcomes and financial benefits Academics: Incorporating alternative therapies into nursing curriculum	Research project completed Outcomes reported: Reduced client pain levels; increased client comfort and relaxation; inconclusive results on the economic and patient satisfaction impact of incorporating holistic interventions
3	Crane	Undergraduate Social Work (SW) with	Royal Brisbane and Women's Hospital	12 weeks (500h) Two SW students 4 days per week at hospital; four Law students	Lack of time to create coherent suite of placement activities, supervision arrangements, and	Interprofessional and systematic approach of participatory action	Students: Engagement with multiple parties at different levels; positively challenged by multiple	Research project not completed; another team of students

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		volunteer Law students		periodically visited; Advisory group Director of Legal Services, comprising the students, social work department staff, QUT law and social work academics. Student research activities: Conducted literature review; developed interview schedule, participant information sheet and consent form	clear approach to project management; lack of self-confidence in hospital staff and student supervisors	learning and research framework; peer support; open communication; information sharing; academic support for development and review of ethics	relationships and levels of communication; increased appreciation of task complexities; increased understanding of professional practice and context of SW and Law; improved communication skills, cultural awareness; and interprofessional engagement;	expected to continue Outcomes reported: None
4	DuMars	Master of Social Work Qualifying degree	Two Veterans Health Administr	Placement length unclear One faculty supervisor;	Not discussed	Not discussed	Students: Improved clinical social work skills,enhanced	Research project was completed by Doctoral students

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			ation networks	Doctoral students acted as project managers guideing MSSW students in research activities. Student research activities: Conducted literature review			understanding of theory and practice	Outcomes reported: None
5	Fitzger ald	Post-baccalaur eate and post-master's degree Nursing students	Communit y-based health care services	Doctor of Nursing Practice Project over three sequential semesters 120h each One faculty member per 8 to 12 students over the 3-year project provided classroom instruction, seminars, and practicum	Not discussed	Faculty provided with time and workload credit; efficiant use of class time and engaging course content; faculty accessible and approachable	Not reported	Research project completed during course 3 Outcomes reported: None

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				supervision; community-based healthcare leaders served as content experts and project mentors Student research activities: Course 1: Conducted literature review, created written project proposal and ethics application draft Course 2: Finalised and submitted etchis application, written project proposal continued Course 3: Finalised project documents, delivered final presentation		; individualised engagement with students; feedback to students, assisted with problem-solving; continuity in faculty across the 3 semester-project		

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6	Joubert	Master of Social Work Qualifying degree	Psychosocial Oncology Health Service	43 students Duration: unclear One university academic, social work managers, and field work coordinators supported 43 students in research training, 3 students took leadership role. Student research activities: 24h-period audit of social work departments - facilitated data collection across; developed and managed database; developed database manual; performed	Not discussed	Not discussed	Students: Improved professional, interpersonal and cross-cultural communication skills, organisational and project management skills; increased confidence and capacity to effectively manage complex projects; competence in research leadership; improved learning and teaching skills; increased knowledge of the research pathwayincreased competence in data collection, entry and analysis	Research project completed Outcomes reported: None

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				data entry and analysis				
7	Krumwiede	Undergraduate Nursing students	Critical Access Hospital and Nursing Institute for families and society	A CBCAR project, 7 weeks, without pre-determined attendance hours One faculty member for two to three students, and one member from collaborative Student research activities: Planned engagement of population with collaborative member; identified community strengths, resources and barriers to healthy behaviours; developed and	Not discussed	Not discussed	Students: Exposure to generating real-world solutions, advocacy and professional development. Improved skills in communication, cultural competency, public health science, collaboration, and analytic assessment Organisation: Recommendations for a healthy snack policy for local elementary schools	Research project completed Outcomes reported: None

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				implemented interventions; created evaluation plan; collected data: questionnaires, windshield and foot surveys, observations, interviews, secondary data, field notes, and narrative reflections; analysed data; presented needs analysis report				
8	Laughlin	Nursing students - education level unclear	Four low-income church schools	Groups of 7-8 students participated over a 2-year period

Student research activities: one-on-one interviews | Not discussed | Not discussed | Students: Improved understanding of health and illness, ability to provide age-appropriate health information and to professionally interact with school-age population; | Research project not completed

Outcomes reported: None |

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							participation in the implementation of evidence-based interventions; active involvement in research process Community: Improved access to community health promotion and prevention services	
9	Lynch	Undergraduate and graduate students in the Humanities, Natural sciences, and Social sciences	Non-profit organisations, governmental agencies, and businesses	Each project was supervised by an ELP codirector, managed by a graduate student and staffed by a team of four to ten undergraduate students who serve 6-8h per week in the community (120h in total)	Long-term fundraising efforts impacted on the staff availability for mentoring students; opportunistic nature of projects limited the ability to respond to immediate community needs and student interests; logistics were complicated and time-consuming	Careful project design crucial for a successful placement experience; consideration of student background and abilities; provision of project-specific	Students: Gained professional and applied leadership experience; improved teamwork and communication skills	Research project completed Outcomes reported: None

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				Student research activities: Monitored turtle populations; developed climate action plan; conducted data collection, entry, verification, analysis, interpretation of results; communicated results; produced a final report; public presentation; peer editing of draft materials, including detailed grading rubrics		background and training to the student prior to the service work; iterative evaluation processes		
10	Satka	Master of Social Work (MSW) students	Social service organisations (welfare	4 months placed in a learning community	Lack of clarity around student's status of a "research practitioner" or "practice researcher"	Peer-discussions facilitated growth in student	Students: Increased self-discipline; improved ability to work independently;	Research project completed

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			agencies, hospitals, care institutions, and non-governmental organisations)	Agency-based practitioners who functioned as field instructors and praxis social workers supervised the 28 students Student research activities: Negotiated research topic; developed practice research contract; presented idea to university supervisor and other students; finalised research plan; developed and submitted ethics application; collected data via focus group interviews, or document-based analyses, narrative	created confusion in the organisation, therefore, students felt challenged by having to repeatedly assert their position as practice researcher	confidence as a practice researcher	increased professional skills, research competence, and level of understanding of general principles of social work ethics	Outcomes reported: None

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				storytelling or available statistical data. Analysed data - content or statistical analysis; wrote and presented a report; shared findings with staff in the agency				
11	Strickland	Undergraduate and graduate Nursing students	Tribal communities	Each semester students served 12h per week

During the three years of the project, 60 undergraduate, 13 graduate students (11 DNP and 2 MN), and 3 faculty members were physically present in tribal communities | Coordination of faculty, community, and student schedules | Successful building of partnerships through ensuring long-term relationship through structural change, engaging tribal members in the provision of education, | Students: Improved skills in community health nursing practice in a tribal community; increased understanding of partnership building; improved knowledge of program development, implementation and evaluation, research proposal writing; , and evidence tanslation into practice
Communities: | Research project completed

Outcomes reported: Breast cancer survivorship education event; cancer prevention and diabetes education program; new activities to increase |

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				Student research activities: Conducted needs assessments; designed, implemented, and evaluated health promotion programs; participated in tribal activities to build partnerships and trusting relationships; developed research proposal with tribes; participated in planning for tribally conducted focus groups; conducted interviews; developed policies; conducted literature reviews; transcribed, coded		and using community engagement/ CBPR research philosophy and practice models in research and teaching efforts	faculty appointments for tribal community research associates; improved access to university resources; support for grant submissions, including enhanced curriculum vitae; solidified working relationships and mentorship of students; recommendations offered on the evaluation of a large tribal community program planning CBPR team, and the recruitment and retention of participants in a physical activity program University: Tribal teaching mentorship for students	physical activity and reintroduce traditional foods and nutrition; new policies for tribal consideration related to nutrition and the purchase of foods; improved access to crucial community health promotion and prevention services (different community)

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				and analysed interview data				