Rural Interprofessional Education in Australia: Networking to Fill the Vacuum

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The Rural Interprofessional Education Network
University Departments of Rural Health (UDRHs) & Rural Clinical Schools (RCSs)
Australian Rural Health Education Network
Rural Interprofessional Education Network

• **Membership:**
  - University Department of Rural Health (UDRHs)
  - Rural Clinical Schools (RCSs)
  - Other rural health academics interested in IPE

• **Aim:**
  - To promote IPE as an essential component of health professional education programs in Australia, particularly in the rural context
The Rural IPE Network
Australian Rural Health Education Network
Rural Interprofessional Education Network

• Representation from:
  - University of South Australia
  - University of Newcastle
  - University of Tasmania
  - Monash University
  - University of Sydney
  - Flinders University
  - University of Western Australia
  - University of Melbourne
  - University of Queensland
  - James Cook University
  - Edith Cowan University
  - Curtain University
Priority Areas:

- Integrating IPE into UDRH & RCS programs
- Promoting IPE among health professional undergrads
- Sharing of knowledge & resources
- Monitoring, evaluating & researching IPE & IPP activities
- Lobbying for support of IPE & IPP
The Policy Cycle
Vernon Curran, Centre for Collaborative Health Professional Education Health, Canada

Adapted from Tarlov, 1999
Getting Policy to Agenda
Vernon Curran, Centre for Collaborative Health Professional Education Health, Canada
Moving Policy into Action
Vernon Curran, Centre for Collaborative Health Professional Education Health, Canada
The Policy Cycle
Vernon Curran, Centre for Collaborative Health Professional Education Health, Canada

Adapted from Tarlov, 1999
Barriers to IPE

**ORGANISATIONAL**
- Metropolitan campus focus
- Traditional University policies
- IPE not in strategic plans
- Mono-disciplinary approach
- Single discipline policies
- Limited resources

**ATTITUDINAL**
- Rivalry between clinicians & academics
- Professional boundaries
- Intellectual property rights
- Differing values & beliefs
- Different health & education priorities

**STRUCTURAL**
- Duplication of course content
- Timetable clashes
- Mismatched objectives
- Academic workload issues
- Different fieldwork models
- Competition for resources
- Funding disputes
<table>
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<tr>
<th>Project</th>
<th>Disciplines</th>
<th>Content &amp; Description</th>
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| Rural Inter-professional Education Project (RIPE) (2 weeks duration) | Medicine, Nursing, Pharmacy, Physiotherapy | • Community placement of interdisciplinary pairs  
• Preceptored by 2 clinicians from different disciplines  
• Teamwork & inter-professional dynamics  
• Rural & community-based health care |
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| · Inter-professional Rural Program (IRP) (2 weeks duration) | Medicine Nursing Pharmacy | · Voluntary community elective  
· Community placement with theoretical component, clinical practicum & community immersion including:  
  - Half day with different clinicians  
  - Group & independent learning  
  - Social activities |
## Project Disciplines Content & Description

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| Inter-Professional Learning Modules (ILMs) | OT, Dietetics, Radiography, Medicine, Nursing, Physiotherapy | • Integrated into clinical attach’t  
• Various teaching modes  
• ILMs include:  
  – Team approach to stroke  
  – Ethics & professional practice  
  – Child protection and self care  
  – Major trauma & clinical error  
  – Child protection in clinical practice |
Child protection in clinical practice

**Session 1:** Accredited child protection training
- Didactic format
- Expert delivery
Child protection in clinical practice

- **Session 1:**
  Accredited child protection training
  - Didactic format
  - Expert delivery

- **Session 2:**
  Role play of scenarios
  - Non-accidental injury
  - Emotional abuse
  - Physical neglect
  - Sexual abuse
Major trauma & clinical error

- Country road trauma scenario

Session 1:
Panel 1 (Acute care)
- Police officer
- Ambulance paramedic
- Acute care nurse
- Emergency physician
- Radiographer

Photo by Barry Smith, The Northern Daily Leader, 5/12/03
Major trauma & clinical error

- Country road trauma scenario

Session 1:
Panel 2 (Hospitalisation)
- Intensivist
- ICU nurse
- Social worker
- Physiotherapist
- Speech pathologist
- Dietitian
- Radiographer

Photo by Geoff O’Neill, *The Northern Daily Leader*, 19/9/03
Major trauma & clinical error

- Country road trauma scenario

Session 1:
Panel 3 (Rehabilitation)
- Community nurse
- General practitioner
- Social Worker
- Occupational Therapist
- Psychologist
Northern Rivers UDRH
University of Sydney

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<td>Inter-professional Learning Initiative (ILI)</td>
<td>Medicine, Nursing, Allied Health</td>
<td>• Practice based&lt;br&gt;• Shared learning experience whilst on common clinical placement&lt;br&gt;• Team building workshop&lt;br&gt;• Student run case discussions&lt;br&gt;• Observation of other disciplines’ patient assessment</td>
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## Rural Clinical School, Toowoomba

*University of Queensland*

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| Allied Health / Rural Health Projects | Physiotherapy, Speech Path, Pharmacy, Exercise Phys., OT, Medicine | • Medical students on rural rotation  
• Interprofessional projects  
• Increase their knowledge of the role and scope of other health professionals.  
• Interprofessional activities for students from UQ & other Unis |
## School of Rural Health
Monash University

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| Cultural immersion / cultural awareness selective | Medicine Nursing | - Aboriginal community leaders provide talks, demonstrations & excursions  
- Diversity & depth of Aboriginal culture & society  
- Historical context of these  
- Visits to urban and remote Aboriginal health centres  
- Aboriginal Health Workers role in primary health care |
## Combined Universities Centre for Rural Health (CUCRH)

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<tr>
<td>“Country Week” 1 week in remote community</td>
<td>Medical, Nursing and Allied Health</td>
<td>Community Engagement, Demographic group consultation, Primary Healthcare planning</td>
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<tr>
<td>Working with Indigenous Communities 2-4 weeks living in indigenous communities</td>
<td>Allied health, Health Promotion and Journalism Students</td>
<td>Indigenous directed, Cross cultural communication and service provision</td>
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