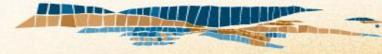


A Student's View through the window











Academic Bush Camp September 2013



Key Principles of CUCRH student programs

Interprofessional

Learning arising from interaction between members (or students) of two or more professions. This may be a product of interprofessional education or happen spontaneously in the workplace or in education settings." (Freeth, Hammick, Reeves, Koppel, & Barr, 2005

Service Learning

Method of teaching and learning in collaboration with the community

Focus on identified need

Benefit to the learner and the community with a balance of learner outcomes and community benefit







- University agreement
- Community agency agreement
- Student self selection

Orientation

- Preorientation
- Geraldton Based orientation (2 days)
- Cultural orientation
- Community Orientation

Experience

- 5 weeks
- Clinical supervision (speech and OT)
- Cultural Mentor (throughout the placement)

Evaluation

- Student feedback
- community feedback
- recommendations





Go Rural Mt Magnet

piloted in 2013









Did we achieve what we set out to do?

- Increased awareness of
 - working in a rural and remote context
 - Cultural security and its application to clinical practice
- Demonstrated interprofessional practice in and remote service learning placement

- Improved resilience and self management
- Sustainable IPL service learning program model





"It has been a truly life changing experience, not only for my professional future and career, but also personally. I feel that I have grown so much within a five week period, and it is all due to this placement."

Issues for future programs

Barriers

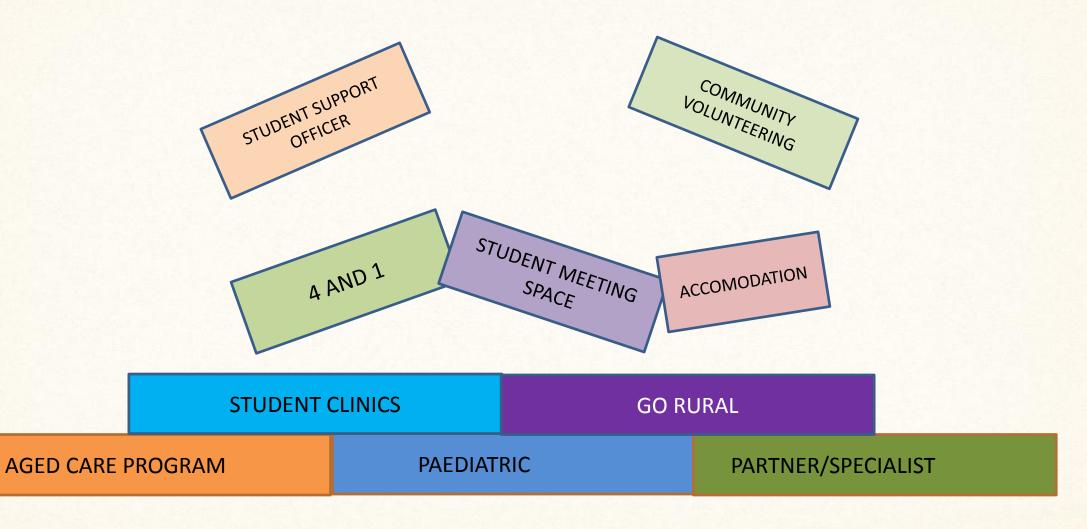
- University allocations
- Supervision model
- Cost
- continuity
- Technology
- Accommodation/working space
- Balance of clinical work in interprofessional approach

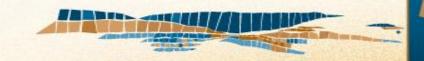
Enablers

- Community partners
- Self selection
- Only 2 disciplines
- Cultural mentor
- Local accommodation
- Social support



2014 student programs











Thank You

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