



UNIVERSITY of
TASMANIA

Building capability of supervisors of health students in rural areas

**Whole of Community
Facilitator Model of Support**

Elaine Bentley

**Associate Professor Annette
Marlow**

November 2019

utas.edu.au



Rural Health Multidisciplinary Training Programme (RHMT)

Nursing, Allied Health and Dentistry - Professional Experience Placement (PEP) Rural Expansion Project

Scope: To expand and support rural and remote student professional experience placements

Objective: To identify, implement and evaluate ways to better support rural clinical placements for dentistry, nursing and allied health undergraduate students in rural Tasmania

Tasmania – a unique place and context



Tasmania

The majority of Tasmania is classified as remoteness area (RA) 3 – 5

There is limited public transport across large areas of the state

Students are allocated to diverse placement settings according to professional accreditation guidelines

Many Education Providers access Tasmania for allied health student placements

Challenges to student supervision in rural areas

Limited ability to backfill those undertaking more formal supervisory roles

Perceived lack of support from relevant education providers

Many healthcare agencies support a maximum of one or two students per allocation

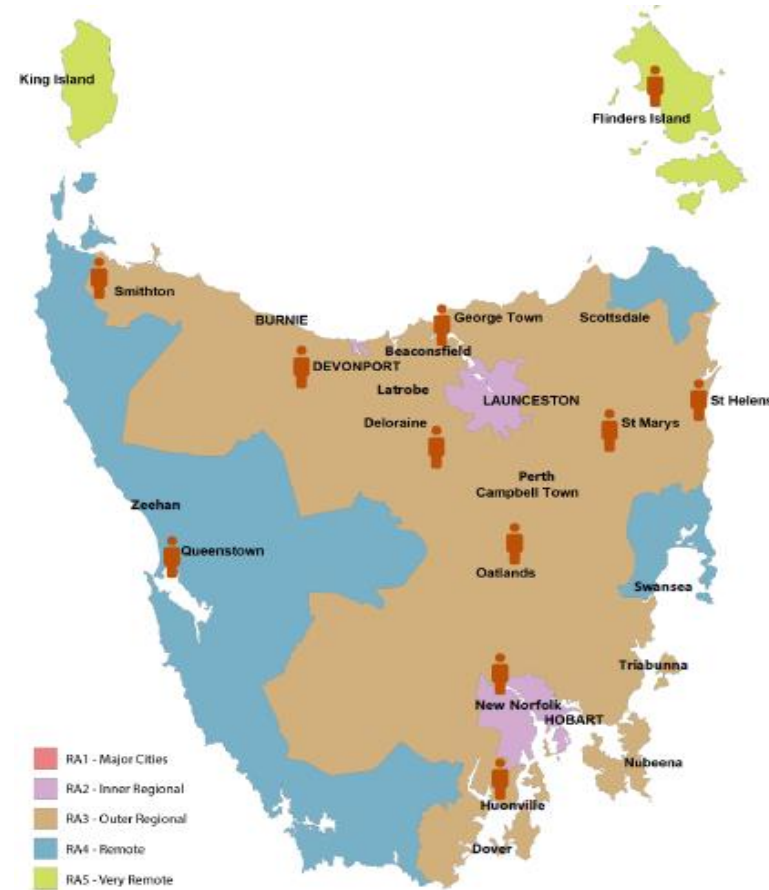
A range of students attending work integrated learning (WIL):

- **From a range of disciplines**
- **From a range of education providers**
- **Many with varying requirements for support, assessment, and learning and teaching**

Whole of Community Facilitator (WOCF) Model across Tasmania

WOCF model - 14 rural regions with 13 WOCFs offering support for:

- **Students**
- **Supervisors**
- **Organisations**



WOCF Model of Support

Focussed on building the capability of organisations to host students, WOCFs:

- **Work within a geographic location, rather than a single facility;**
 - **Are employed across a calendar year;**
 - **Are mainly Tasmanian Health Service (THS) employees – collaborative employment process;**
 - **Support students from multiple disciplines;**
 - **Hold one-year contracts with hours of facilitation negotiated based on number of students allocated.**
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WOCF Model of Support

- **WOCFs provide direction, guidance and mentorship to health students and their supervisors across a diverse range of placement settings, including**
 - GP surgeries;
 - District Hospitals;
 - Mental Health settings;
 - Community Nursing agencies;
 - Residential Aged Care facilities;
 - Paramedicine Ambulance facilities;
 - Physiotherapy settings;
 - Occupational therapy settings;
 - Gymnasiums;
 - Private Hospitals;
 - Community Pharmacies.

WOCF Supervisor Support: Education and Training

- **Identify the education and training needs of supervisors in local area**
- **Facilitate access to training opportunities that meet priority needs, such as: provision of feedback; student assessment requirements; how to effectively supervise**
- **Provide direct training for supervisors**

WOCF Supervisor Support: Peer Networks

- **Support supervisors and preceptors to network with each other**
- **State-wide networking events**
- **Location specific network events**
- **Interprofessional learning opportunities (for supervisors and/or students)**
- **Virtual networking opportunities e.g. videoconferencing**

WOCF Network

The WOCFs have a facilitated network where they are encouraged to communicate with and support each other.

A supported WIKI, which is used as a resource repository, professional chat-space, manager updates, sharing learning and information about workshops of conferences attended.

There are twice-yearly whole group face-to-face workshops / meetings and twice-yearly smaller groups in three areas across Tasmania, used for:

- **WOCF professional development**
- **Resource development and sharing**
- **Evaluation of year to date**
- **Strategic planning for the following year**
- **Planning use of non-student time**

Lessons Learned

- **Ensure absolutely everything is detailed in agreements between University and Organisation. Including:**
 - **Travel requirements and costs**
 - **Accommodation requirements if appropriate**
- **Ensure non-student time outputs are detailed and understood by all parties**
- **Ensure clear lines of communication with relevant managers within organisation**
- **Ensure clear lines of communication with Education Providers**

College of Health and Medicine PEP Website

Professional Experience Website:

<https://www.utas.edu.au/health/professional-experience-placement>

