

WEBINAR

Best Practices for Field Placements
and Student Success

Creating Job-Ready Health Graduates through Work-Integrated Learning Experiences

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Elyce is a registered nurse with a background in clinical education and critical care nursing in rural areas. She currently works as the Rural Health Education Lead at Three Rivers DRH and is involved in the design and quality assurance of multidisciplinary work-integrated learning programs delivered across rural New South Wales.

Brent is a registered podiatrist and has extensive experience in clinical education as a supervisor and university academic. As a Lecturer in Rural Health, Brent is responsible for developing, delivering, and evaluating several different models of placement within his geographical footprint. He works with health professionals across more than 14 different disciplines and has experience in creating work-integrated learning opportunities tailored to the needs of local stakeholders.



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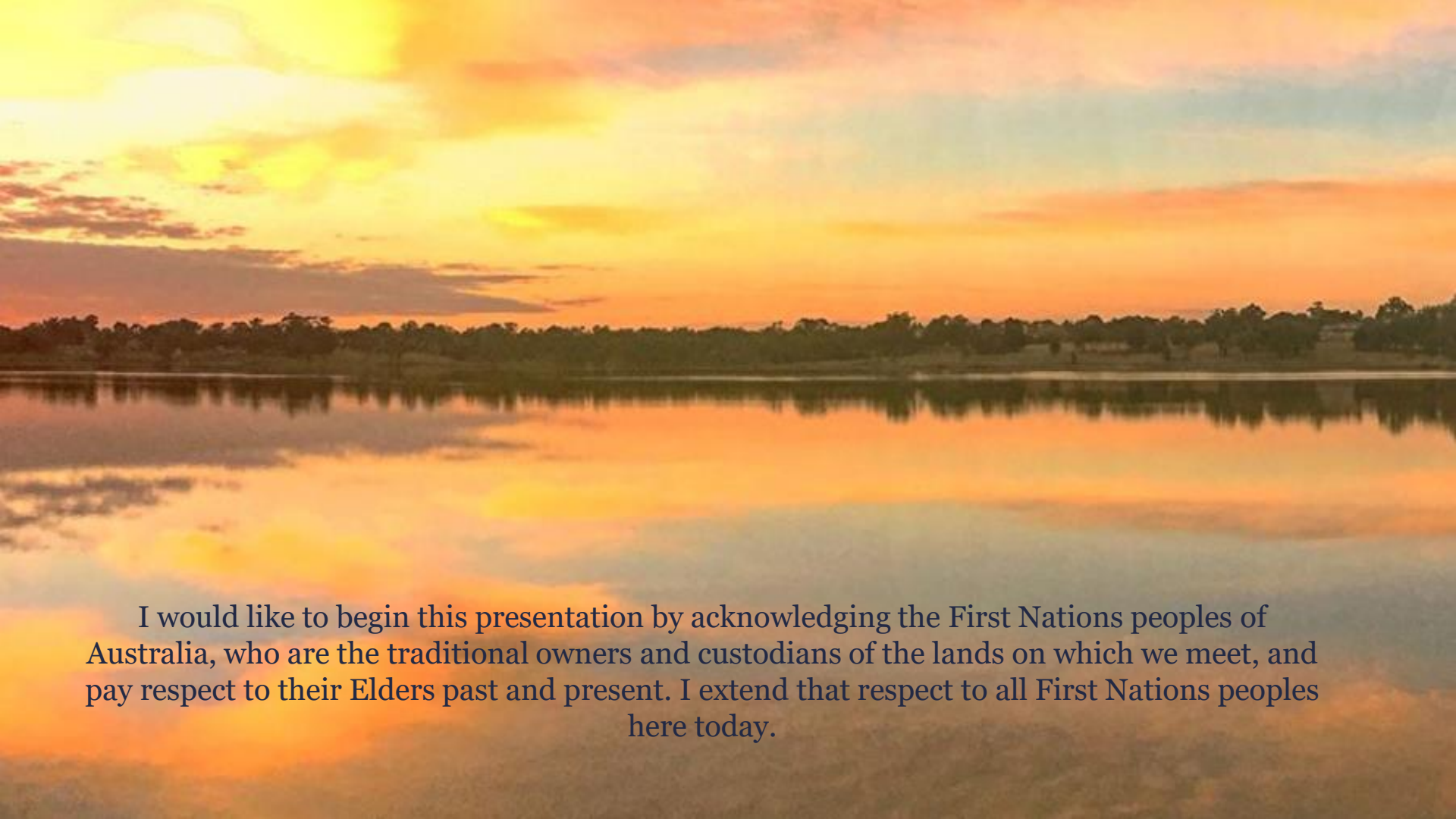
Creating job-ready health graduates through work-integrated learning experiences

Dr Elyce Green, Senior Lecturer in Rural Health

Mr Brent Smith, Lecturer in Rural Health

Three Rivers Department of Rural Health



A wide-angle photograph of a sunset over a calm body of water. The sky is filled with soft, glowing clouds in shades of orange, yellow, and light blue. The sun is low on the horizon, creating a bright glow. The water in the foreground is still, reflecting the colors of the sky and the silhouettes of the trees on the far shore. The trees form a dark, continuous line across the middle ground.

I would like to begin this presentation by acknowledging the First Nations peoples of Australia, who are the traditional owners and custodians of the lands on which we meet, and pay respect to their Elders past and present. I extend that respect to all First Nations peoples here today.

Contents of this session

- Introduction to the TRDRH and RHMT funding parameters
- What are job-ready graduates?
- The features of a high-quality health placements and how they are achieved
- Service learning placements
- Developing placements via the Three Rivers placement model that aim to create work-ready graduates



Three Rivers Department of Rural Health



Our name is derived from the Wiradjuri Nation area which has been described as the "**land of the three rivers**"



Rural Health Multidisciplinary Training (RHMT) Program Parameters

1. Deliver effective rural training experiences for health students
2. Ensure rural training experiences are of a high quality
3. Rural student recruitment and support
4. Engagement with key partners and the local community
5. Progressing the rural health evidence base
6. Developing innovative training solutions to address rural workforce recruitment and retention
7. Aboriginal and Torres Strait Islander Health



What does a work-ready graduate look like?



“active and reflective learners; creative thinkers; independent and collaborative workers; effective communicators; and culturally and socially aware citizens.” ([Pillay, Ally & Govender, 2019](#))

“Personal insight and self-awareness ... Resilience ..., communication skills, organisational skills, lifelong learning, and professionalism.” ([O'Brien, Troy & Kirkpatrick, 2020](#))

“Personal characteristics (i.e. trustworthy, caring, empathic, self-aware, respectful), clinical reasoning skills, interpersonal and team skills, professionalism...” ([Williams, Onsman & Brown, 2010](#))

“the right skills mix not only for the present but also for the future needs of dynamic labour markets” ([OECD, 2011, p. 11](#)).

“practice readiness is a multidimensional concept encompassing overlapping personal, clinical, industry and professional capabilities” ([Harrison et al., 2020](#))

What are work-ready health graduates?



Some attributes include:

- Communication
- Teamwork
- Problem solving
- Resilience
- Commitment to life long learning (Caballero et al., 2011; Messum et al., 2016; Millican & Bourner, 2011; Walker et al., 2013).

High levels of perceived job-readiness can help mitigate some of the stress and uncertainty associated with transitioning to the highly demanding and stressful clinical work environment.

(Malau-Aduli et al., 2022).

There are things that you can't teach in a classroom



Placements are not just a passage of time



What does rurality bring to the table?

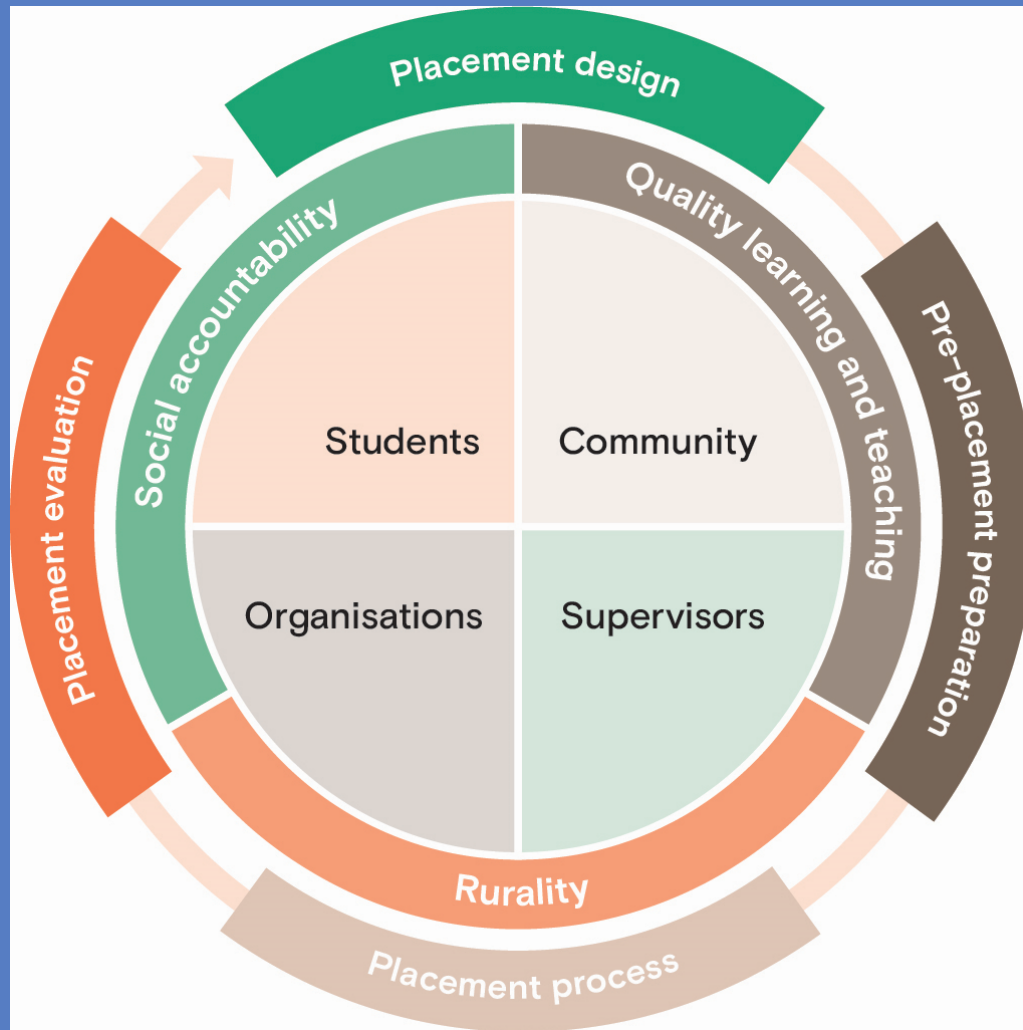
Clinical exposure is important for students from any origin and in any geographic location.

Rural placements allow for a unique placement opportunity that capitalises on capability development such as:

- The contribution of individuals to organisational culture
- Monitoring and maintaining wellbeing
- Building confidence
- Creating a professional identity
- Promoting autonomy
- Enhancing cultural awareness and safety
- Enhancing interprofessionalism
- Promoting social accountability



Three Rivers Placement Framework



Three Rivers Core Values of WIL



Quality learning and teaching	Social accountability	Rurality
Embedded support systems	Community and/or host organisations are included in placement design	Geographical distance and population are used to define 'rural'
Quality supervision	Cultural safety is actively promoted and maintained	Placement provides access to a service or opportunity that may not otherwise be available
Authentic learning opportunities (job-ready) skills	Placement design incorporates sustainability and continuity	Placement fosters feelings of belonging
Safety	Placement design incorporates the opportunity for all stakeholders to provide feedback	Students are connected to one another, their host organisation and the community they are placed in
Provision of physical and intellectual resources		Students are provided with opportunities to become immersed in the community

Different placement models



Traditional/apprentice-style



Collaborative/Peer assisted learning



Shared



Telehealth +/- telesupervision



Service learning/role emerging

Service Learning Placements



Service learning placements are defined as:

- Occurring in authentic community contexts.
- A collaborative relationship with the community to meet student learning requirements and service provision required by the community.

2007).

(Lemieux & Allen,

- Being created within host organisations to meet pre-identified community needs.

- Allowing students to provide a service and develop a project which would otherwise be unavailable to the community.

(Jones et al., 2015).



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Murra Thinna



Murra Thinna Preschool
1 Riverside Dr, Murrin Bridge NSW 2762

02 6898 1686

School Terms:
Monday - Thursday 8:30am - 4:00pm

murrinbridgepreschool@skymesh.com.au



3rd year OT service-learning placement



Week	Activities
Pre	Placement preparation
1	Orientation, stakeholder consultation, reflection
2	Organisational analysis, community assessment, project brief
3	Cultural immersion, project development, reflection
4	Project development, mid placement SPEF-R2
5	Community immersion, project development, reflection
6	Project implementation
7	Project implementation, presentation to stakeholders, end of placement SPEF-R2
Post	Evaluation



“I have really enjoyed the opportunity to complete a placement in a remote, first nations community. It has allowed me to not only develop my cultural understanding, but it has shown me a lot of different opportunities that are within this community”.

OT student



“Being an Aboriginal preschool on community at Murrin Bridge means we are remote and often must travel long distances to access health, education, and other services. Partnerships with Three Rivers DRH and the OT's will give our community and preschool the opportunity to access a project resource to provide a much-needed tool for our families”

The benefits of this placement approach

- Creating new opportunities in an environment of placement shortages
- Contributing to the service capacity of host sites
- Exposing community to health professions and health promotion
- Enhancing the work-readiness of graduates through development of professional capabilities





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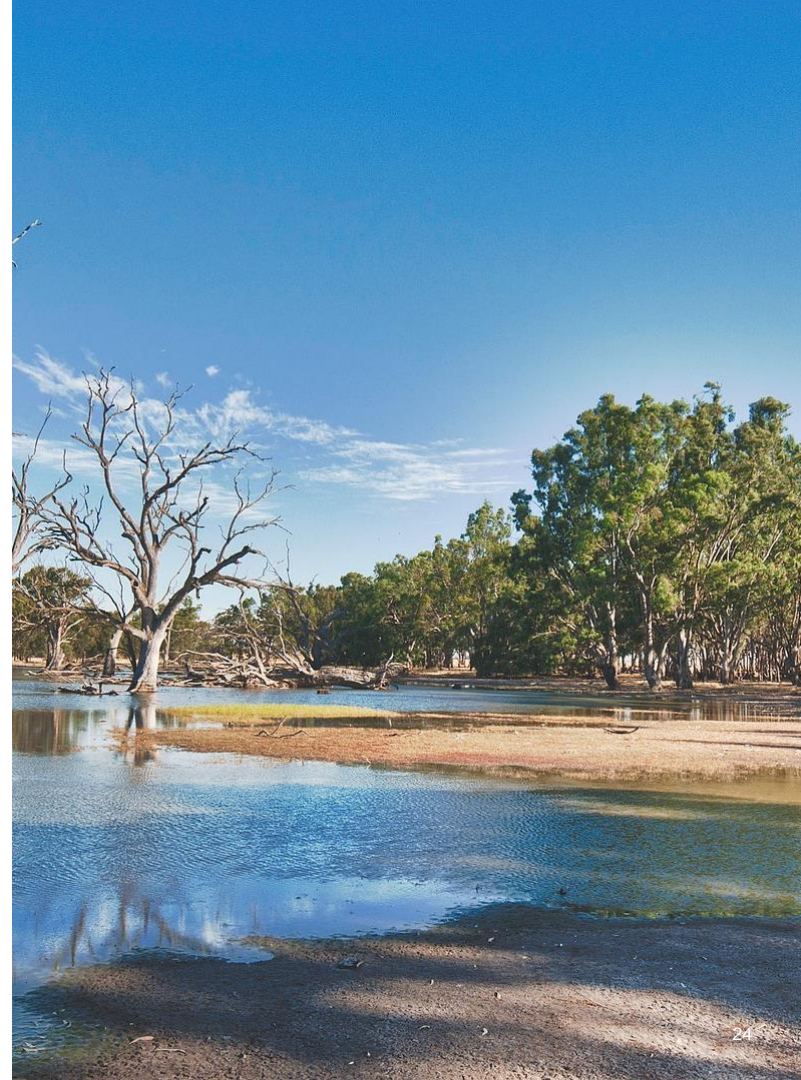
Live Study Work Rural

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Three Rivers DRH is led, administered, and operated by Charles Sturt University in consortium partnership with the University of New South Wales, The University of Notre Dame Australia, and Western Sydney University. Three Rivers DRH is supported by funding from the Australian Government under the Rural Health Multidisciplinary Training Program. We respectfully acknowledge the Traditional Owners and Custodians of the Country on which we work and learn together. We commit to building relationships and sharing culture with First Nations peoples. Charles Sturt University - TEQSA Provider Identification: PRV12018 (Australian University). CRICOS Provider: 00005F.

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Join the Sonia Community



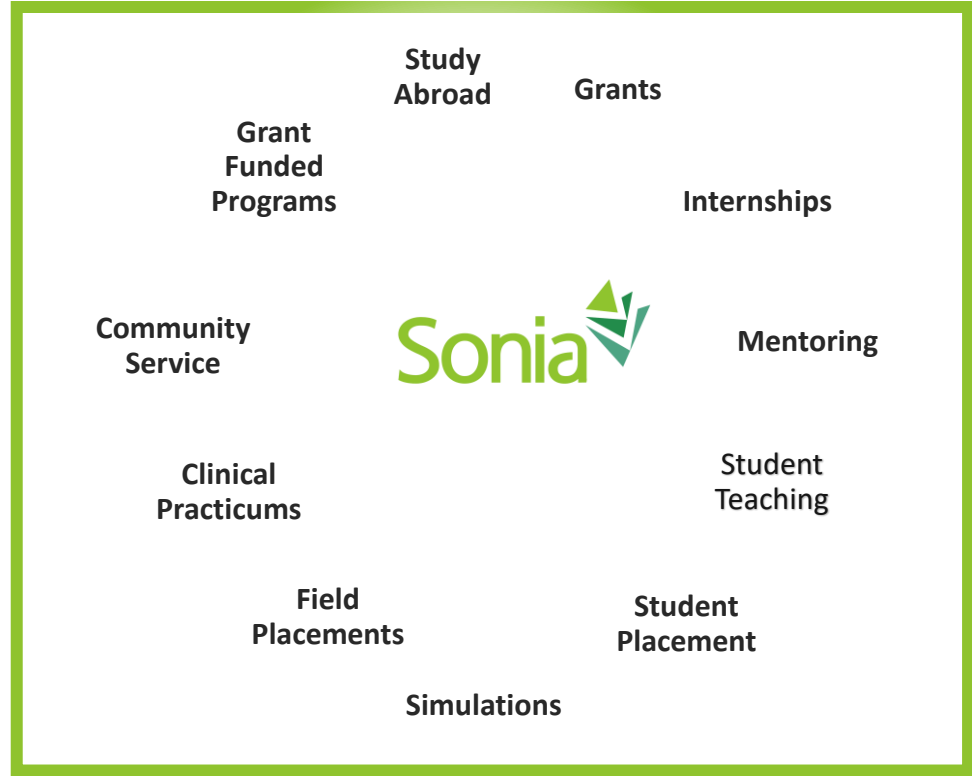
A screenshot of the Lumivero Community website. The header features the "LUMIVERO" logo on the left and navigation links for "Home", "About", "Resources", "Groups", and "Events" on the right. The main content area has a dark blue background with the text "Welcome to the Lumivero Community." and two buttons: "Join Networking Groups" and "Upcoming Events". Below this is a message: "We are excited you joined the Lumivero Community! Get started by asking a question, joining a group, reviewing resources or registering for an event. Engage with fellow users, moderators and experts to network and share insights and solutions for using Lumivero's products." To the right of this message is a pink button labeled "Ask a Question". The main content is divided into two sections: "FEATURED" and "MY FEED". The "FEATURED" section contains six colored tiles: Citavi (red), NVivo (blue), @RISK (blue), Sonia (green), XLSTAT (orange), and DecisionTools Suite (purple). The "MY FEED" section contains a video player with the Lumivero logo and the text "Welcome to the Community". Below the video player is a "Helpful Links" section with a list of links: "About the Community", "Resources", "Groups", and "Events".

To share, learn and connect around student placement, site supervision and career readiness or work integrated learning.

[Join Now](#)

Learn how Sonia can take your student placement program to the next level

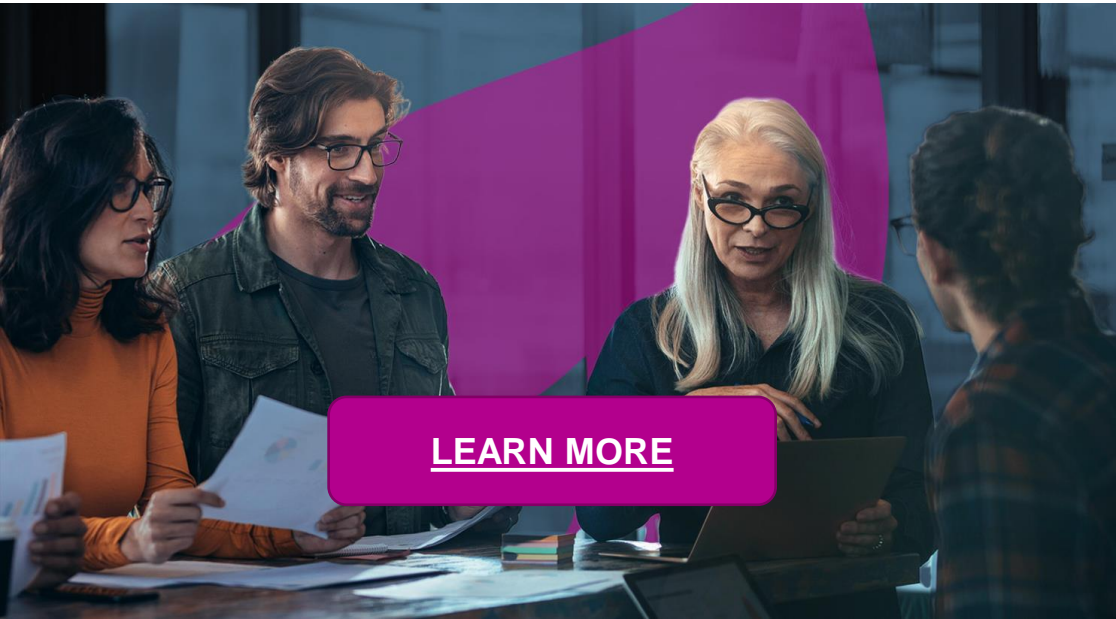
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Call for Presentations

Apply from April 18 – July 14

The focus of the call for presentations is on the impact of data analysis methods and student placement management. We welcome presentation proposals exploring, but not limited to:

- Statistical Methods and Applications
- Qualitative Research Methods
- Mixed Methods
- Risk Management
- Collaboration
- Student Placement and Work Integrated Learning
- Writing and Reference Management