

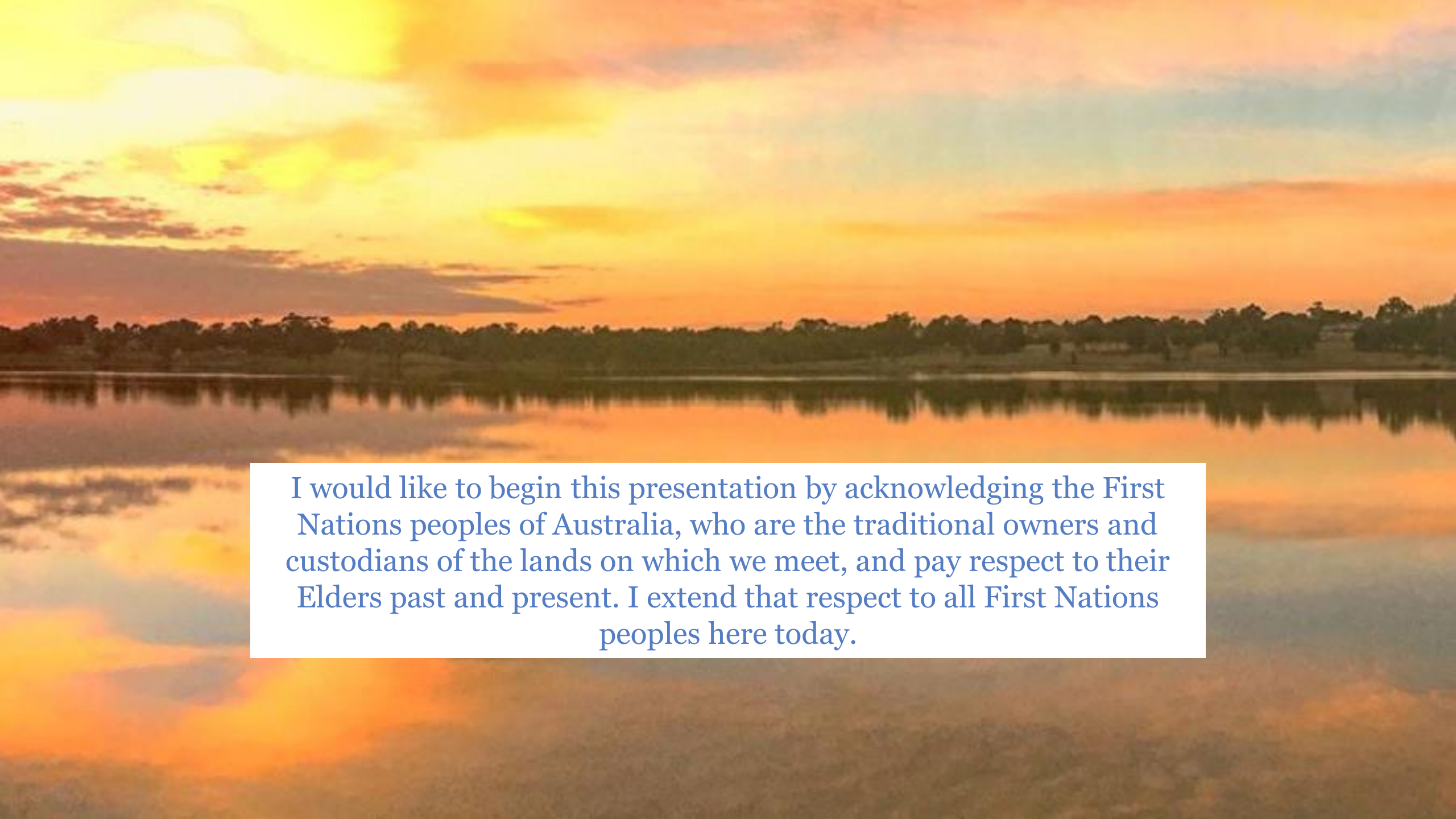
Enhancing work readiness and employability through rural community engagement

Dr Elyce Green, Three Rivers Department of Rural Health

Ms Kathryn Fitzgerald, Western Australian Centre for Rural Health

Dr James Debenham, Majarlin Kimberley Centre for Remote Health



A serene landscape 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 dark silhouette of a tree line on the far shore. The overall mood is peaceful and contemplative.

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 UDRH program and the RHMT parameters
- The features of a high-quality rural health placement and how they are achieved
- Developing placements that aim to create work-ready graduates
- The interlink between people, placements, leadership, initiatives, and research
- Summation and discussion



How can the Universities prepare students to be resilient on rural placements?

When in a university based program do you prepare students for rural placements?

How can Universities increase rural enrolments, placement and inclusion in the curriculum

How can we provide increased University training in rural areas?

Is rural exposure in a health degree important for everyone?



How can Western learning systems adapt to align with First Nations education approaches such as learning on country?

Would incentives positively impact on rural placement opportunities? (for placement providers, students)

What is the impact of current policy on rural employment e.g. NDIS

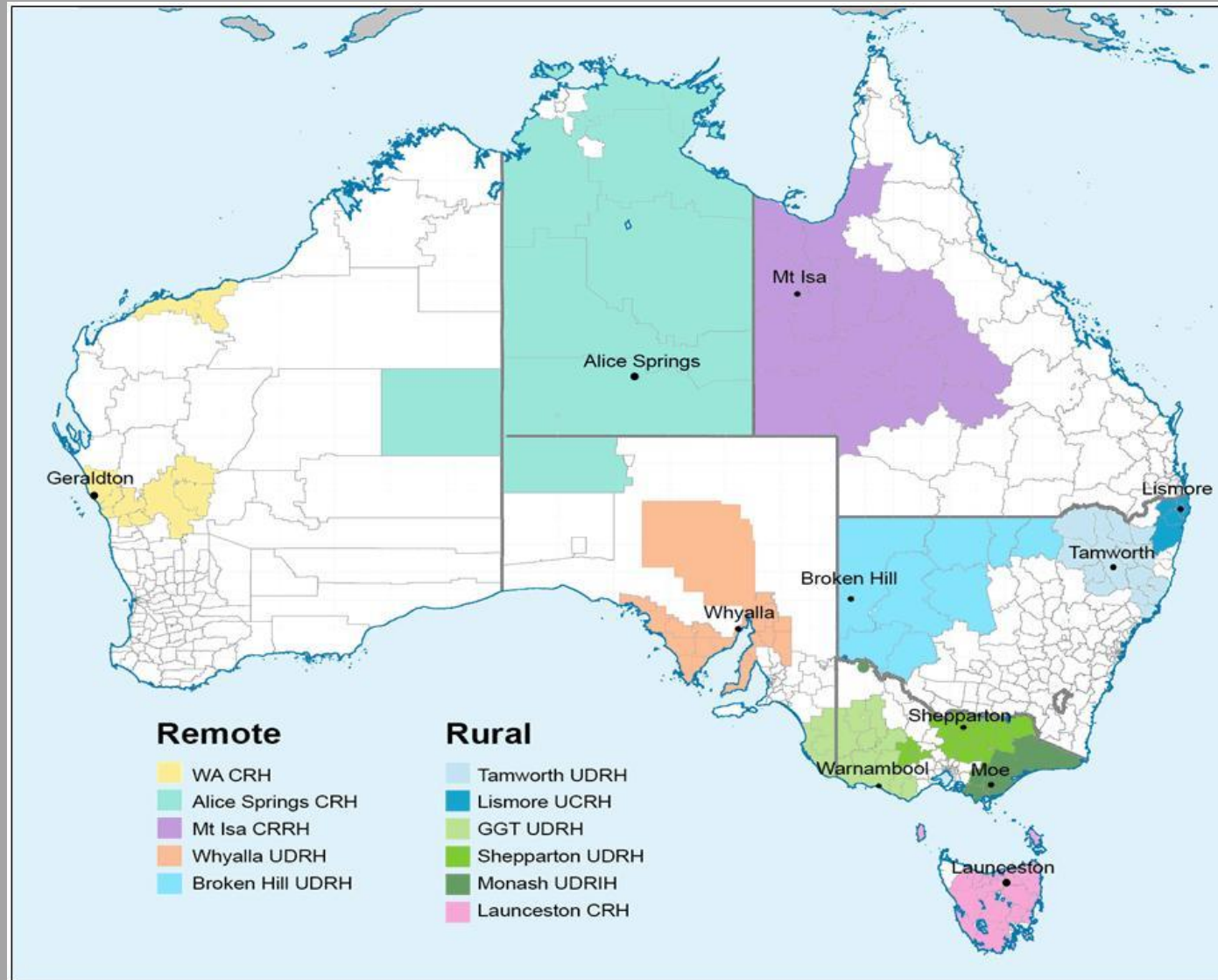
How can industry better support new graduates e.g. internships, training options?



The set-up and geographical coverage of UDRHs

- The program aims to improve the recruitment and retention of medical, nursing, dental and allied health professionals in rural and remote Australia.
- There are 19 Australian universities delivering UDRH services at one or more locations across the country.
- All UDRHs report against the same parameters although we deliver our programs in different ways.

- Old 2018 map
<https://www.rrh.org.au/journal/article/4315>



Enhancing work rea

cor CRH, centre for remote health. CRRH, centre for rural and remote health. GGT, Greater Green Triangle. UCRH, university centre for rural health. UDRH, university department of rural health.

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

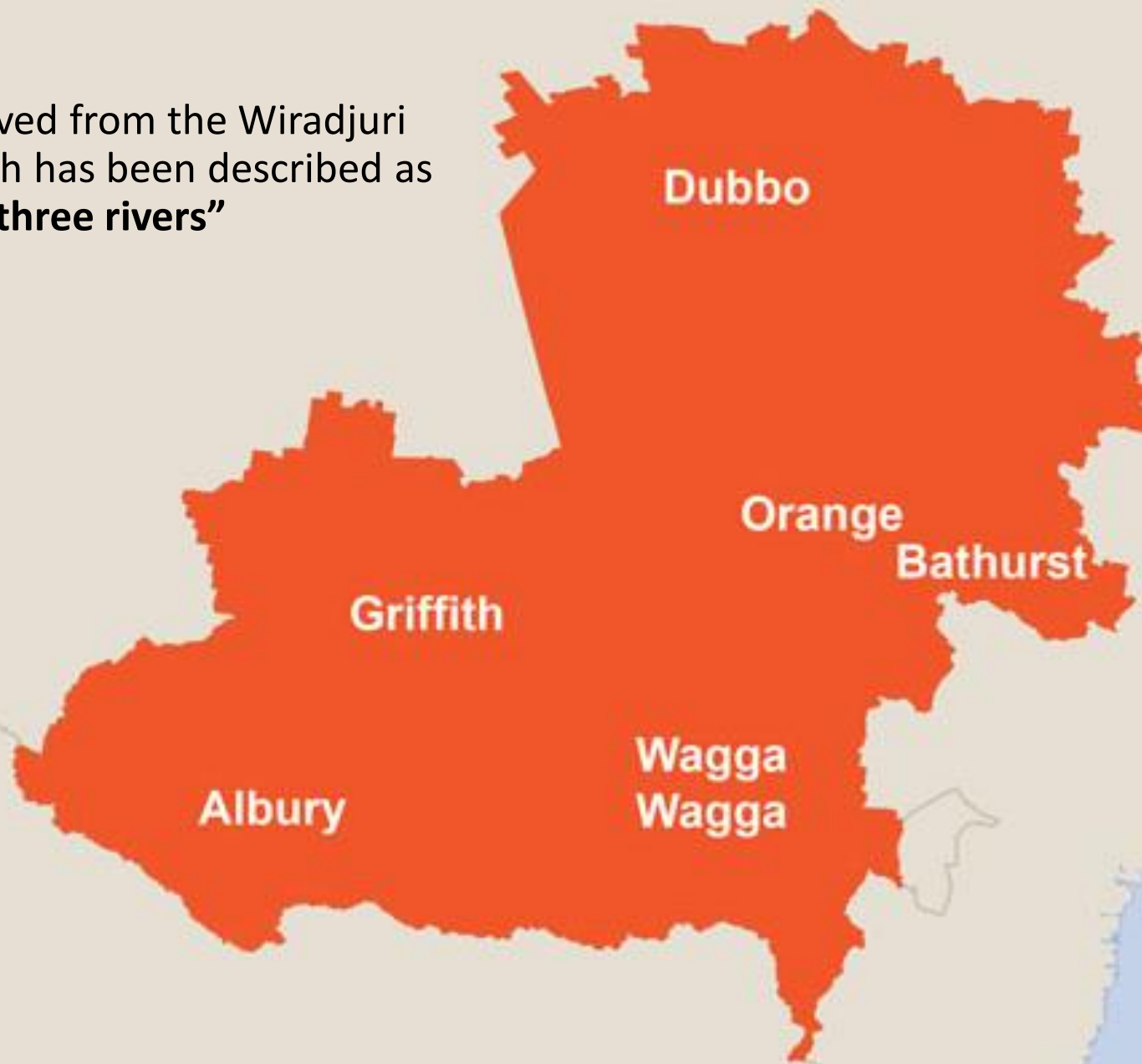


Three Rivers Department of Rural Health



Enhancing work readiness and employability through rural
community engagement

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



Is rural exposure important for everyone?

How country folk see the city...



How city folk see the country.





How do we leverage rural WIL to create

graduate readiness?

- “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, Onsmann & 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](#))



There are things that you can't teach in a



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Placements are not just a passage of time



Enhancing work readiness and employability through rural
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The features of a high-quality rural health placement and how they are achieved

**Learning and
teaching in
rural contexts**

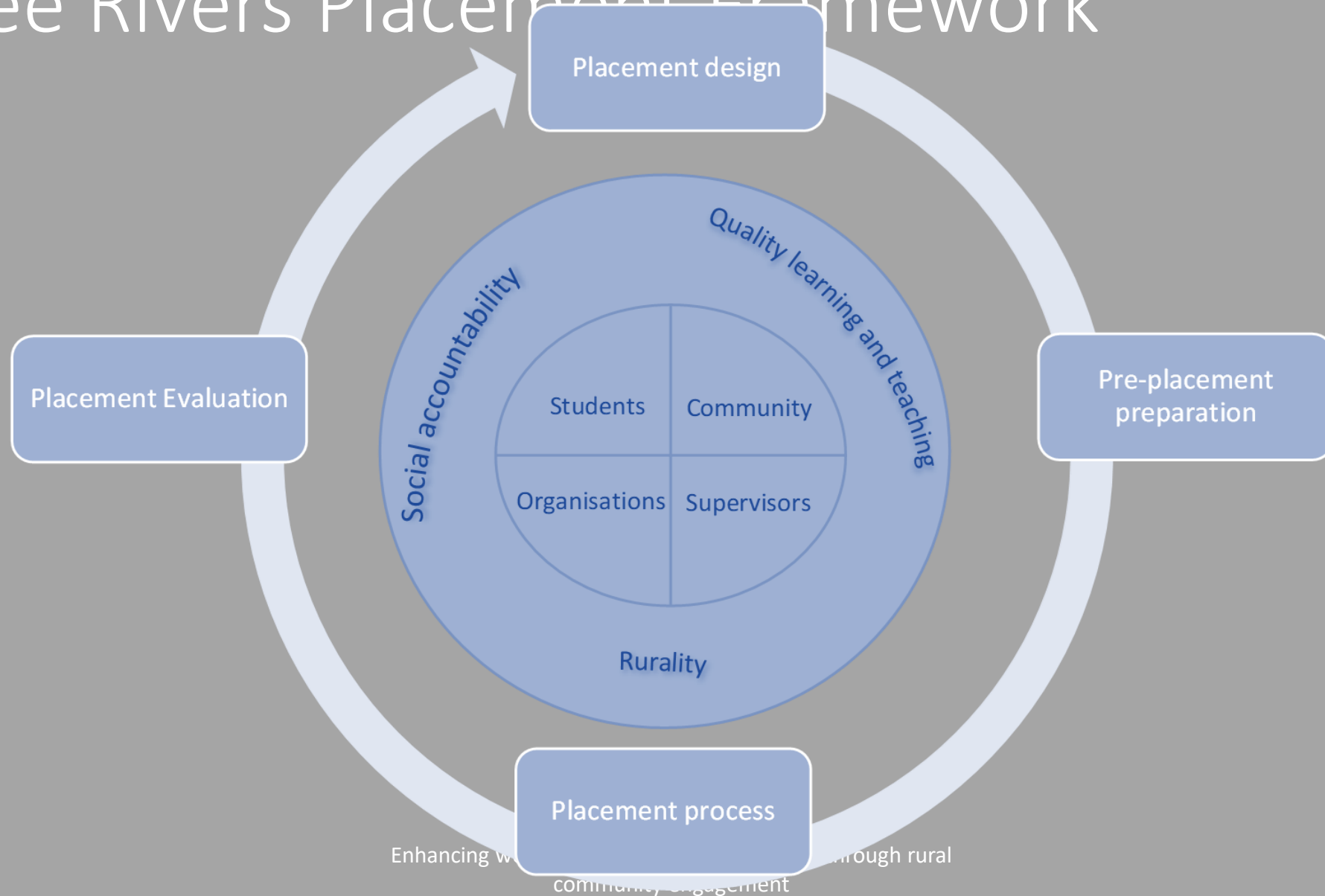
**Rural
placement
characteristics**

**Key
relationships**

**Required
infrastructure**



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



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 & implementation plan, 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

Quality learning and teaching



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 & implementation plan, mid placement SPEF-R2
5	Community immersion, project development, reflection
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Post	Evaluation

Social accountability



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 & implementation plan, mid placement SPEF-R2
5	Community immersion, project development, reflection
6	Project implementation
7	Project implementation, presentation to stakeholders, R2
Post	Evaluation

Rurality



Week	Activities
Pre	Placement preparation
	Orientation, stakeholder consultation, reflection
2	Organisational analysis, community assessment, project brief
	Cultural immersion, project development, reflection
4	Project development & implementation plan, mid placement SPEF-R2
5	Community immersion, project development, reflection
	Project implementation
7	Project implementation, presentation to stakeholders, 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”

Director of Murra Thinna

Why is rural WIL important for graduate readiness?

- Rural exposure is important for students from any origin
- 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
- Learning hinges on the placement framework
- The UDRH network is invested in utilising these models to help prepare our future allied health workforce



These opportunities are available to all students





@ThreeRiversDRH

02 6933 4058

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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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Elyce Green

elgreen@csu.edu.au

Three Rivers Department of Rural Health

www.threerivers.csu.edu.au

Kathryn Fitzgerald

kathryn.fitzgerald@uwa.edu.au

Western Australian Centre for Rural Health

www.wacrh.uwa.edu.au

James Debenham

james.debenham@nd.edu.au

Majorlin Kimberley Centre for Remote Health

www.notredame.edu.au/majarlin