

# Student Evaluations of Rural Health Interprofessional Programme – “RHIP” 2015 Eastern Bay of Plenty

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Interprofessional learning in a rural environment

# Interprofessional Education and Collaborative Practice

The World Health Organisation recognises the need for a strong, flexible and collaborative global workforce to positively tackle the range of health challenges the world is currently facing.

- *Interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes. Interprofessional education is a necessary step in preparing a “collaborative practice-ready” health workforce that is better prepared to respond to local health needs.*
- *Collaborative practice happens when multiple health workers from different professional backgrounds work together with patients, families, carers and communities to deliver the highest quality of care. It allows health workers to engage any individual whose skills can help achieve local health goals”. (WHO 2010,p.7)*

# Rural Health Interprofessional Programme

Set in the Eastern Bay of Plenty within the Bay of Plenty District Health Board region  
Operating out of the Whakatane Hospital Clinical School



(Source: BOPDHB Annual Plan 2014)



Collaborative project between University of Auckland, AUT, Waiariki Polytechnic,  
Wintec & BOPDHB

# Rural Health Interprofessional Programme

- Students from a range of health professional disciplines
  - Medicine, Nursing, Physiotherapy, Occupational Therapy, Pharmacy
- Students spent 4 weeks over 6 blocks in Opotiki, Edgecumbe, Kawerau and Whakatane
- Live together in Interprofessional groups
- RHIP is Funded by HWNZ
- Evaluations are completed at the end of each block

# Evaluation methodology

**54 Students** were asked a series of questions

*Scored on Likert scale 1 = low, 5 = high – scores are averaged over the 6 blocks for 2015*

The discipline mix:

Block	Med Yr. 6	Med Yr. 5	Nursing Waiariki	Nursing Wintec	Physio AUT	Pharmacy	OT AUT	Totals
1	4	1	0	0	0	3	0	8
2	3	0	0	0	0	3	0	6
3	4	0	5	0	1	2	0	12
4	2	1	6	0	1	1	1	12
5	4	0	0	3	0	1	0	8
6	5	0	0	3	0	0	0	8
<i>Totals</i>	<b>22</b>	<b>2</b>	<b>11</b>	<b>6</b>	<b>2</b>	<b>10</b>	<b>1</b>	<b>54</b>

# Results

## Programme Planning and Organisation

The programme was well organised - **4.7**

My physical needs eg accommodation, transport were adequately taken care of - **5**

The Programme used technologies in ways that support my learning - **4.2**



# Results

## Assignment - Patient Interview

The patient interview was valuable to me **- 4.2**

My confidence in talking with people with longterm conditions about their ability to self-manage has increased **- 4.1**

My knowledge about what other professions can contribute to longterm conditions care has increased **- 4.6**

My ability to work collaboratively with other disciplines to organise care for people with longterm conditions has increased **- 4.7**



# Results

## Satisfaction with the programme

- I enjoyed taking part in RHIP – **5**
- I would recommend the programme to other Students – **5**
- I felt included as part of the Eastern Bay of Plenty Community – **4.9**





# Results



## Knowledge and Intellectual skills

- I have a better understanding of issues affecting Maori Health – **4.6**
- I have a better understanding of Maori Culture and customs – **4.6**
- I feel more confident that I can provide to maori patients – **4.4**
- I have become more confident in practicing in rural health – **4.7**
- I have become more knowledgeable about what works well in rural healthcare – **4.6**
- I have become more knowledgeable about the barriers to health care in rural areas – **4.7**
- I have become more knowledgeable about the roles of other health professionals – **4.6**

# Results



## Interprofessional / Interdisciplinary Health Care

- My skills in communicating with other health and social care professionals improved through learning with students from other health care students – **4.7**
- Learning with students from other healthcare professions is more beneficial to improving teamwork skills than learning only with peers – **4.8**
- Learning with students from other healthcare professions helps to overcome stereotypes that are held about the different professions – **4.8**
- As a result of the programme I have a better understanding of the roles, activities and skill of different healthcare professionals – **4.8**
- As a result of the programme I am more comfortable working with other people from other health and social care professions – **4.8**

# open end questions

**What were the most enjoyable aspects of the programme for you personally?**

*“Working with members of the other professions and integrating our knowledge/learning off each other really helped give me a better understanding of not only clinical knowledge but also of how we work together in health”*

*“Understanding the difference in practice in a rural setting. The multidisciplinary approach showed me gaps in my scope of practice and the role of other health professional in bridging those gaps”*

*“The Noho Marae was extremely beneficial to learn more about Maori customs, cultures, history and beliefs. Also how to adapt your professional approach to Maori for patient centred care”*

*“Visiting ...rural communities has given me insight into how crucial health roles are to providing care whilst understanding a patients environment, needs, emotional state to health care in rural communities..”*

*“ I have never learned so much about Maori Health in 6 years in my programme than what I have experienced in RHIP”*

# open end questions

**What aspects of the programme would you change for future cohorts of students?**

*“I did not find many of the lecture sessions to be particularly helpful – such as population health, health literacy, medication session” – **Block 1 2015***

*“Health literacy wasn’t a great benefit personally and more interprofessional activities would be good” – **Block 1 2015***

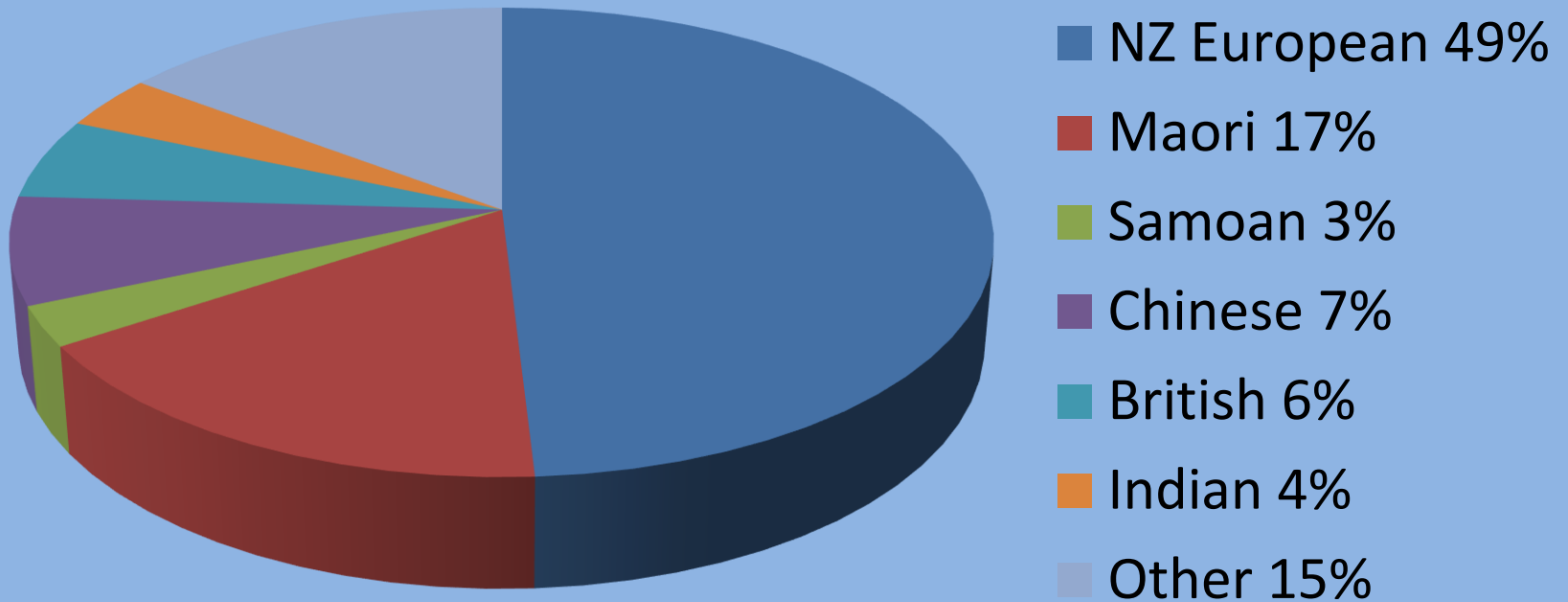
*“Farm Visits and visiting local schools may have been more beneficial in terms of giving students a better idea of rural health” – **Block 1 2015***

*“Ensuring there are as many disciplines involved in the programme as possible” – **Block 2 2015***

*“Include Social Workers” – **Block 3 2015***

*“Extend the duration of the programme” – **Block 6 2015***

# Student Ethnicity Demographics



# Student initiated promotional video

<https://www.youtube.com/watch?v=tCgjDFkdTmE>

