



To be completed by the Chief Investigator/Team Leader for submission to the CSU Learning & Teaching Awards and Grants Committee's Administrative Officer (DLT)

PROJECT SUMMARY DATA

Project Details:	
Project Title:	Preparing allied health students for clinical practice: A cross campus interprofessional clinical simulation project.
Amount funded:	\$10, 010
Chief Investigator/Team Leader:	Dr Tracey Parnell
Investigator 2	Ms Kim Lustig
Investigator 3	Ms Karen Hayes
Investigator 4	Dr Rosemary Corrigan
Investigator 5	Dr Cherie Wells
Investigator 6	Dr Laura Hoffman
Investigator 7	Dr Michelle Smith-Tamaray
Investigator 8	Dr Kristy Robson
Investigator 9	Mr Clint Newstead
Investigator 10	Ms Kristen Andrews
Investigator 11	Ms Kerstin McPherson

1. Abstract of completed project

An interprofessional clinical simulation experience involving allied health students from three campuses was completed. Students were involved in discipline specific simulation experiences over the course of one week in addition to four specific interprofessional experiences. Staff developed and delivered a range of authentic, simulated interprofessional experiences. The experiences were designed to provide students with the opportunity to learn from, with and about other health professions and included an orientation to the simulated health site, a handover/referral session, a

case conference, and a concluding session. During the face-to-face and virtual handover and case conference sessions students discussed ongoing client needs with students from other disciplines.

The feedback analysed to date indicates that the students gained valuable skills and knowledge from the experiences but that there are aspects that require further development. Designing the experiences to be delivered synchronously across campuses was challenging but achievable.

2. Aims including project rationale

Simulation has been promoted as an innovative, affordable, and more flexible and realistic alternative to strained and stretched traditional workplace learning opportunities. Usually simulation learning activities are done within a single discipline. This project included a significant interprofessional component. Interprofessional education, that is the opportunity to learn from, with and about each other, is an important means of developing interprofessional practice which is an essential component of working effectively within healthcare settings.

The aims of the project were to:

- a) provide a safe environment for students to undertake authentic contextual learning;
- b) increase student engagement within and across disciplines;
- c) improve student retention by enhancing depth of learning, confidence, and preparation for clinical placement;
- d) identify students at risk of failure on placement and provide appropriate and timely remediation and support;
- e) prepare students for interprofessional collaboration in future practice and;
- f) develop sustainable resources and process for future interprofessional simulation experiences.

3. Project methods

As previously noted, individual allied health disciplines were involved in a 3-5 day simulated learning experience that was run in the second session of second year of the occupational therapy, physiotherapy and podiatry courses and the second session of the third year of the speech pathology course. Interprofessional components were embedded in each of the discipline's simulation experiences. The simulation learning activities were based on guidelines and activities developed collaboratively by the four disciplines. These guidelines were the result of the extensive

studies each discipline conducted to confirm the benefit of simulated learning activities as an alternative to traditional placements (Hill et al, 2014; Imms et al, 2017; Wright et al., 2018). The interprofessional simulated learning activities occurred on the Albury, Orange and Port Macquarie campuses.

Students participated in a range of simulation activities and completed tasks reflective of what they would encounter during traditional workplace activities including:

- Orientation to the workplace, including expectations around behaviour and recording hours of work and time spent on tasks
- Time management
- Documentation
- Information gathering
- Conducting a handover
- Referring a client to another health professional
- Interviewing a simulated client
- Interviewing other people relevant to the simulated client (for example, a GP, another member of the treating team such as an allied health practitioner, an employer or family member)
- Reviewing paper-based client files and deciding what action to take
- Participating in a case conference
- Site visits/assessments (for example home, workplace or community visits)
- Presenting a rehabilitation plan for a client

This project particularly focused on the design, development and delivery of four specific interprofessional simulated clinical experiences: orientation to site, handover/referral, case conference, and conclusion/evaluation of placement. Students were engaged in authentic practice experiences and were supervised by profession specific and interprofessional supervisors. All simulation clients, supervisors and other involved parties were appropriately briefed and debriefed.

The interprofessional clinical simulation was evaluated through the use of online student and staff surveys. In addition, focus groups with key participants are planned, to evaluate the benefits and outcomes from their perspectives and to identify aspects of the simulation experience to add, delete, or alter. Analysis of data

4. Findings including implications for the discipline and CSU

The formal evaluation of this project is ongoing and will include analysing the results of the completed surveys, conducting and analysing focus group data, and analysing the data collected from team and self-rating evaluations. The feedback reviewed to date and discussions with students and staff suggest

that providing allied health students with simulated, interprofessional learning opportunities is a valuable way to develop their skills and knowledge regarding interprofessional practice. In addition, these experiences allow students to learn about their own and other professions and to consider what each profession contributes to the health care and wellbeing of individuals. In general, students reported enjoying and learning from the interprofessional experiences however there is further development work required to ensure the authenticity and consistency of the experiences provided.

Working across disciplines and across multiple campuses presents a number of challenges related to technology, room bookings, staff availability and coordination of the sheer number of students. Ongoing conversations about how to streamline these processes are required to ensure that the project continues to grow and develop. Each of the disciplines involved in 2019 has committed to being involved in the interprofessional simulation again in 2020. Discussions with the Head of School are required to ensure that workload allocation and funding is available to continue the development and delivery of these learning experiences.

The interprofessional learning experiences provided to allied health students in this project build on the multidisciplinary learning experiences students engage in during their first year of their courses. The experiences also assist students to build skills in preparation for their third and fourth year placements and prepare them for further interprofessional learning experiences conducted in the final year of their courses.

5. Project Summary & recommendations

As noted above, the project team believe that the simulated, interprofessional learning experiences developed and delivered as part of this project were well received by students and staff.

Additionally, the experiences have positively impacted students' perceptions of the importance of interprofessional collaboration in facilitating the health and wellbeing of individuals. Further work is required to analyse the data collected during and following completion this project and to disseminate the findings; this research work is ongoing.

The project team has recommended that the simulated, interprofessional learning experiences are included in the disciplines' curricula in 2020 and that consideration be given to the provision of workload allocation to continue to develop the experiences and the coordinate the project.

6. Dissemination of Project Outcomes (Include a list)

Abstracts for the following conferences are currently being prepared for submission:

- ANZAPHE 2020
- ACEN 2020
- WACE 2020

In addition, the team are developing a list of potential journals to target for submission

7. Additional feedback (Other issues or challenges, including lessons learned)

As previously noted, working with multiple disciplines across multiple campuses is significantly challenging. Arranging suitable room bookings, virtual meeting rooms, and other clinical spaces was at times extremely problematic. There were numerous difficulties throughout the week when the technology we had been advised to use did not work successfully; we also had issues with casual room bookings being cancelled without notice.

Further work is required to ensure the consistency of case studies used and to ensure that all staff are providing the same information. Staff fully immersing themselves in the simulated experience is also important to ensure that students engage in the experience as authentically and as fully as possible; further training and briefing of staff is recommended to support this process.

8. Financial statement of acquittal of funds



Summary by Acct Detail - Current Year (Data as of 11/11/2019 03:42:49 AM)

Period Oct-2019 (Closed) | Budget Annual Adjusted Budget | Chart = 5 | Fund = A109 Operating (Special Purp Staff Dev) | Orgn = 6403 DLT - Learning Academy | Prog = 75950 DLT - Parnell et al CSU L&T Grant

Acct	Title	Oct-2019 Month Actual	Oct-2019 YTD O/S Actual	Commitments	YTD Total Activity	Annual Adjusted Budget	Budget Available	Budget Fav/Unfav
General Salaries								
122	Casual Assistance	0.00	8,507.06	0.00	8,507.06	0.00	-8,507.06	
160	Superannuation Guarantee - General	0.00	808.19	0.00	808.19	0.00	-808.19	
174	Payroll Tax - General	0.00	507.58	0.00	507.58	0.00	-507.58	
175	Workers Comp Insurance - General	0.00	85.05	0.00	85.05	0.00	-85.05	
	Subtotal	0.00	9,907.88	0.00	9,907.88	0.00	-9,907.88	0%
	Total Salaries & On-costs	0.00	9,907.88	0.00	9,907.88	0.00	-9,907.88	0%
Stores & Provisions								
435	Stationery & Office Supplies	-160.94	120.38	177.03	297.41	0.00	-297.41	
	Subtotal	-160.94	120.38	177.03	297.41	0.00	-297.41	0%
Miscellaneous								
489X	Int Jnl Tfr - Scholarships & Prizes	0.00	-10,000.00	0.00	-10,000.00	0.00	10,000.00	
	Subtotal	0.00	-10,000.00	0.00	-10,000.00	0.00	10,000.00	0%
	Total Non-Salary Expenditure	-160.94	-9,879.62	177.03	-9,702.59	0.00	9,702.59	0%
	Total All Expenses	-160.94	28.26	177.03	205.29	0.00	-205.29	0%
	Total Revenues Less Expenses and Transfers	160.94	-28.26	-177.03	-205.29	0.00	-205.29	0%

Please note that the deficit of \$205.20 has paid from School of Community Health funds.

9. Appendices

APPENDIX A

Literature Review

Rodger, Bennett, Fitzgerald & Neads (2010) stated that simulated learning activities are “experiences that make use of simulation modality that imitates a real clinical/professional situation but that may extend past the specific use of the modality e.g., to include discussion following the use of the modality, treatment planning after using simulation modality” (p. 4). Occupational Therapy Council (Australia & New Zealand) (OTC) (2013, p. 2) has suggested that in addition to Rodgers et al.’s explanation simulation experiences can also “have value in enabling all students to complete practice education/fieldwork experiences that have been identified as core by local stakeholders” (OTC, 2013, p. 2).

Simulated learning activities have been demonstrated to enhance student engagement and motivation, facilitate skill acquisition, assist with the development of professional reasoning skills, and increase the confidence of students (MacBean, Theodoros, Davidson & Hill, 2013). Bennett et al (2017) stated that simulation has most commonly been used in curricula to develop skills in information gathering, professional reasoning and critical thinking, communication, and professional conduct. These experiences are increasingly being used in health care education to add to, or in some instances replace, more traditional placement experiences and are designed to replicate best-practice workplace learning experiences in safe and controlled setting (Imms et al, 2017). In addition it has been reported that simulation activities are useful to ensure that students are adequately prepared to commence workplace learning (WPL) placements in more traditional settings (Occupational Therapy Council (Australia & New Zealand), 2013).

Dennis, Sainsbury, Redwood, Ng and Furness (2016) suggested that the development of simulated learning activities has been the result of the difficulty of finding sufficient high quality WPL placements for the increasing number of students studying health courses such as occupational therapy, physiotherapy and speech pathology. For a number of years academics have commented on the difficulty of providing sufficient high quality WPL placements for students. Dancza et al. (2013) stated that it was becoming a challenge to provide WPL that would adequately prepare students for “ever changing health-care contexts” (p. 427). Fortune, Farnworth and McKinstry (2006), and Thomas et al, (2005) had previously raised this issue, with Thomas et al. (2007) calling it “a crisis in fieldwork education in Australia” (p. S2). Various innovative strategies have been put forward to accommodate this placement shortage while providing students with effective WPL opportunities. One of these strategies, which has been used as a means of developing students’ competencies and off-setting the shortage of WPL, is simulation. Health Workforce Australia (HWA) supported simulation as an innovative, affordable, and more flexible and realistic alternative to strained and stretched traditional WPL and made this a major focus of its Clinical Training Funding.

The move to consider simulation as a viable alternative to WPL placements is supported by the professional bodies governing occupational therapy, physiotherapy and speech pathology. It has

been indicated that up to 20% (or 200 hours) of the 1000 hours of WPL in an allied health programme could consist of well-designed simulated learning activities (OTC, 2013). Well-designed simulated learning activities take account of the five criteria for quality simulation as outlined by Rodger et al. (2010):

1. High level of authenticity for practice
2. High level of complexity requiring engagement
3. Immediacy to interaction with a real client and placements
4. Students are assessed for meeting placement objectives
5. No one modality used as a stand-alone method.

Simulated learning activities have often been conducted in single disciplines. However, there is opportunity for these types of learning activities to be conducted interprofessionally. A common way for practitioners to develop their interprofessional practice skills is through interprofessional education (IPE), where “learners from two or more professions learn about, from and with each other” (Centre for the Advancement of Interprofessional Education, 2002, p. 90). For many health professionals, IPE commences at university where health students undertake a combination of interprofessional academic subjects and workplace learning (WPL) programs (Nandan & Scott, 2014). These authors stated that the obtainment of IPE outcomes, such as the ability to work in teams, improved communication skills, professional reasoning and self-confidence, were the fundamental building blocks required for effective interprofessional practice.

As previously mentioned simulated learning activities provide authentic experiences for students. One of the authentic experiences that can be included in these activities is the opportunity to observe and participate in interprofessional practice (Craig et al., 2014; McNair et al., 2005; Simonelis et al., 2011). When interprofessional practice is included in simulated learning activities students are expected to work collaboratively to address authentic issues within a work setting. Researchers indicate that participation in these programs enhance student’s clinical knowledge and reasoning, understanding of roles, confidence when working in a team and demonstrates to students that interprofessional collaboration could improve the health of people receiving services (Craig et al., 2014; McNair et al., 2005; Stone, 2006).