**Researcher Biography**

*Name:* Kay Skinner **AFANZAHPE MAPA**

*Role:* Lecturer in Physiotherapy

*Institutional affiliation:* Charles Sturt University Orange, NSW, Australia

*Explain why you are passionate about health professional education:* I’m passionate about the opportunity we have to change our professions and the way we think about and deliver health services from the ground up, utilising reflective inter-professional engagement and communities of practice.

**Project Summary**

*Title:* Sharing student assessment across the professions – Piloting a new model for Inter-professional Assessment of students on clinical placements.

*Names of the research team:* Kay Skinner, Dr Narelle Patton, Dr Kristy Robson, Associate Professor Maree Donna Simpson.

*Institutional affiliations:* Charles Sturt University

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*Take home messages:*

Developing capacity of health practitioners to collaboratively assess students from another profession has scope to

* Increase placement availability in smaller rural health facilities and less traditional settings
* Improve IP capacity of graduating health professionals through the provision well supported, positive IP placement experiences
* Increase recruitment of AH graduates in rural and regional areas

This study seeks to further a model of Inter-Professional Assessment (IP-Assessment) through piloting the implementation of the in rural settings within NSW, with view to broader dissemination of a refined model, linking to ANZAHPE’s priorities of providing strategic leadership around key issues in health professions education, namely placement capacity, and advocating for equity and justice, specifically in relation to recruitment of health practitioners in rural and remote Australia.

**Extended Abstract**

**Background**

Clinical placement is central to the education of health professionals, facilitating authentic assessment of student skills gained in academic contexts and applied to workplace environments. Provision of quality inter-professional (IP) experiences is increasingly competitive, with innovative solutions needed to solve both staffing and student supervision issues in rural areas. IP student placements have the potential to not only expand placement opportunities, but also address service gaps, particularly in rural and remote settings.

For example, there is a well-documented lack of Allied Health (AH) practitioners in regional Australia. Students who undertake quality learning experiences in these areas are more open to practising in these environments after graduation. As such, rural AH practitioners who supervise students play a crucial role in future recruitment of AH professionals. A lack of agreement in distinguishing between discipline specific and generic key competency outcomes has been a significant obstacle to supervision and assessment in IP placements. Previous research and extensive clinical experience of the research team over seven years includes: responding to these challenges in an international AH IP placement; qualitative research exploring the IP-Assessment of students from the perspective of the supervisors on the international AH IP placement; and a project to enhance clinical supervisors’ understanding, confidence and ability to undertake assessment of students from professions other than their own. The key outcome of this ongoing participatory action research has been the development of an **IP-Assessment model,** co-created with rural and regional clinical educators to support the development and sustainability of IP placements.

**Aim**

To pilot the implementation of the IP-Assessment model in rural settings within NSW, with view to broader dissemination of a refined model.

**Study design**

This study is part of an ongoing participatory action research project.

Phase 1: 2-3 sites will be recruited for piloting of the IP-Assessment model. Each recruited site will receive a 3 hour face-to-face workshop, facilitated by members of the research team, to support participants through the process of setting up and sustaining the IP-Assessment model. This will be followed by regular communication with the site program champion from an identified member of the research team prior to and throughout the pilot placement. Support may be face-to-face and/or online.

Phase 2: i) An evaluation survey for completion by students and indirect stakeholders, to evaluate the pilot from the perspective of students, and stakeholders not directly involved with the IP-Assessment tool.

ii) In-depth focus group sessions for those participants directly involved in the IP-Assessment.

Phase 3: Survey and focus group data will be analysed using a mixed methods approach of simple descriptive statistics and inductive thematic analysis.

**Progress**

Potential pilot sites have been identified in regional and rural NSW but not yet recruited. The workshop has been piloted in earlier research and resources are in the process of being developed following review of the pilot session. Further liaison with Three Rivers UDRH in relation to integrating this project with their IP service learning rural placements is planned.