
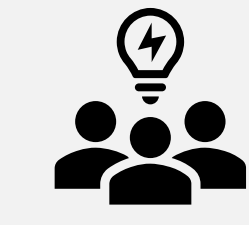



Introduction

In July 2023, an interdisciplinary student assessment clinic was set up in community rehabilitation at the Royal Melbourne Hospital as an innovative solution to:

-  Meet the high demand for clinical placements
-  Offer an interdisciplinary learning opportunity
-  Minimize supervision burden

Aim

To determine the feasibility of a student-led assessment clinic in terms of acceptability, demand, implementation and limited efficacy (including health service and student learning outcomes) in a community rehabilitation setting.

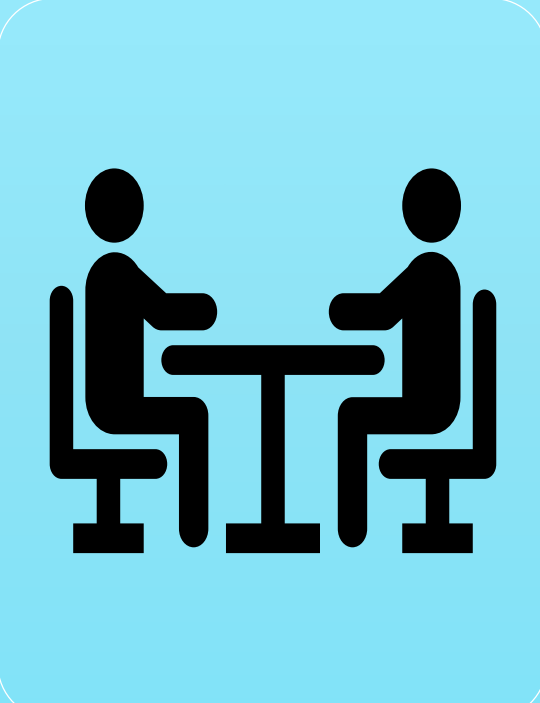
Methods

Design



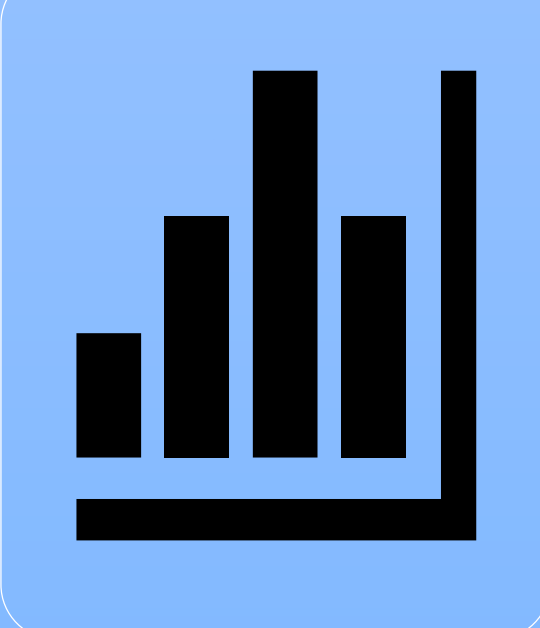
- Feasibility study conducted according to Bowen's framework

Method



- Completed over one year
- Occupational Therapy, Physiotherapy, Speech Therapy, Exercise Physiology students completed interdisciplinary intake assessments on behalf of the interdisciplinary team.
- The clinic ran 2 days/week with up to 8 students per week.
- Students participated in pairs 1 day/week for the duration of their placements and when possible were paired with a student from another discipline.

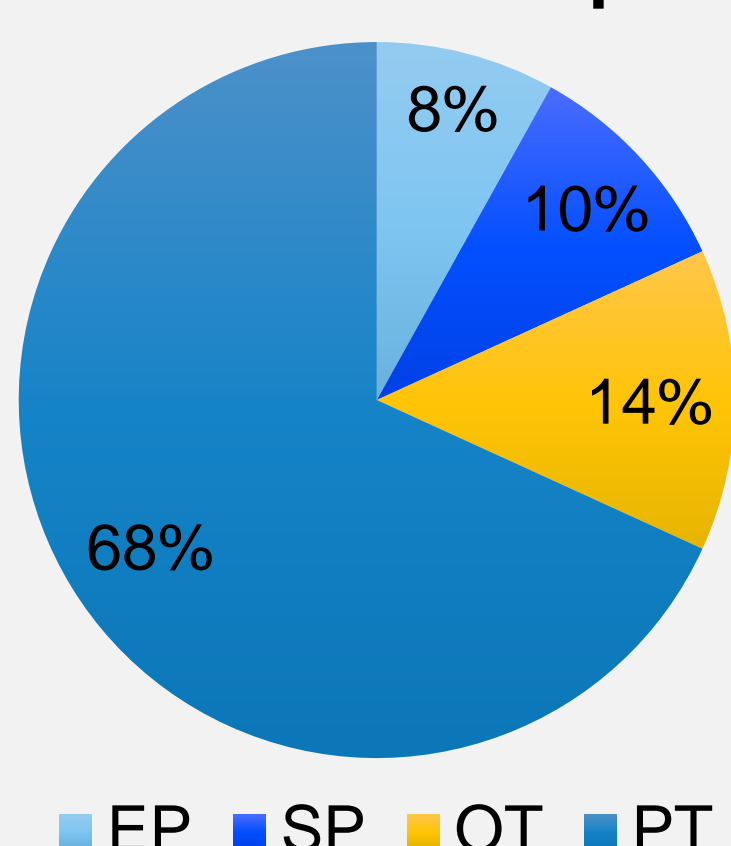
Data Collected



- **Acceptability:** Student and staff surveys to determine satisfaction.
- **Demand:** Proportion of patients willing to be assessed by students. Number of intake assessments completed during the year of the study compared with previous year.
- **Implementation:** Student and supervisor feedback on challenges, number of sessions completed and supervisor willingness to assign students to the clinic.
- **Limited Efficacy:** Patient wait times (from external waitlist to first appointment), student learning outcomes (Interprofessional Collaborative Competency Attainment Scale), and supervision burden (questionnaires).

Results

37 student Participants



- 31 student and 31 staff post-placement questionnaires were completed
- 98% patients agreed to be assessed by students clinic (n=171/174)
- 10.5% more patients assessed (904 assessments completed in the year prior to the study, compared to 999 assessments during the study)

Results

Student learning needs:

97% of staff either agreed or strongly agreed that having students in the clinic helped the students to develop their clinical skills.

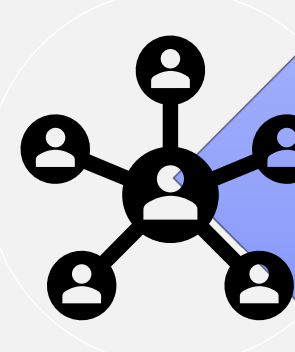
Student survey results indicated increase in confidence with:



4 key themes were constructed from staff and student feedback using thematic analysis using Braun and Clarke's 6 step framework:



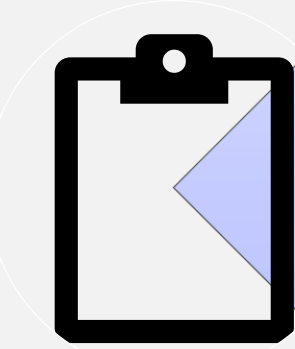
Tension between having enough time to develop discipline specific skills and interprofessional skills



Participation enabled understanding of service, team members and how to collaborate



Increased clinical time and support for primary supervisors



Clinic success relied on good organisation and communication by clinic lead with all stakeholders

...enabled more clinical time for myself. Skills learnt in the [the clinic] translated well to other areas of placement

Staff participant

...opened my horizon into asking more holistic questions outside of the Physio scope ... and develop problem solving skill

Student clinic participant

Nil improvement to patient wait times identified, with many other factors influencing wait times.

Conclusion

This research demonstrates that an interprofessional student clinic in a community rehabilitation setting is feasible and has positive outcomes for staff and students with:

- Increased number of interdisciplinary assessments completed during the year of the study.
- Perceived reduction in supervisor burden.
- Perceived increase in student confidence in interprofessional clinical skills.

Contact details

Amber.Garfield@mh.org.au

Thank you to all of the participants!