

Developing strong foundations for interdisciplinary practice - the pub quiz model

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BACKGROUND & OBJECTIVE

Early career clinicians report transitioning from student to clinician is a challenging time, when entering new teams with experienced colleagues, and are often reporting feelings of isolation and imposter syndrome. Eastern Health (EH) lead the development of the Victorian Allied Health Mental Health (VAHMH) learner program in response to recommendations from the 2019-20 Victorian Royal Commission into Mental Health Services. The VAHMH program is designed to build Allied Health (AH) workforce capabilities and professional development for early career AH clinicians working in Mental Health services. Since 2022, EH's 2-year interdisciplinary learning program has supported over 100 early career AH clinicians, including Pharmacists, Occupational Therapists, Social Workers, Psychologists, Physiotherapists, Dieticians and Speech Pathologists. Clinical Educators at EH's allied health mental health learner program aimed to intentionally address the challenge of transitioning from student to clinician by implementing an end of session, pub-quiz style knowledge check to foster early career AH clinicians' engagement in study day content, and to create long standing work relationships across allied health disciplines.

METHOD & IMPLEMENTATION

Inclusion of a pub-quiz style knowledge check to both foster early career AH clinicians' engagement in formal learning content and build professional relationships with their peers. Early Career AH Clinicians were allocated a team during their initial orientation, and disciplines were intentionally mixed to deter professions from sticking together. They are then given two minutes to decide on a team name (see figure 1 below for 2024 examples). Early Career AH Clinicians remained in these teams for the duration of the first year of their program. At the end of each study day, following session evaluation, each team assembles. They answer between 10-15 rapid fire questions, which consist of both study day topics and general knowledge content, and the team with the most points wins that day. At the end of the year, the team with the most wins across the year are crowned champions.

Team names 2024:
Triangle of Trouble
Get me parking
6871
Eastern Rebel Crew
Soup

Figure 1. - 2024 cohort team names

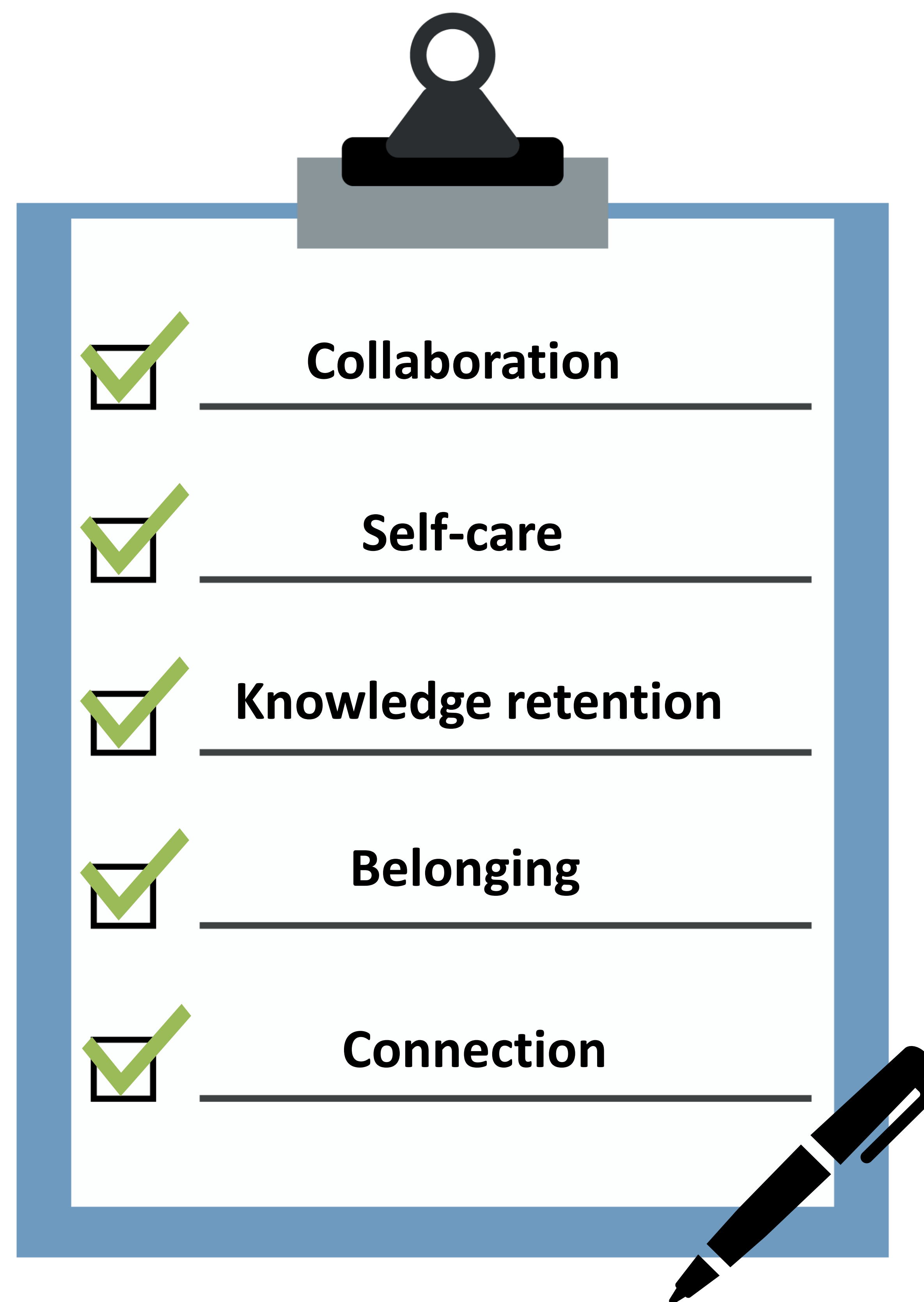
REFERENCES

State of Victoria, Royal Commission into Victoria's Mental Health System, Final Report, Summary and recommendations, Parl Paper No. 202, Session 2018–21
RCVMHS [Fact Sheet Workforce](#)

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LEARNER FEEDBACK



"Loved the quiz and the opportunity to get to know my educators and my cohort!"

"I enjoyed how there was a mix of practical and fun elements with the content it made it easier to absorb content heavy sessions when it was broken up with different styles of learning!"

Figure 2. – Early Career AH Clinician Feedback

DISCUSSION

Including non-traditional methods of learning has a number of positive outcomes including; stronger collaborative relationships amongst peers, shared responsibility of self-care and well-being, and also greater knowledge retention of formal study day content. Early career clinicians also develop a deeper sense of belonging and connection to the wider mental health program, to their peers within the learner program, and to allied health as a broader cohort.

Services who employ early career allied health clinicians should consider including non-traditional methods of learning, and knowledge checking into their programs. As it not only improves knowledge retention, but it also promotes teamwork, self-care, and resilience in early career mental health clinicians. This in turn, can further improve the retention of staff, their engagement in the profession and their overall wellbeing in the workplace. (See feedback from learners in figure 2).