

A wide-angle photograph of a rural landscape featuring rolling green hills, scattered trees, and a few small buildings in the distance under a cloudy sky. In the foreground, there are wooden fence posts and a wire fence.

**Triple AAA ratings for rural clinical  
school programs:  
Academic programs, Aboriginal health,  
Alumni**

**F R A M E**  
FEDERATION OF RURAL AUSTRALIAN MEDICAL EDUCATORS



# Order of presentations

Order	University	Presenter
1	Adelaide	Lucie Walters
2	ANU	TBA
3	Deakin	Sue Garner
4	Flinders	TBA
5	Flinders NT	Emma Kennedy
6	Griffith	Kay Brumpton
7	James Cook	Tarun Sen Gupta
8	Melbourne	Kate Kent
9	Monash	Shane Bullock

Order	University	Presenter
10	Newcastle	Lauren Cone
11	NSW	Tara Mackenzie
12	Notre Dame	Michael Brydon
13	Queensland	Ritta Partanen
14	Sydney	Kim O'Conner
15	Tasmania	Lizzi Shires
16	Western Australia	Andrew Kirke
17	Western Sydney	TBA
18	Wollongong	David Garne

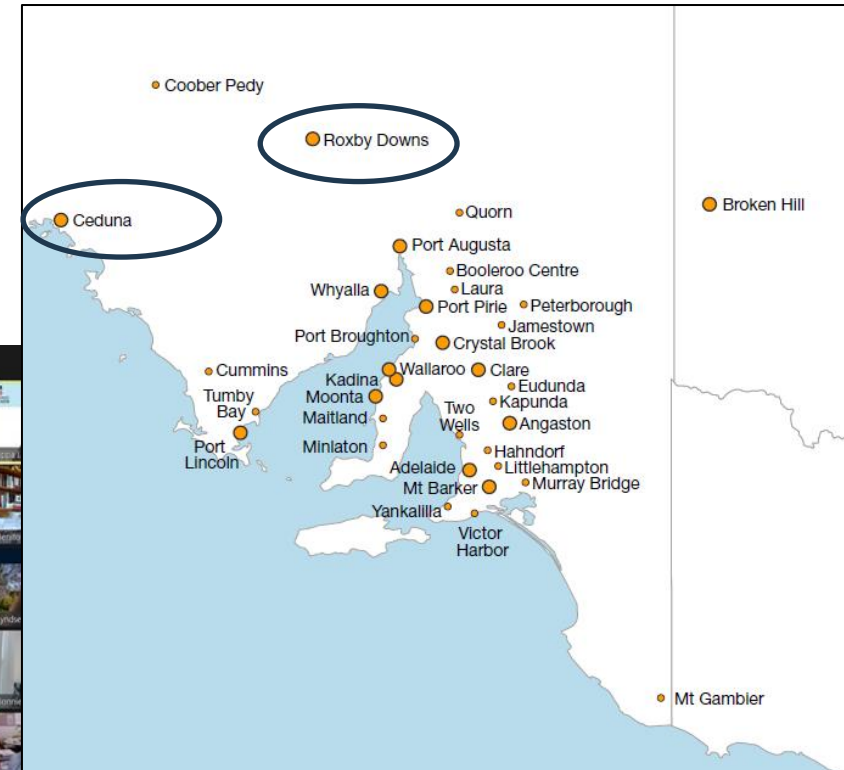
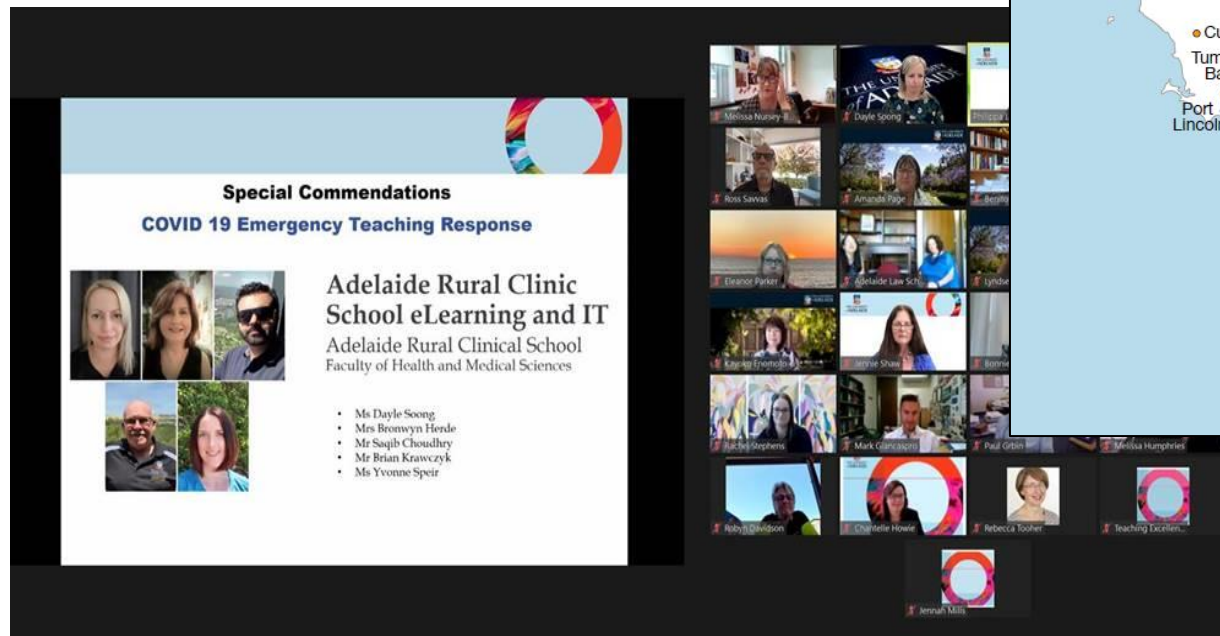


# Adelaide Rural Clinical School

*We acknowledge the traditional custodians whose ancestral lands we live and work upon today*

## Academic program

- 41 students in 2020
- 44 students in 2021



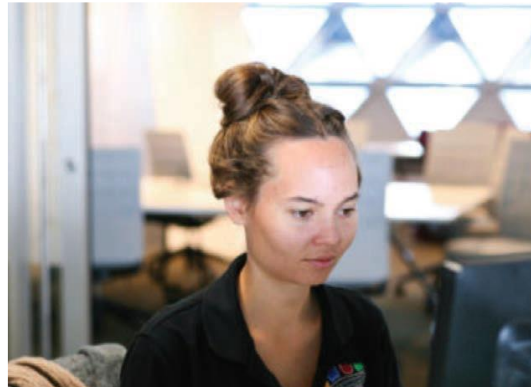


# Adelaide Rural Clinical School

## Aboriginal Health



**Dr Justin Gladman**  
Course coordinator in Broken Hill



**Dr Andrea McKivett**  
Senior Lecturer in  
Pt Augusta



**McKivett A**, Hudson JN, McDermott D, et al. Two-eyed seeing: A useful gaze in Indigenous medical education research. Med Educ. 2020.

Howard, J., Jeffery, J., **Walters, L.**, & Barton, E. (2020). Rural Aboriginal high school students' views of their future tertiary education. The Australian Journal of Indigenous Education, 1-11. doi:10.1017/jie.2020.32



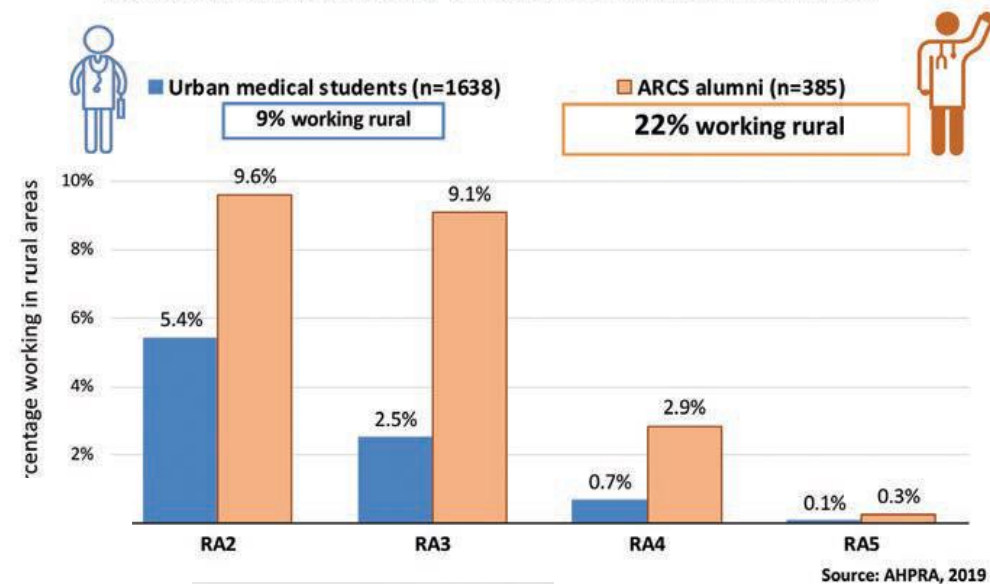
# Adelaide Rural Clinical School

## Alumni

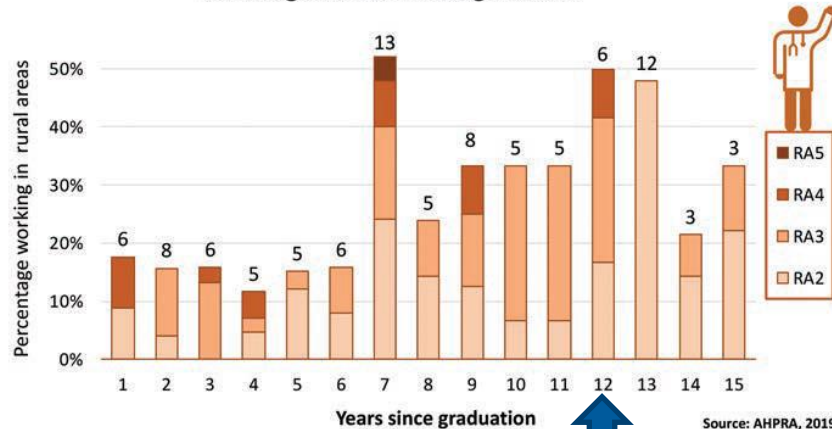
**Dr Holly Deer**  
(Alumni 2006)  
Rural Generalist,  
clinical  
supervisor  
Crystal Brook



Current place of practice in Australia (2019) of medical doctors graduated at the University of Adelaide since ARCS was created



Distribution of ARCS alumni working in Rural Australia in 2019 according to the time since graduation



**Dr Daniel Edge**  
(Alumni 2006)  
Rural Generalist,  
clinical supervisor  
Mount Barker



## Academic Programs

- Rural Stream remains highly sought after
- Opportunities afforded by new infrastructure - Bega, Cooma ,Goulburn and Moruya
- New placement towns (MM 5 and 6)
- Some pandemic innovations remain





# Aboriginal Health

- Success of Indigenous Health Stream – model for curricular change (medicine plus)
- Clinical placements and engagement
- Semester long unit in BHS
- Research focus- bushfire recovery





## Alumni

- 4 alumni now staff members; more with 31% Rural Stream students currently working rurally (compared to 11% non-Rural Stream)
- 38% working in MM4-7
- Time effect, those >6-10 years post graduation more likely to be working rurally
- (training opportunities, 75% of our alumni have graduated in the last 10 years.
- Intent > reality





- Rural Training Stream (RTS)
- Clinical education/support role
- Further discussions 'end to end' training pathway



- Placements- local & Darwin
- NEW\* Indigenous health online resources
  - Focus on clinical year rotations
  - Online modules and case studies
  - Frameworks, guidelines and agreements





- Results of tracking- reinforced the need for RTS and establishment of 'end to end'
- Near Peer Medical Teaching (NPMT) program





Flinders  
UNIVERSITY





# Academic Program

- MD Rural Stream Evaluation and Quality Improvement Plan, Employment of Dedicated Evaluator
- Increased rural placement opportunities in Yrs 1,2,3 and 4 strengthening the rural pipeline
- Development of MDRS (MD Rural Stream in 2021)
- Revised selection and admissions process aimed at increased entry of rural background students for MDRS
- Increased number of Flinders MD rural stream graduates applying for rural Jr Dr opportunities
- Increased focus on graduate preparation for collaborative practice



# Aboriginal Health

- Five years leading up to 2018, 24 Indigenous students had graduated Flinders MD
- In 2021 there are 9 Indigenous students enrolled in the MD (majority of these student are in the rural pathway)
- Reconciliation Action Plan (RAP) and Hudson Dunbar commissioned to evaluate report and make recommendations to increase Aboriginal student numbers
- Increased Number of Aboriginal Student Scholarships are available
- Development of alternative pathways into MD and HDR's for Aboriginal Students
- Aboriginal Health Curriculum review and redesign in MD/Rural and Remote community consultation



# Alumni

- In 2017, more than one-third (36.8%) of rural stream graduates were working in nonmetropolitan Modified Monash (MM) 2–7, compared with 20.7% of city campus graduates (odds ratio 2.2; 95% confidence interval: 1.6, 3.0;  $P < 0.001$ ).
- The difference was even more evident when comparing smaller rural centres in MM 3–7 and MM 5–7.
- Rural stream graduates were more likely to report a speciality in general practice (58.8%), compared with city-based graduates (35.4%; OR 2.6; 95% CI: 1.6, 4.2;  $P < 0.001$ ).
- The retention of Rural stream graduates in South Australia was also significantly greater, with 50.9% practising in the state in 2017
- Increase in rural Alumni as clinical educators across the rural footprint by 80%



**Thank you**

**Questions/Discussion**

AMBITIOUS



INSPIRING





**Flinders**  
UNIVERSITY

STAY  
**UPDATED**



[flinders.edu.au](https://flinders.edu.au)



[@flinders](https://twitter.com/flinders)



[@flindersuniversity](https://www.instagram.com/flindersuniversity)



[/flindersuniversity](https://www.facebook.com/flindersuniversity)

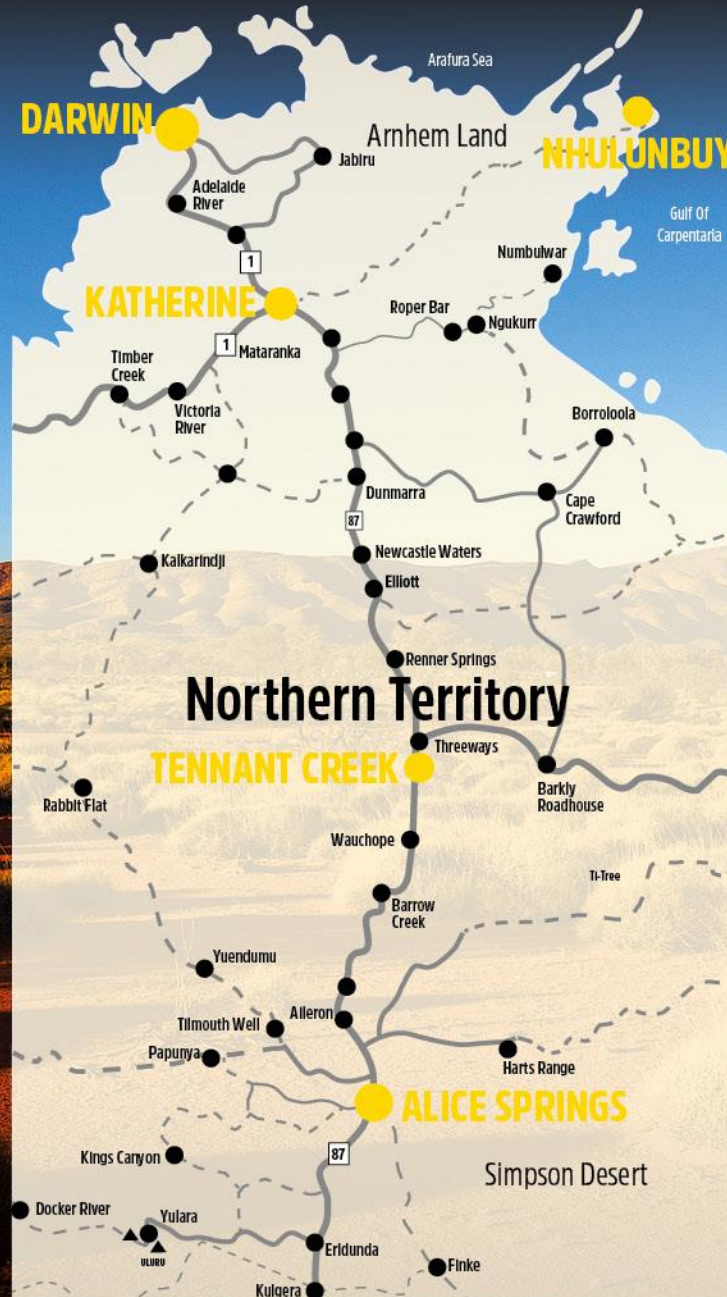


[flindersuniversity](https://www.youtube.com/flindersuniversity)





# NORTHERN TERRITORY



Alumni working across the footprint

Graduate tracking and data management committee

New collaboration – Flinders University (NTMP, Poche and Regional training hub) and Northern Territory government; Ensuring transparency of process for evaluation of outcomes



## Remote experience

All Flinders students in the NT, experience the delivery of medicine in the remote context. The academic curriculum is balanced across contexts and sites.

All NTMP hosted medical students in areas outside Darwin learn in the remote context and many of the Darwin based students also have opportunities in remote settings through delivery of specialist outreach and Fly in/Fly out models of care.

Learning occurs in the interprofessional clinical teams  
Remote general practitioners and Remote/Rural generalists are the anchor for this learning.

Assessment changes have renewed focus on science based learning as well as clinical and practical skills (FU)



# Aboriginal Health

## Learning medicine in the context of Aboriginal communities

### Focus on learning Aboriginal Health

- Context of NT health care includes significant focus on Aboriginal Health
- All students in the NT Medical Program (Flinders and all other hosted students) learn in this context
- Priority focus:
- Strengthening the partnerships between medical and cultural teachers to ensure appropriate orientation process and case based discussion
- Developing the networks to increase engagement of the community in the learning process
- Ensuring the curriculum is delivered with local ownership
- Build strength of student success for Aboriginal and Torres Strait Islander students
- Our accommodation and travel resource is essential for the success of these initiatives

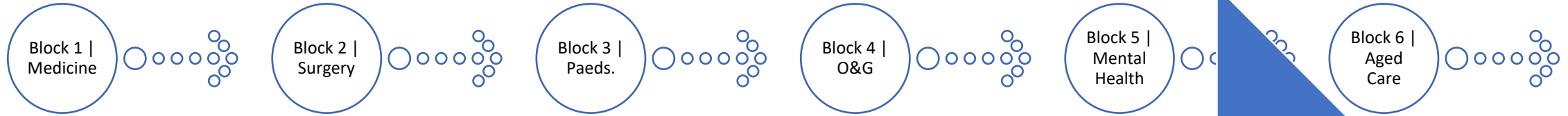


# Griffith Rural Medical Program



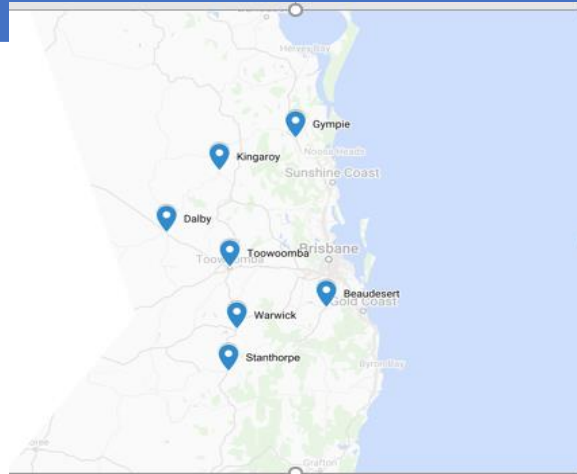


# Year 3 Longlook Program



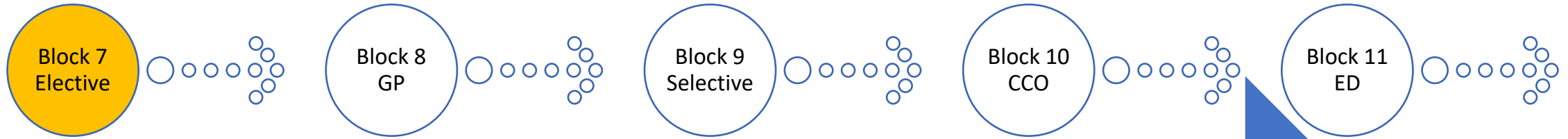
42 Weeks

**Comprehensive** (Rural Hospital) OR  
**Blended** (GP + Private Specialist)



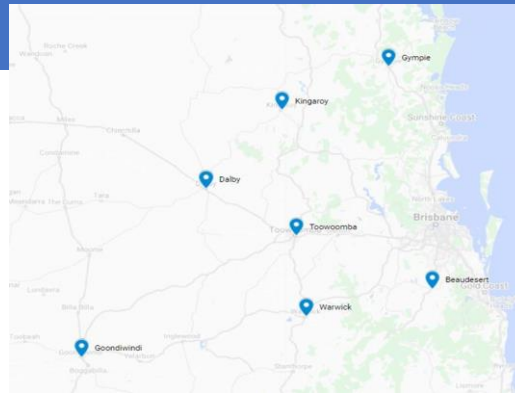


# Year 4 Longlook Program



28 Weeks

**Amalgam** (Rural or Regional Hospital, Specialist and GP) OR  
**Blended** (GP Placement + Rural Hospital)









# Dr Blake Jones wins Griffith University Outstanding First Peoples Alumnus Award 2020

December 3, 2020

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# Academic Programs Update



# Academic Programs Update



Cross-site collaboration increased ‘exponentially’



Pharmacy Program expanded – Mackay, Cairns



Increased focus on pastoral care; assisting with student well-being and resilience



Redesign of clinical teaching, online training and assessments eg: OSCE



# Aboriginal & Torres Strait Islander People's Health



Winter School Program

Palm Island & Cape and Torres Placements and AMS/Health  
Worker clinical placements on Rural



Cultural Immersion Year 1, RRITH Program Year 2



Renewed approach to streamline Aboriginal and Torres Strait  
Islander Student Recruitment



The Indigenous Education and Research Centre (IERC)  
continues to provide quality support and mentoring to Indigenous  
students at JCU



# 1995 Alumni \* 16 cohorts \* 98% dataset

## Bringing ENT to the Cape

19th February 2021



GP registrar and rural generalist, Dr Steve Johnston has come through James Cook University medical training from undergraduate to postgraduate and is a strong advocate for rural and remote medicine. Now based in Weipa in Cape York, with skills in anaesthetics and ear nose and throat medicine, he is passionate about the training program and providing medical services to those most in need. He is also dedicated to supporting others through the program as a Registrar Liaison Officer.





- Increasing online delivery of core lecture content
- Introduction of Professional Practice session through all 4 years of the MD
- Revision of entire Melbourne MD curriculum after a decade prompted by need to deliver first year of course in Shepparton from 2022
- Significant planning for delivery of MD1 in Shepparton in 2022 – new accommodation and teaching facilities
- Science and education based facilitators recruited for MD1 learning
- Adaption of anatomy and pathology curricula for delivery via Sectra anatomy tables and online delivery





- Medical School initiatives to continue increasing recruitment to the MD for Aboriginal students
- Success for the Department of Rural Health in supporting students through Specialist Certificate in Aboriginal Health, Masters of Public Health and PhD student. 2022 will see four local Aboriginal students completing PhD studies
- Continued and increasing involvement of RCS students in local Aboriginal activities e.g. RCS students involved in creation of Possum-skin cloak for local Aboriginal patients undergoing chemotherapy
- Ongoing development of the university's Goulburn Valley Action Plan Partnership (including Kaiela Institute) of which medical education through RCS (and nursing and allied health education) is a key part





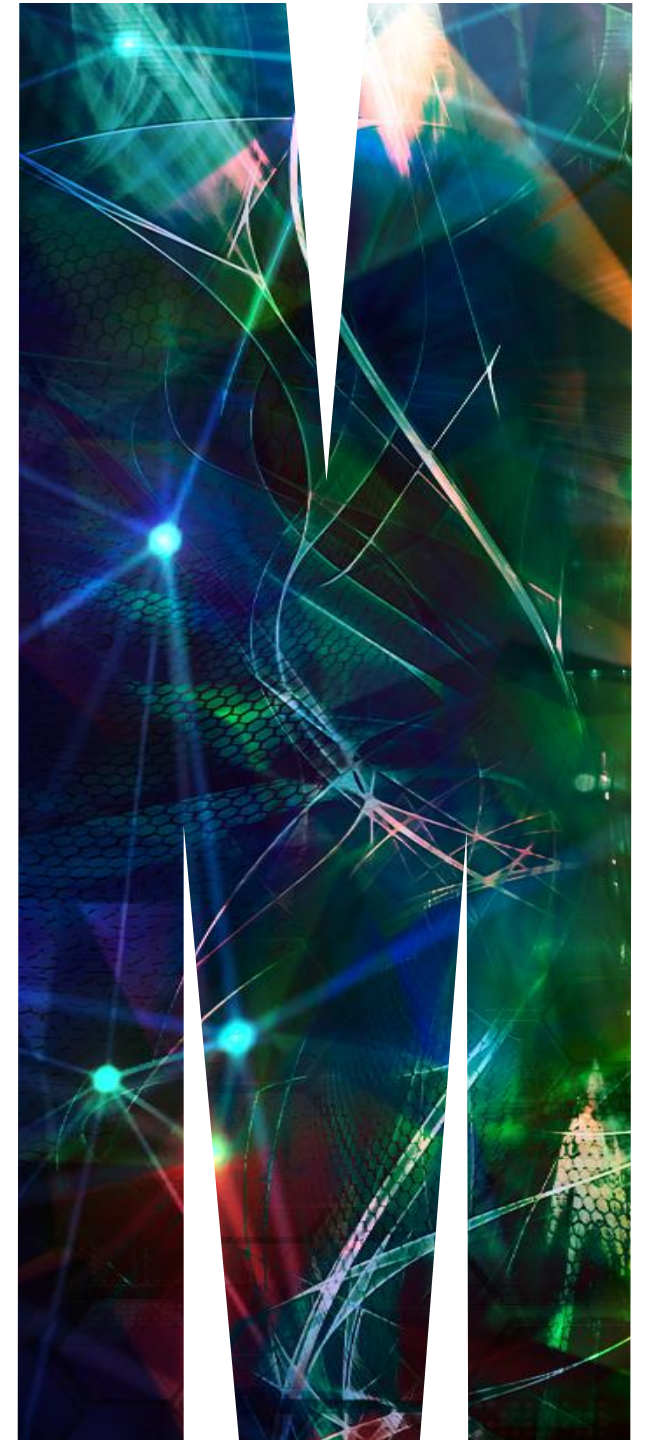
- All RCS Alumni are invited to the Department of Rural Health webinar series
- All RCS Alumni are invited to like the Department of Rural Health Facebook page
- Contribution to FRAME research on longer term outcomes for RCS students
- RCS alumni involved in supervising longitudinal integrated clerkships
- RCS recent alumni also involved in tutoring/mentoring current RCS students
- Involvement of RCS alumni in Regional Training Hub events



# **MONASH RURAL HEALTH**

FRAME Update – Associate Professor  
Shane Bullock, Acting Head of School

THURSDAY 13 May 2021  
ZOOM





# ACADEMIC PROGRAMS

## MONASH RURAL HEALTH

### MEDICINE

- MDMSN Cohort commences
- Longitudinal Final Year as a response to COVID
- Other COVID Impacts





# ABORIGINAL HEALTH

## MONASH RURAL HEALTH

### ABORIGINAL AND TORRES STRAIT ISLANDER HEALTH

- Increasing the participation and supporting success of Aboriginal and Torres Strait Islander students
- Embedding Aboriginal and Torres Strait Islander perspectives and content into curriculum
- Growing research contributions to address and serve the needs of Aboriginal and Torres Strait Islander people and communities
- Upholding traditional Aboriginal and Torres Strait Islander knowledge and respecting students, staff and community.





# ALUMNI

## MONASH RURAL HEALTH

### WHERE ARE THEY NOW?

1

#### Mildura

##### Monash Rural Health Mildura

13 in local health services

6 teach at MRH

2

#### Bendigo

##### Monash Rural Health Bendigo

54 in local health services

17 teach at MRH

3

#### Gippsland

##### Monash Rural Health Bairnsdale, Churchill, Leongatha, Sale, Traralgon, Warragul

28 in local health services

14 teach at MRH



Data conservatively based on MRH site self-reporting



# RCS - NORTHERN NSW

**Tamworth Armidale  
Taree**



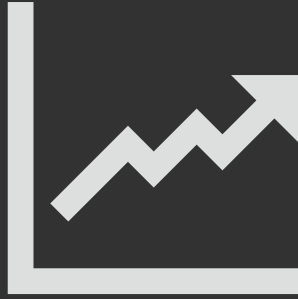
THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

**DEPARTMENT OF  
RURAL HEALTH**

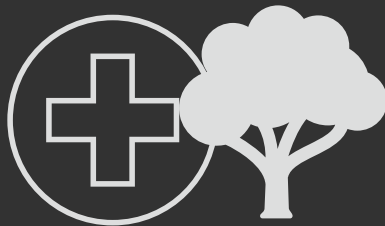
**Academic Programs ■ Aboriginal Health ■ Alumni**



## ACADEMIC PROGRAMS



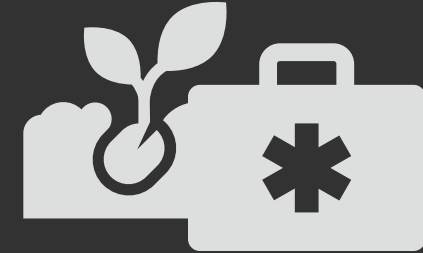
**BMed → MD  
Growth**



**Rurally based Academics  
identify rural capacity**



**RCS involvement on  
key JMP committees**



**Peel Clinical School (Tamworth)  
Pilot site for ESMS**



**Medical workforce collaboration  
Overcoming 2020 challenges to graduation  
Delivery of AIM program**



## ABORIGINAL HEALTH



**9-year partnership delivering health & education workshops to a primary school with 76% of enrolments from low-SES and Indigenous background**



**Marketing & communication strategy in collaboration with IHU and The Wollotuka Institute**



**Indigenous Health Weeks conducted in Tamworth & Moree for Miroma Bunbilla (JMP Aboriginal Pathway)**



**Achieved 22 admissions through alternate entry into the JMP MD  
7 UNE - 15 UON**



**Partnerships with Aboriginal Health providers and stakeholders**



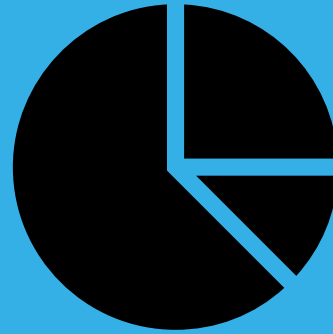
**Aboriginal RCS student local mentorship opportunities  
CPD Delivery**



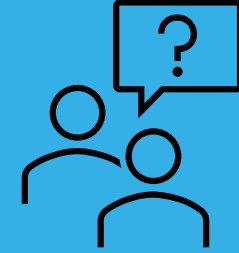


NewNet established, providing graduates w/ education, mentorship and professional networking

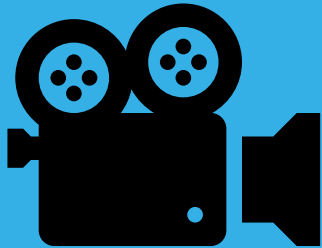
ALUMNI



80% of home hospital Interns at Tamworth 2021 are former RCS students



Mentorship of former students to become Conjoint teaching fellows



Past RCS student participation in development of Tamworth, Armidale & Taree promotional material



Past RCS student participation Careers Expos, targeting high schools

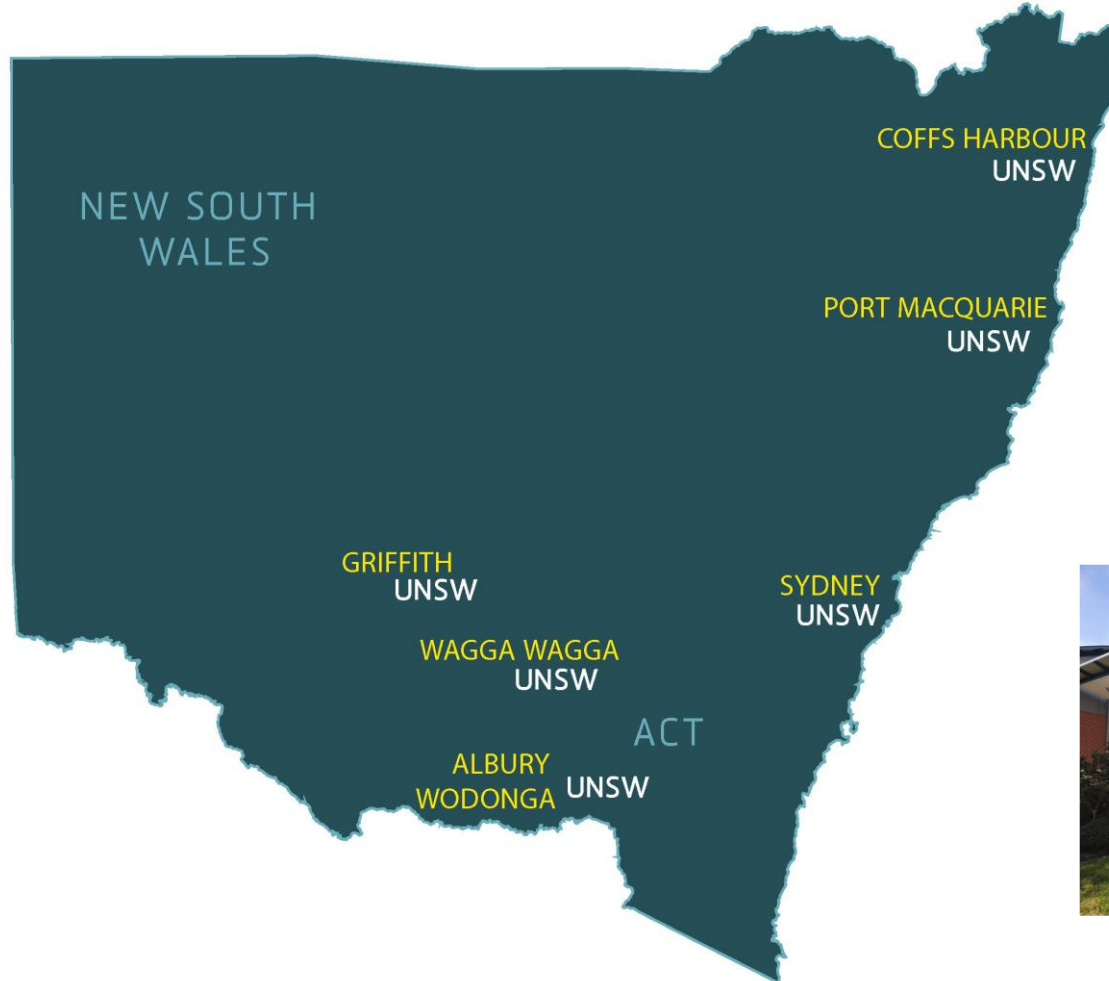


# Medicine Rural Clinical School



**MODERNISE MEDICINE**





# UNSW RCS Locations

## New South Wales

5 Major teaching campuses and over 70 clinical placement sites across New South Wales and South East Victoria, including the full end to end Medicine program from the Port Macquarie Campus highlights UNSW's commitment to Rural Medical Training.

Albury  
Wodonga



Coffs  
Harbour



Griffith



Port  
Macquarie



Wagga  
Wagga







## Academic Achievements

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- Commencement of first year students in Wagga Wagga
- Implementation of school visiting program
- Continued academic achievements and positive feedback from students across all year groups

## Aboriginal Health

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- “Welcome to Country” day for first year medical students
- Plans to expand role of local Aboriginal elders in Indigenous Health program

## Alumni

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- Event held in collaboration with UNDA for Alumni and current students interested in rural general practice
- Alumni contact base consolidated and communication channels now active





SCHOOL	FULL TIME STUDENTS	ROTATING STUDENTS
WAGGA WAGGA	8 YR 4 7 YR 3	20 YR 4 (2-3 students per rotation)
LITHGOW	7 YR 4	24 YR 4 (3 students per rotation)
BALLARAT	13 YR 4	16 YR 4 (2 students per rotation)



## Academic Programs

- More blended delivery
- More sharing of lectures between university schools
- More interdisciplinary training especially with nursing
- Popularity of rural school year long placements growing





## Aboriginal Health

- New Rural and Indigenous Immersion Trip for first years ( and catch up year 2)
- Ongoing placements at local indigenous health services
- New opportunities nationally as National School of Medicine introduced







## Alumni

- Growing role of alumni in teaching at all rural sites
- Inaugural efforts to have semi structured social events for alumni
- Celebrations for 10 years of the RCS... a little delay due to COVID!







THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA

CREATE CHANGE

# Rural Clinical School

Head of Rural Clinical School, Associate Professor Riitta Partanen

## Triple AAA Rating

- Academic Programs
- Aboriginal Health
- Alumni





# Academic Programs

## UQ MD Program's Rural Stream

- **YEAR 1**
  - 2 – 4 week Observership/Elective at RCS and Small Rural sites
  - OSBEE
- **YEAR 2**
  - Introduction to Rural and Remote Medicine Selective (Semester 2)
  - OSBEE
- **YEAR 3**
  - Rural and Remote Medicine Course with 6-week RRM Placement
  - 12-week Extended Rural Placement Program – RRM + GP
  - Year-long RCS placement (88 students)
- **YEAR 4**
  - 6-week Elective – RCS and Small Rural sites
  - Year-long RCS placement (78 students)





# Aboriginal Health & Alumni

## Aboriginal Health

- Indigenous Health & History in Year 3
- Indigenous Mentors in Rural Communities
- Clinical Placements in Aboriginal Medical Services – Y1, 3 & 4
- Indigenous Advisory Groups
- Research



## Alumni

- Academic Title Holders
- Academic Staff
- Casual Teachers
- Facebook

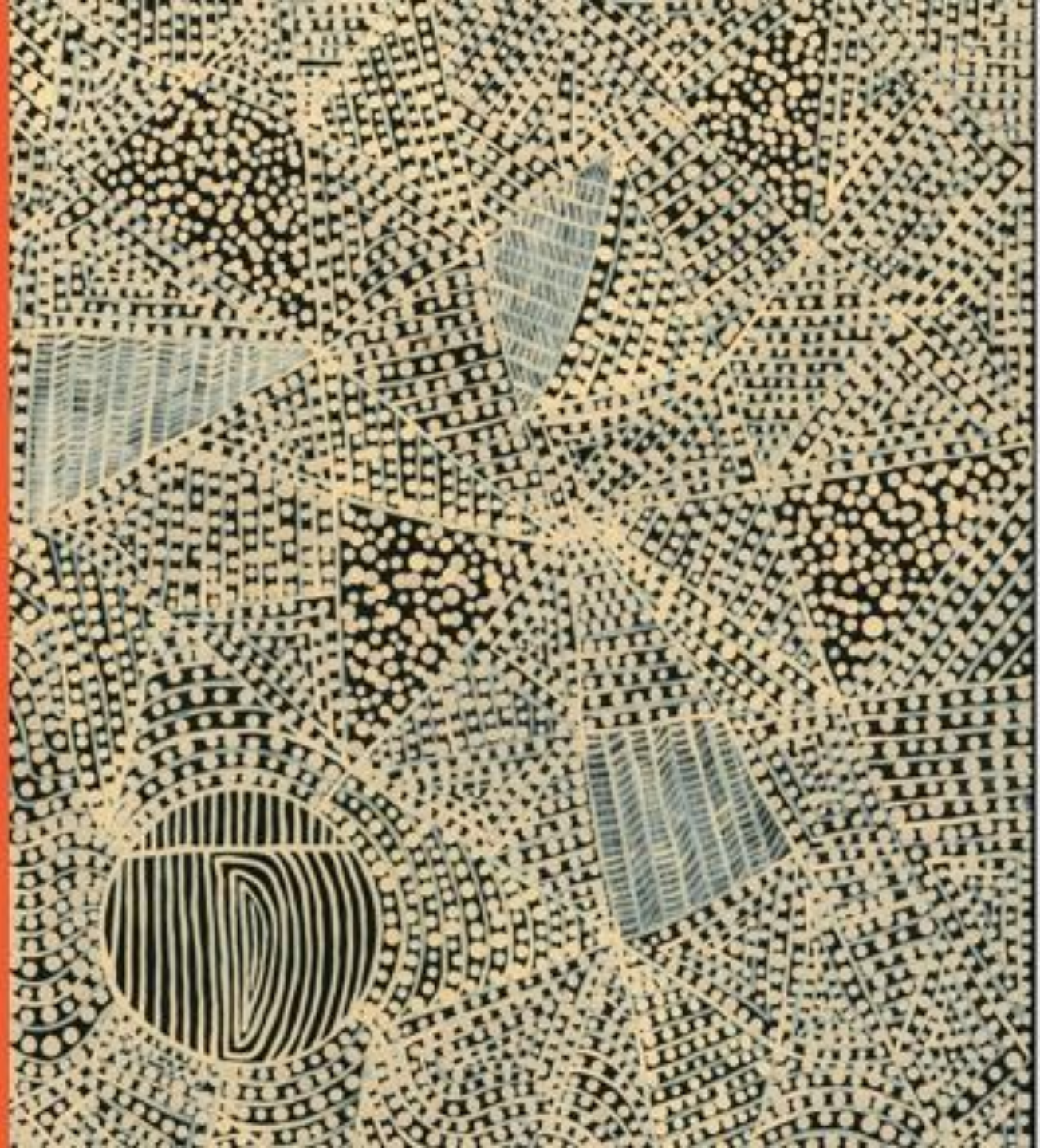


**FRAME May 2021**

**University of Sydney**  
School of Rural Health

**Presented by**  
**Kim O'Connor**

*Cara Shields, Wiradjuri artist*





# ACADEMIC PROGRAMS





## ABORIGINAL HEALTH

- Aboriginal Research Interest Group with LHD
- Health Careers Academy Program
- Wiradjuri Art Competition





# ALUMNI

University of training	Number registered in Orange	Number registered in Dubbo
USYD	105 (31.6%)	44 (20.7%)
UNSW	69 (20.8%)	16 (7.5%)
Overseas Trained	69 (20.8%)	111 (52.1%)
UON/UNE	14 (4.2%)	8 (3.8%)
UND	13 (3.9%)	4 (1.9%)
UON	13 (3.9%)	3 (1.4%)
UOW	13 (3.9%)	8 (3.8%)
ANU	9 (2.7%)	1 (0.5%)
UQ	7 (2.1%)	6 (2.8%)
ADEL	4 (1.2%)	n/a
MON	3 (0.9%)	1 (0.5%)
FLIN	3 (0.9%)	n/a
UMelb	3 (0.9%)	3 (1.4%)
WSU	3 (0.9%)	1 (0.5%)
DU	2 (0.6%)	n/a
BOND	1 (0.3%)	2 (0.9%)
JCU	1 (0.3%)	2 (0.9%)
Griff	n/a	1 (0.5%)
UTAS	n/a	1 (0.5%)
UWA	n/a	1 (0.5%)
<b>TOTAL</b>	<b>332</b>	<b>213</b>



# Academic Programme

## Tasmanian hospitals caught in coronavirus storm



## New ways of teaching

- Novel clinical rotations – bubbled and socially distant
- Blended teaching new learning management system and use of online systems
- End to end training

**Medicine**  
This online course is designed for medical students to assist them in their learning on rotation.  
[MORE DETAILS](#)

**Featured Courses:**

General Practice	Medicine	Surgery	Intern Readiness
This online course is designed for medical students for case based learning and to assist them in their learning on rotation.	This online course is designed for medical students for case based learning and to assist them in their learning on rotation.	This online course is designed for medical students for case based learning and to assist them in their learning on rotation.	This online course is designed to prepare 4th and 5th year students for working on the wards.
<a href="#">Open now</a>	<a href="#">Open now</a>	<a href="#">Open now</a>	<a href="#">Open now</a>
<a href="#">Location</a> <a href="#">Online Course</a>	<a href="#">Location</a> <a href="#">Online Course</a>	<a href="#">Location</a> <a href="#">Online Course</a>	<a href="#">Location</a> <a href="#">Online Course</a>
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<a href="#">MORE DETAILS</a>	<a href="#">MORE DETAILS</a>	<a href="#">MORE DETAILS</a>	<a href="#">MORE DETAILS</a>

Palliative Care	Obstetrics & Gynaecology	OSCE Resources
This online course is designed for medical students to assist them in their learning on rotation.	This online course is designed for medical students for case based learning and to assist them in their learning on rotation.	This online course is designed to help 4th and 5th year students prepare for OSCEs.
<a href="#">Open now</a>	<a href="#">Open now</a>	<a href="#">Open now</a>
<a href="#">Location</a> <a href="#">Online Course</a>	<a href="#">Location</a> <a href="#">Online Course</a>	<a href="#">Location</a> <a href="#">Online Course</a>
<a href="#">Cost</a> <a href="#">Free</a>	<a href="#">Cost</a> <a href="#">Free</a>	<a href="#">Cost</a> <a href="#">Free</a>
<a href="#">MORE DETAILS</a>	<a href="#">MORE DETAILS</a>	<a href="#">MORE DETAILS</a>

**Cases**

**Case 1**  
**Context:** This is your night shift. At 1:00am, when you are just about to have a short nap at the resident lounge, you received a call from the orthopaedic ward.  
**The call:** "Mr. P just had a fall and he is on the floor. He was trying to get to the bathroom, could you please come and assess him?"

1. What should you ask regarding falls over the phone? Any instructions for the nurse looking after the patient?  
2. When you get to the ward, what should you do? What examinations are important?  
3. What documentation is necessary in the notes?

Write your notes here...

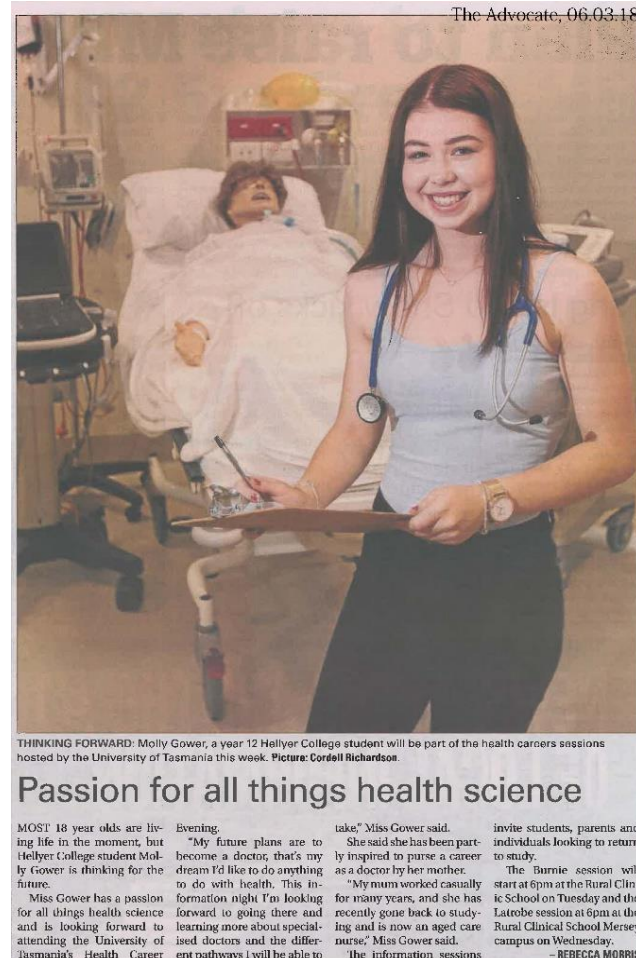


# Aboriginal Health

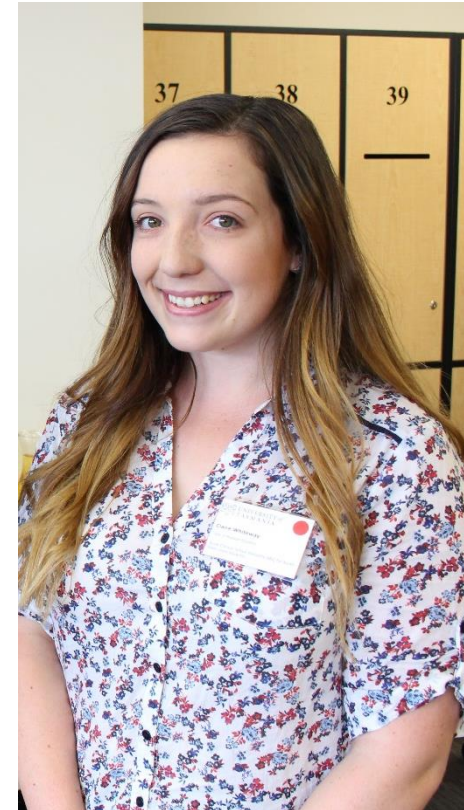


- Aboriginal pathway

Year Level	2021 Enrolment #
Year 1	2
Year 2	3
Year 3	4
Year 4	2
Year 5	2
<b>TOTAL</b>	<b>13</b>



Molly Gower  
MBBS Year 3, 2021



Claire Griffiths  
MBBS Year 5, 2021



Artist: Judith-Rose Thomas  
Rural Clinical School, Burnie



Nicki Randriamahefa  
Graduating Class of 2016



Alumni



### General Practice Academic Registrar Post – Why are these important in medical education?

Dr Elisabeth Robin (GP Registrar), Dr Sarvin Randhawa (GP Registrar), Assoc Prof Lizzi Shires (RCS Director) Rural Clinical School, University of Tasmania (UTAS), Australia



Introduction

General Practitioners make important contributions to undergraduate medical education and research. GP's provide excellent generalist and primary care medical education and nurture a future General Practice workforce.

General Practice Academic Registrar Extended Skills Posts foster and develop teaching and research skills in future General Practitioners.

Why are GP Academic Registrar Posts important in Medical Education

GP as teacher

- GPs hold significant roles as teachers and academics involved in both community and university-based curriculum development, research and teaching.
- Increasing numbers of medical students are placed in General Practice.
- GP's are well placed to teach Generalist, Complexity and Primary Care.
- To develop our GP educators we need to have a pathway for GP registrars to gain these skills.
- Registrars report teaching medical students to be a positive experience, which also aids in their professional development. (1)
- However, time pressures, perceived experience and lack of supervision are common barriers to increased involvement. (1)
- Medical students consider GP registrars as good educators, often have more recent understanding of junior clinical reasoning processes and are more approachable as professional mentors. (2)
- Exposure to GP registrars could increase General Practice as a career of choice. (3)
- Existing GP registrars report 16.4% expect to be working part-time in medical education, and over 50% indicate they would like to be involved in supervising medical students. (4)

GP as researcher

Majority of research is based in hospitals and the evidence derived are not directly applicable to primary care. Thus developing the research and teaching skills of GP registrars is vitally important.

Increasing Academic GP's will ensure that future GP researchers can address many of the pressing primary health care needs. (5)

Contact Us  
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Phone: 03 6433 4330  
E-mail: [paraclinicalschool@utas.edu.au](mailto:paraclinicalschool@utas.edu.au)  
<http://www.utas.ac.uk/rural-clinical-school>  
CRUCS: 005958



Dr Elisabeth Robin and Dr Sarvin Randhawa  
Academic Registrars, Rural Clinical School, University of Tasmania



Dr Jessica Andrewartha and Dr Tim Andrewartha  
Academic Registrars, Rural Clinical School, University of Tasmania

How can a medical education posts be set up?

Accreditation for an Academic GP Registrar Post can be organised through the regional training providers and universities.

Training and support for Academic Registrars

- The role of the GP Academic Registrar can encompass a range of activities, depending upon the needs of the particular registrar, student cohort and environment. (5)
- Each Academic Registrar has a learning plan with outcomes.
- Registrars meet as a group and as individuals with their supervisor to receive teaching based on the learning or research tasks they have chosen.
- Feedback is given over skills developed on a cyclical basis so that registrars can develop their teaching and research skills.

Common Registrar teaching and research skills developed through:

- GP research projects
- In practice teaching
- GP based clinical wave consulting
- Student Tutorials
- University based tutorial and teaching sessions
- Small group teaching
- Mentoring
- Presentations skills
- Curriculum development and assessment

Rotation management

- Nursing home and palliative care rotation

Community Engagement

- School based and community based education projects

Professional Development

- Gaining higher degree
- Attending conferences

References

1. <https://doi.org/10.1016/j.mbs.2014.04.001>
2. <https://doi.org/10.1016/j.mbs.2014.04.001>
3. <https://doi.org/10.1016/j.mbs.2014.04.001>
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5. <https://doi.org/10.1016/j.mbs.2014.04.001>

- Academic registrar posts
- Alumni recruitment and retention in rural areas

NW Coast attracts doctors

THE Advocate, 19.04.18

BY SARAH LANSDOWN

THE call of the natural beauty and tight communities of the North West Coast was very strong for two former Rural Clinical School students.

Doctors Jessie and Tim Andrewartha met during their rotation at the North West Regional Hospital and fell in love with each other, their work and the environment.

So much so that they decided to move back to Wyn.

The Advocate, 19.04.18



GUEST SPEAKERS: Dr Sarvin Randhawa and Dr Elisabeth Robin of the Rural Clinical School spoke at conference in Hobart. Picture Supplied

Teaching the teachers

BY LACHLAN BIRRETT

A NW approach to training medical education in the North-West has been showcased at the national Royal Clinical School.

The Rural Clinical School technique uses practising doctors known as GP registrars to teach medical students while also training the skills and teaching methods of academics.

The UTAS institution nurtured the benefits of its academic registrars, improve

young doctors' come and learn specific skills around teaching.

Professor Shires said increasing the retention of doctors in rural areas was one benefit of the program.

"If we can develop people who are working locally here as teachers, that makes a big difference," she said.

The conference presentation was led by Professor Shires and the Rural Clinical School's first two academic registrars, Sarvin Randhawa

and Elisabeth Robin.

Dr Randhawa said she wanted to share how beneficial it had been the role of academic registrars.

"That in learning through the questions that students ask you, you learn up to date with research... solidifying the skills of a new teacher," the Wyn-based GP said.

Dr Randhawa said she'd also been able to undertake research to write in different settings and teaching.

Dr Robin said developing the teaching skills of medical education was crucial because good teachers were needed in order to convince medical students to come out into general practice.

"Hopefully we can get more primary care physicians and more GPs," she said.

In Hobart said the Hobart conference was also a great opportunity to learn about different approaches to training across Australia.



NEW HOME: Doctors Jessie and Tim Andrewartha were keen to move back to the North West Coast to continue their training as general practitioners. Picture: Brooke Worthing

Dr Jessie is part of the Wynand Sailing Club. Dr Tim enjoys cycling and both make the most of running and walking trails.

The doctors agreed that having a partner in the same profession has been positive.

"If we have a difficult day, I feel like Tim can understand where I'm coming from or understand the challenges. And it's also good to be able to debrief," Dr Jessie said.

"We're fortunate in that we've both formed a connection to Runic and we're along the same career path," the Andrewarthas both have a role at the Rural Clinical School in planning and delivering the training program for the fourth and fifth year medical students and also acting as mentors to the young doctors.

"It's easy to relate to the students. It doesn't seem like too long ago that we were here. We know what it's like to move away from family and to move to probably a smaller city for most of them," Dr Tim said.

The final year GP registrars have continued to navigate the challenges and rewards of working in a regional area. "We definitely in your interest to wear a few different hats, still practicing within your hours and specialist help is only a phone call away. But the patients really appreciate it if you can guide them in certain ways that mean that they can be looked after when they live," Dr Tim said.

Dr Jessie said they were very satisfied with life on the Coast.

The Advocate, 19.04.18





# Academic Programs

“We were exposed to such a vast range of clinical experiences and were the envy of our metro peers. There was so much one-on-one time with our mentors and hands on teaching.”





# Aboriginal Health

“I completed a specialisation in Aboriginal Health .... This pathway included completing RCSWA in a site with a focus on Aboriginal Health, which led me to Derby. I feel my RCSWA experience offered exposure to many aspects of medicine that were far more diverse than my city peers.



# Alumni

“My year in Narrogin (2016) as part of RCSWA was by far my most enjoyable year of medical school.... It was a great learning environment back in 2016 and continues to be so.”  
RCSWA-Narrogin 2016 (returned as RMO in 2021)







# WSU RURAL CLINICAL SCHOOL'S AAA

Academic Programs, Aboriginal health, Alumni



# ACADEMIC PROGRAMS

- Extending the Rural curriculum –Yr 5 AiMs & this year Yr 5 PiMS
- ICM ( Year 1) for Joint program.
- MD program now underway – 20 Year 3 students undertaking a Rural MD project.
- School of Medicine awards for Rural students
- VC Excellence Award-Outstanding Contribution to Student Learning during Covid-19
- Adaptation to zoom delivery of rural curriculum to all
- Challenges became opportunities to grow rural Interprofessional learning

**SHOW “COVID” KINDNESS**

**MAKE EVERY**



**DAY COUNT**

**HAVE COURAGE**



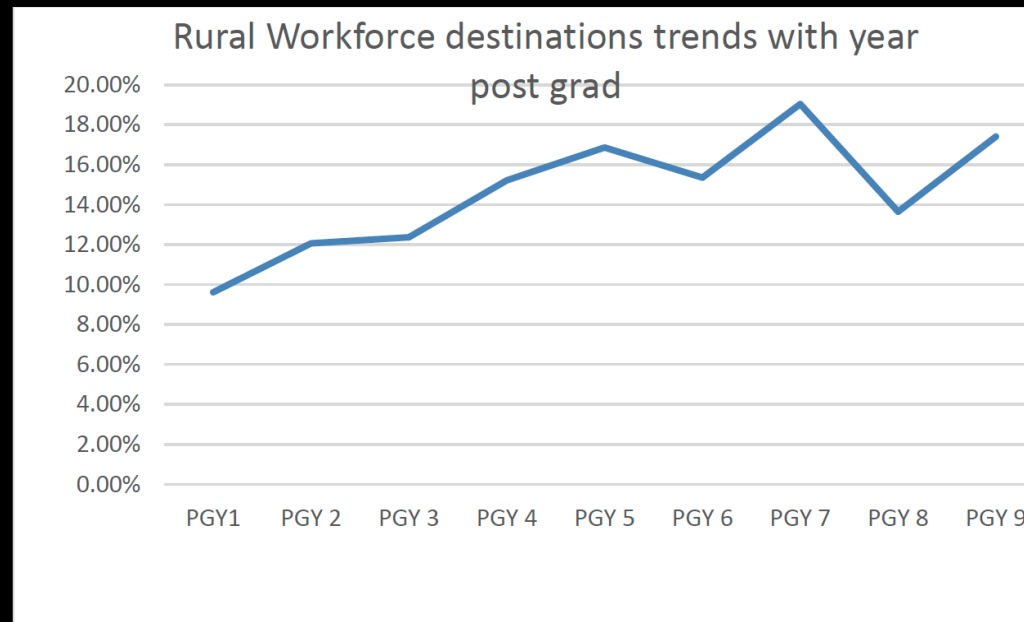
# ABORIGINAL HEALTH

- All our 4<sup>th</sup> and 5<sup>th</sup> year students spend a minimum of 5 weeks in an Indigenous Health Attachment, and work on a research project as decided by the community
- During COVID-19 with AMs and lockdown, our students did an alternate attachment that included:
  - Reviewing videos that demonstrated best practice
  - Creating resources for their AMs based on best evidence
  - Interviewing an Aboriginal health academic to demonstrate assessment skills
  - Reflection journal as part of their cultural proficiency journey
  - Access to Aboriginal Academics for coaching during the AMs attachments
- Increased financial support for Aboriginal students during COVID



# ALUMNI

## WSU - Rural destination trends by year post-graduation



Source: Annual alumni survey/AHPRA data tracking



# University of Wollongong

## Academic Programs

- Students are exposed to rural health settings in all four Phases of the MD program (some students up to 80%), with rural issues built into the entire curriculum
- Backbone of the rural program is Phase 3, when the entire cohort undertakes a longitudinal integrated clerkship, 2/3 rurally and 1/3 regionally (10 rural training hubs across NSW)
- Increasing challenges of rural origin student recruitment and finding sufficient high-quality rural clinical placements and accommodation
- Review and develop Indigenous curriculum materials (cultural safety modules)
- Minimal impact to rural placements by COVID (impacts on exams, have moved to running sequential OSCEs)
- Impacts of COVID on wider university have resulted in many staff losses (not RHMT-funded roles) but which provide central support to activities like assessment





# University of Wollongong

## Aboriginal Health

- Met 2021 target for Indigenous student recruitment, but this remains an ongoing challenge:
  - Review alternative admissions pathway
  - Support Indigenous students enrolling in Pre-med degree transitioning into medicine
  - Improve collaboration with UOW's Woolyungah Indigenous Centre to identify and attract current Indigenous students
  - Further strengthening of partnerships with local Indigenous communities
- Finding suitable Indigenous academic staff challenging:
  - Attract and mentor early career Indigenous academic staff
  - Build strategic partnerships across all faculties to build a support network for Indigenous academic staff
  - Mentor and develop Indigenous medical graduates into academic and leadership roles
- Indigenous Trauma Recovery and Practice (graduate certificate) program





# University of Wollongong

## Alumni

- **Graduate outcomes as of end 2020:**
  - 59.8% Located in regional (non-capital city RA1) and RA2-5 settings
  - 26.6% Located in RA2-5 settings
  - 17.3% Completed specialty training
  - 65.9% Fellowed graduates in general practice/rural generalism
  - 44.0% General practitioners/rural generalists practicing in RA2-5 settings
  - 26.4% Undertaking pre-vocational or vocational training (excluding interns) in RA2-5 settings
  - 14.5% Current interns are working in RA2-5 settings
  - 21.7% Current interns within NSW working in a NSW Rural Preferential Recruitment hospital
- **Currently four UOW graduates are employed in rural academic positions in the program, many more teach and assess rural students on an Honorary or casual basis**