

Abstract Workshop 3 – FRAME at WONCA 2017

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How are Rural Clinical Schools established and managed? Most research on rural clinical schools is focussed on the graduates and impacts on local communities, concerned with “evidence” such as rates of return and curriculum delivery. Whilst these studies provide some useful information on rural clinical schools by identifying and highlighting some key factors, they tell us little about how rural clinical schools are established in Australian rural communities.

This workshop tells a story about rural clinical schools in such communities as they develop and implement local strategies to build successful programs. It follows our individual journeys in search of opportunities to establish infrastructure, engage staff and build meaningful relationships important for our roles in rural practice-based education. Illustrated in our story are the following themes:

“We are all here to do the same thing”

“We are in unchartered territory, with each territory looking different”

“We value relationships to draw on and develop each other’s strengths”

“We innovate, collaborate and evaluate as we navigate”

Participants will have the opportunity to explore strategies to navigate different organisational locations, contexts and challenges to fulfil a range of parameters and expectations. Important to our stories are the notions of goodwill and capability for community engagement. Given the history of success of the rural clinical schools the importance of building relationships and a willingness to learn from each other was, and continues to be, foremost in our minds.

While our journeys are not over, our multifaceted destination is in clear view: meaningful collaboration with people from a range of organisations, rural centres and practice communities to attract and retain rural students and the clinicians who have become our rural faculty; and successfully inform public policy on rural recruitment, retention and service delivery.