



FRAME

FEDERATION OF RURAL AUSTRALIAN MEDICAL EDUCATORS

WELCOME

Prof. Jenny May

Challenges and Innovations in a COVID environment

RCS Presentations

UNIVERSITY OF ADELAIDE

Adelaide Rural Clinical School

Challenges during COVID 19

- All dental clinical placements ceased March to August
- Year 5 placements paused for three weeks then COVID modified clinical placements
- Face to face clinical intensives and assessments cancelled

....and I was trying to get home
from Antarctica



Adelaide Rural Clinical School



Innovations

- Examsoft pilot extended to include trial of remote invigilation
- Fully online week-long orchestrated zoom 'clinical intensive'
- Trial of new virtual clinical assessments instead of OSCEs

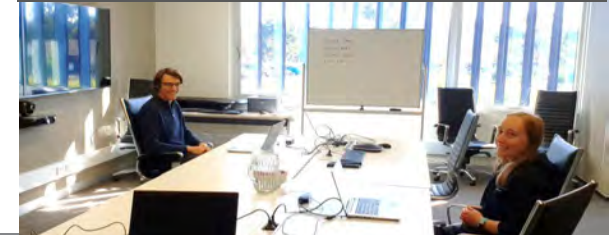
....And the most wonderful
group of students!



Roxby Downs Hospital



Clare Student Accommodation



Mt Barker GP Plus

Success stories

- Behavioural activation training for 27 Aboriginal Health Workers in Ceduna in August
- First year of Galinyalla Student Gathering with six Aboriginal medical students visiting Pt Lincoln in September



AUSTRALIAN NATIONAL UNIVERSITY

ANU Rural Clinical School



2020 Fires, Hailstorms, Covid 19, Floods

Program impacts

- Delayed start, on line transition, F to F resumed before urban
- No NT placements , no RW 1 and 2, increased year 4 placements second semester
- Flexible integrated program allowed agility

Staff - secondments to Covid projects - Sally Hall and Meg Milne

Good news and challenges

Clinical teaching facilities Bega and Cooma- opening November
progress in Goulburn

Bachelor of Health Science - first cohort going into medical degree in 2021. Targeted intakes

- Year 1 Rural Stream – for 2022 longitudinal placement.



DEAKIN UNIVERSITY

Deakin Rural Clinical Schools

COVID 19 challenges and
innovations



Challenges



Sustained fluctuations in quantity and quality of clinical placements

Reduced availability of clinical teachers

Impact of travel restrictions on distributed programs

Student wellbeing in context of increased isolation and learning challenges, managing mental health

Student OH&S – managing Covid testing, isolation and exposure reduction

Adapting assessment and facilitating course progression

Flexibility in shifting rotation timing

Pivot to online delivery of many facets of curriculum

Online Research Scholar Program conference

Final year OSCE replaced by suite of workplace based assessment to maximise clinically based learning 'Targeted Intern Performance of Skills' (TIPS)

Harnessing near-peer learning – large increase due to student/junior doctor goodwill

New Rural Training Stream in MD approved for 2022

FLINDERS UNIVERSITY

Flinders University Rural Health SA/NT

FRAME Presentation September 2020

COVID-19 Challenges and Innovations

Vanessa Ryan & Narelle Campbell



COVID Challenges, Flinders University of Rural & Remote (R&R) Health SA/NT

- Impact of social distancing and community/border closures on clinical placement and service provision
- Synchronous and rapid changes to the clinical and educational environment
- Educational development, delivery & assessment – shifting the pedagogy ‘overnight’
- Student and Staff wellbeing in a period of rapid personal and professional disruption
- Research activities involving face-face contact were temporarily halted



Rural and Remote 'Silver linings'

- The vulnerability and the resilience of R&R communities recognised to a larger 'community audience'
- Shared understanding of the challenges of being isolated and geographically disparate – particularly related to communication
- Benefit of established relationships with local communities in developing rapid responses that supported student and community outcomes
- R&R staff agility and flexibility assisted with early adoption of rapid change
- Increased research output during times of reduced requirement for support activity and research into COVID impact on student experience and rural communities





COVID Innovations, Flinders University Rural & Remote (R&R) Health SA/NT

- Online open day – increased access for R&R students
- Development of virtual teaching resources around cognitive skills including – clinical reasoning/problem solving/synthesis of information
- Virtual clinical support program for rural clinicians
- Orientation of future workforce skills including telehealth, agility and adaptability
- Virtual rural and remote research presentation series; PhD scholarships
- Local responses to community and health service need

AMBITIOUS



INSPIRING

GRIFFITH UNIVERSITY



Griffith University
Kay Brumpton



JAMES COOK UNIVERSITY

Innovations and Challenges in a COVID Environment

Being Agile



EARLY RECOGNITION

Rural GP forefront of public health response
Vulnerable rural and remote communities
Students valuable team members



MBBS6 - Continued senior medical student Clinical Placements – Deemed essential workers
- Cape York redirected - Cooktown



MBBS5 - Paused clinical placements
- Redesign - Structured Clinical Online Learning (SCOL) - SimDO
- Now completing Intensive Clinical Placements



MBBS4 - Clinical placements paused March to July (2 x 6 week terms) and switched to online learning format.
- Reformatted to 3 week rural/remote immersion terms from August

Overseas Electives & interstate placements cancelled – Teams collaborating to place displaced students

Being Responsive

Connection and Communication – Well-being checks, accurate COVID information
Technologically enabled, regionally distributed JCU training model
Logistics, Time pressures, Educational imperatives, Progressing medical student training
Challenges

- Staff moving to a home office environment (apart from clinical school staff in hospitals)
- Communicating changes to placements with all students and stakeholders for clinical rotation sites
- Redesigning clinical rotations for an online format
- Redesigning assessment to fit changed formats
- Managing the ever-changing bio-security regulations for students travelling to placements
- Safely accommodating students in rural/remote settings in a COVID environment
- Technology; learning curve for presenters delivering lectures online and not face to face

Covid positive legacy



7500 participants in our COVID-19 Webinar series for Health Professionals



Cross-site collaboration increased exponentially



Online small group teaching, TeleECTV - observation of consults



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



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

MONASH UNIVERSITY

Monash Rural Health

COVID ENVIRONMENT – Everchanging environment over six months of various stages of lockdown

CHALLENGES

- Placements- compliance with different health services and practices
- Introduction of long term placements for final year from 6 weeks to 28 weeks
- Management of student COVID testing and isolation
- No face to face teaching except for final year and year 4C
- Travel restrictions – no staff site visits or interactions since March
- COVID restrictions continue in Victoria - expected staged easing through to November

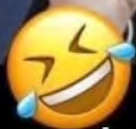
Monash Rural Health

COVID ENVIRONMENT – Everchanging environment over six months of various stages of lockdown

INNOVATIONS

- Remote teaching
- Virtual MMIs for international and domestic students
- Virtual examinations - Particularly for clinical skills
- Virtual open day
- Regular town hall meetings for all staff
- Professional wellbeing webinars for staff and students
- Virtual knock off drinks and trivia

VICTORIA 2050



Just 3 more weeks and I promise,
it will all be over.

UNIVERSITY OF NOTRE DAME AUSTRALIA



Achievements & Highlights

SCHOOL	FULL TIME STUDENTS	ROTATING STUDENTS
WAGGA WAGGA	9 YR 4 8 YR 3	7 YR 4
LITHGOW	4	27 YR 4
BALLARAT	16	2 YR 4



Innovation During COVID-19

- Delivery of Rural Trauma Week to Year 2 in blended format
- Delivery of enhanced on-line learning experiences for students impacted by isolation requirements

Challenges During COVID-19

- Metropolitan students attending 4 week rotations to rural school, less welcomed by rural services
- Rural Conference for Year 1 cancelled, rescheduling 2021
- Catch-up rotations delivered during weekend/holidays



TRAINEE & POTENTIAL TRAINEE SUPPORT

INNOVATIONS

- Virtual Careers Workshop with RDN & MLHD 2 May: 95 attendees from across Australia
- Virtual Rural Preferential Pathway Interview skills workshop with USYD RTH 20 June
- Virtual Psychiatry Interest Forum with RANZCP 2 August: 46 registrants
- Supporting AMSA virtual Rural Health Symposium 19-20 September
- Increased group & one on one support for applicants for scholarships, med school, RCS placements & rural career pathways using video conferencing etc
- Continuing collaboration with USYD RTHs for Destination Medicine® New series for high school students underway with developing national RTH focus

CHALLENGES

- Short-term rural placements in MLHD for interstate med students impacted. COVID risk assessment now part of placement process
- Destination Medicine® podcast series with rural clinicians initially impacted. Catch-up underway
- Conferences support for rural med students & junior doctors - suspended for 2020

TRAINER SUPPORT

- Face to face workshops under COVID restrictions
 - *Advanced Critical Airways Workshop* completed 29 June
 - *Core Emergency Medical Ultrasound* with MLHD 19-20 Sept

TRAINING CAPACITY

- *Integrated Medical Workforce Planning & Training Placement Tool* mid year data update and developing NSW RDN partnership
- Collaboration with MLHD through HETI to meet capacity & training needs



THE UNIVERSITY OF MELBOURNE

- Significant changes to curriculum and assessment due to COVID-19. Loss of clinical placement time and move to zoom teaching for core content and small group sessions.
- Clinical placements have resumed at some sites – ‘asynchronous equity’ for our cohorts of RCS students.
- There will be ‘make up’ clinical time for students in 2021 and 2022.
- All RCS students due to graduate on time in 2020 – final year students have been the priority for placements with health service partners.

- End-to-End Rural stream of the MD from 2020. Currently considering position descriptions for attracting the right workforce for MD1 year delivery and creating the detailed operational budget.
- End-to-End Rural Stream of MD from 2020. Accommodation and teaching facilities coming soon – detailed planning complete with lots of community, clinical school staff and student consultation. Building to commence late 2020.
- Melbourne MD curriculum redesign ongoing for 2022 commencement. Many of the RCS team are involved in this.

- Recruitment of the hub team nearing completion – three former team members are now working for the Victorian Rural Generalist Training program.
- Successfully appointed embedded roles in our three major health service partners to work on specific hub initiatives – building education and supervisory capacity, identifying and mentoring students and junior doctors with rural career intent
- Ongoing provision of educational supervisor training for clinicians utilising the ‘training the trainers’ approach for local, regional delivery and facilitation.
- Working with Southern Regional Training Hubs Alliance on specific training proposals to meet local needs – e.g. Critical Care training.

Challenges and Innovations in a COVID environment

UNIVERSITY OF SYDNEY

FRAME Sept 2020

University of Sydney
School of Rural Health

Presented by

Assoc Prof Catherine Hawke

Silo art Coonamble NSW



THE UNIVERSITY OF
SYDNEY



COVID-19 - CHALLENGES

- Challenges
- Placements
- Extended academic year to include clinical immersion
- Accommodation and capacity for students to self-isolate
- Electives
- Wobbly students



COVID-19 - INNOVATIONS

- Innovations
- Masterclasses & bootcamps
- Significant improvement in use of VC / Zoom and wider reach
- Annual WHRN symposium goes 'virtual'



UNIVERSITY OF NEWCASTLE



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

CHALLENGES & INNOVATIONS IN A COVID ENVIRONMENT



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

UONDRH
RURAL CLINIC SCHOOL
REGIONAL TRAINING HUB



UNIVERSITY OF NEWCASTLE DEPARTMENT OF RURAL HEALTH (UONDRH)

UON & UNE (JMP) RURAL CLINICAL SCHOOLS
REGIONAL TRAINING HUB

C
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9

Community information and “go to” role

Organisational flexibility... levelling up the teaching field... “Zoom”

Vulnerable populations and locations... special care

Infrastructure challenges... volume/space issues, extra accommodation

Deepening of LHD relationships with AIM, equipment, rooms

1 of a kind... travel agents, shoppers, mental health clinicians, taxi drivers, postal workers

9... the number of years before “normality” returns

STUDENT IMPACTS

THE MOVE TO ESMS/AIM

“excellent feedback about the Year 5s from the group. This is being continually given to them. Makes you wonder if this clinical shouldn’t be more normal in the degree. I think they are all going to have solid skills and confidence moving into intern year”

- New MD pivots to competency based embedded senior medical student model (rural excels) lower supervisor: student ratios

Concerns

- Rural high school student disadvantage
- Lower levels of clinical exposure for majority of trainees
- Burnout of hybrid clinicians teaching/research/service roles





JMO & RTH CHALLENGES

- JMO and Student well being
- Impacts on service and teaching capacity - border closures and loss of locum support
- Ongoing retention of trainees
- Hoped the move to online exams will narrow the gap and expense for rural trainees sitting exams

THANK
YOU



THE UNIVERSITY OF QUEENSLAND



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

Rural Clinical School

Head of Rural Clinical School, Associate Professor Riitta Partanen

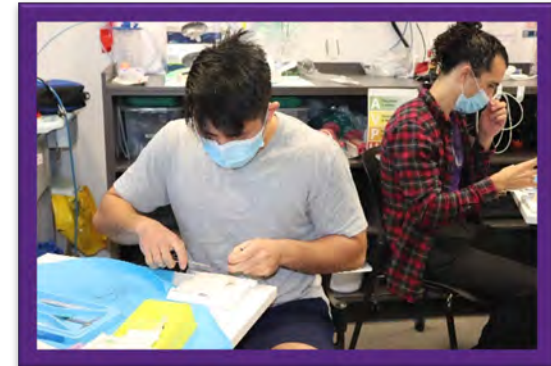
2020 Challenges and Innovations during COVID-19

- Teaching and learning
- Operations
- Research



Challenges and innovations in teaching and learning

- **Online learning innovations**
 - Interactive online learning modules
 - Online cultural immersion modules – amongst best ever feedback from students
- **Online exams by external invigilator**
- **Clinical placements**
 - Year 3 – withdrawn from March 30 – May 29
 - Year 4 – some placements modified
- **Online clinical skills and simulation**
 - Zoom Clinical Skills and Scenarios teaching
 - Resource hub enhancing flipped classroom teaching
 - Modified F2F teaching
- **Longitudinal integrated GP placement**
 - 8 student pilot
- **Increased student communications**
 - Written, Town Hall meetings and video updates from Head of Rural Clinical School



Challenges and Innovations in:

Operations

- **Business Continuity Planning (BCP)**
- **Working from home**
 - New models of working together and staying connected
 - Challenged by internet connectivity in rural areas
- **Events and meetings moved online (others cancelled)**
 - Medicine@UQ; UQ Open Day; Allocations; Rural Ready Series
- **Student travel and accommodation**
 - Accommodation contingencies developed
 - Travel protocols for students entering rural communities + development of 'self-assessment health questionnaire'
 - COVID-19 health kits given to all students
- **Increased staff communications**
 - Development of internal UQRCS Staff Updates
 - Zoom



“You’re on Mute!”

Research

- **Innovative surveys**
 - WFH
 - Evaluating remote learning vs Face to Face
 - Impact of final year medical student in FRAME survey
 - COVID-19 impact extension for annual exit survey
 - Covers impact on student clinical supervision to support wider Advance QLD grant work
- **Increased interest in research**
- **Exploring remote service models/telehealth**
 - Attracted ACCRM ERG to explore performance and outcomes of remote learning in GP
- **ABC media attention**
 - Importance of regional academic hubs during COVID-19 recovery
- **Challenges**
 - HHS' Ethics Committees closed down
 - HHS' closed campuses to student researchers

UNIVERSITY OF TASMANIA

Teaching in an outbreak

Tasmanian hospitals caught in coronavirus storm



New ways of teaching

- Novel rotations – bubbled and socially distant
- Developing and supporting our teachers
- Progressive virtual teaching development of new learning management system and use of online systems
- Virtual Mini-CEX, virtual ward calls, supporting and developing virtual case based learning
- Virtual Rural Weeks – 120 Year 1 Medical Students & 115 Year 2 Medical Students with 20+ communities

Medicine
The single course is designed for medical students to spend 50% of their learning on rotation

Featured Courses:

- General Practice**
This course is designed for medical students to spend 50% of their learning on rotation
- Medicine**
This course is designed for medical students to spend 50% of their learning on rotation
- Surgery**
This course is designed for medical students to spend 50% of their learning on rotation
- Intern Readiness**
This course is designed for medical students to spend 50% of their learning on rotation

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 assist 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...

Future proofing medical exams – eOSCE Pilot and COVID safe FTF OSCE's



- eOSCE pilot was successful testing 114 Final Year students in communication & history taking skills using Zoom

2020 Year 5 Formative eOSCE Student Feedback Results

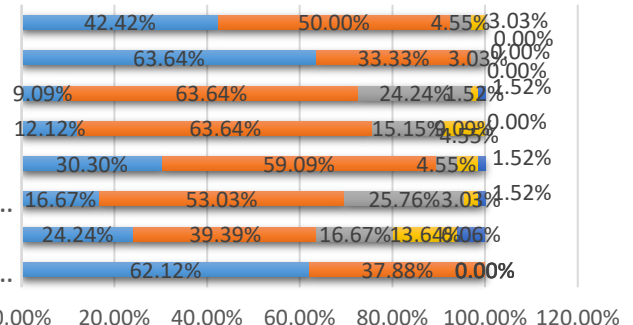
- Presented eOSCE pilot nationally in July to other medical schools
- Contingency plan now in place to test medical students statewide*
- Covid safe FTF OSCE's – watch our videos..

The pilot eOSCE was useful

The Zoom eOSCE was easy to use

The technical quality of the video...

I had enough time between stations...



Strongly Agree Agree Disagree Strongly Disagree Not Applicable

Welfare- keeping the channels open

- Student welfare in a shut down
- Staff welfare in an outbreak
- Keeping the team together dispersed
- Community welfare- placements when students could be the risk

Research – keeping up the evidence

Tracking – moved to Medical Deans

Participation and development of the COVID research plan for the NW outbreak

Published Papers

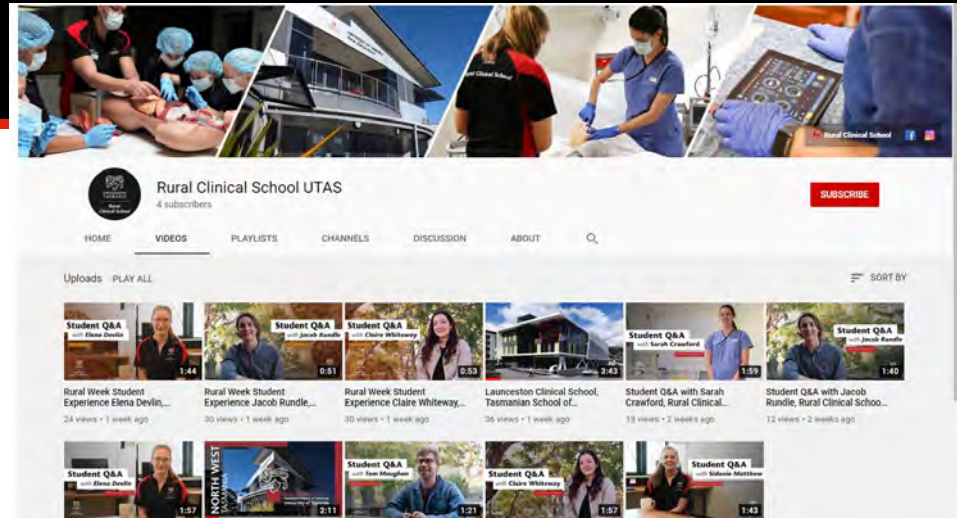
Allen P, May J, Pegram R, Shires L, 'It's mostly about the job' - putting the lens on specialist rural retention', Rural and Remote Health, 20, (1) ISSN 1445-6354 (2020) [Refereed Article] [DOI: 10.22605/RRH5299](https://doi.org/10.22605/RRH5299) Co-authors: Pegram R; Shires L

Andrewartha J, Allen P, Hemmings L, Dodds B, Shires, L “Escape to the country: Lessons from interviews with rural general practice interns”, Australian Journal of General Practice, Volume 49 (2020) [Refereed Article] [DOI: 10.31128/AJGP-03-20-5274](https://doi.org/10.31128/AJGP-03-20-5274)

Published Papers with medical students

Increasing interest of students from under-represented groups in medicine—A systematic review, May 2020 · Australian Journal of Rural Health, Nicole S. Reeves · Colleen Cheek · Richard Hays · Aryelle Sargent

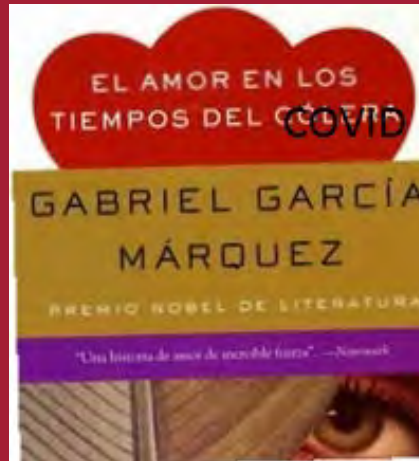
<https://onlinelibrary.wiley.com/doi/full/10.1111/ajr.12609>



WESTERN SYDNEY UNIVERSITY

INNOVATIONS AND CHALLENGES^W

LOVE IN A TIME OF COVID (El Amor en los tiempos del Covid)



The Challenges:

- Student access
- Placement access
- The request for Assistants in Medicine



- The Solutions:
- * Telecommunications
 - with students
 - with staff
 - with supervisors
 - * The aboriginal curriculum
 - * The boot camp



Future Directions – the
research! Surveyed to
death.....

UNIVERSITY OF WESTERN AUSTRALIA



The Rural Clinical School of Western Australia



THE UNIVERSITY OF
**WESTERN
AUSTRALIA**



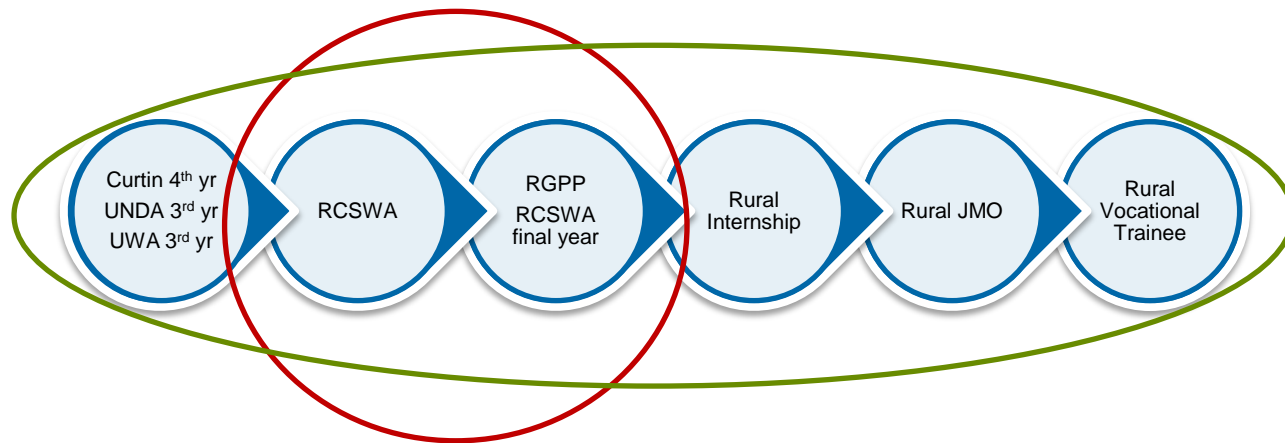
THE UNIVERSITY OF
NOTRE DAME
AUSTRALIA



Curtin University



BUILDING THE RURAL PATHWAY



CHALLENGES AND INNOVATIONS IN A COVID ENVIRONMENT



UNIVERSITY OF WOLLONGONG

UOW program

Longitudinal rural placements

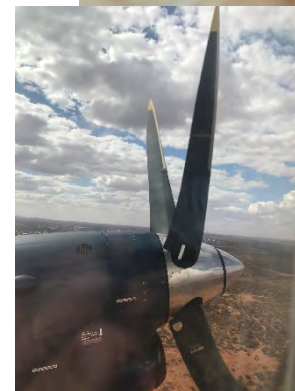
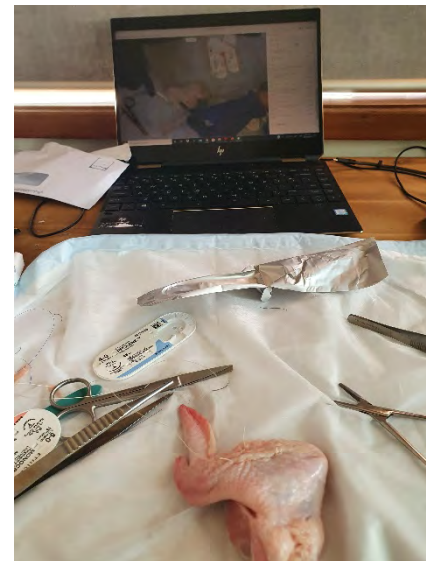


- Program of high quality year long longitudinal placements in GP and ED in Phase 3 – stable for almost all placements, even at peak of pandemic
- 84 long-stay placements across 10 rural hubs / 1 regional hub commenced in July 2020 (Phase 3) continuing
- Phase 2 hospital placements – 2 specialist rotations delivered online, with clinical skills intensive ahead of clinical placement
- Short-stay placements at 2 rural hubs / 1 regional hub have recommenced (Phase 2)
- Managing COVID-19 safe work planning activities for all teaching spaces off campus (facilities managed by range of organisations), symptoms in students
- Managing issues associated with PPE supply, using telehealth
- Written and OSCE examinations re-scheduled from mid-year to the end of the year (delivery method adjusted to allow for social distancing, smaller groups of students).

Challenges

COVID-19

- Ensuring clinical exposure in junior years
- Rapid change (for students and staff)(GP academics leading Virtual Community of Practice and evaluation to assist information dissemination at time of rapid change)
- Rapid transition to online environment for staff and upskilling for meeting, lectures, recording (rapid response by Ed-Tech team)
- Increased need for pastoral care for students – by rural staff and psychologist/Head of Students, loss of contact with family, dealing with symptoms
- Travel to and from rural areas limited by legislation at peak of pandemic, or later to reduce risk of transmission



Innovations

COVID-19

- Many videomodules for teaching developed, eg GP, anatomy
- Pilot of online simulation scenarios
- Trial (RCT) online formative OSCE following pilot
- Trialled and utilised online Moodle exams (Phase 1,2, AIM)
- UOW curriculum includes Phase 4 Pre – Intern rotations
- Accelerated/ compressed PRINT 'boot-camp' for Assistants in Medicine placements and PRINT terms
- No overseas elective/ selectives but capacity to provide additional experiences in student interest areas in rural hubs
- Students progressing well in AIM in 'junior doctor' roles.
- Right: Canulating a banana, drawing blood from a lemon, online workshop

