

Community Rehabilitation Workforce Project

In Community Rehabilitation....

.....no discipline is an island

Presented by Judith Nance

Senior Project Officer

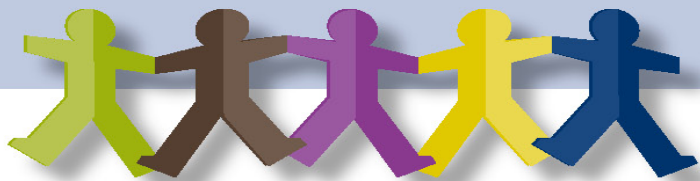
Community Rehabilitation Workforce Project (CRWP)

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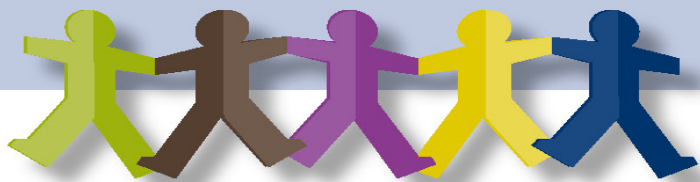
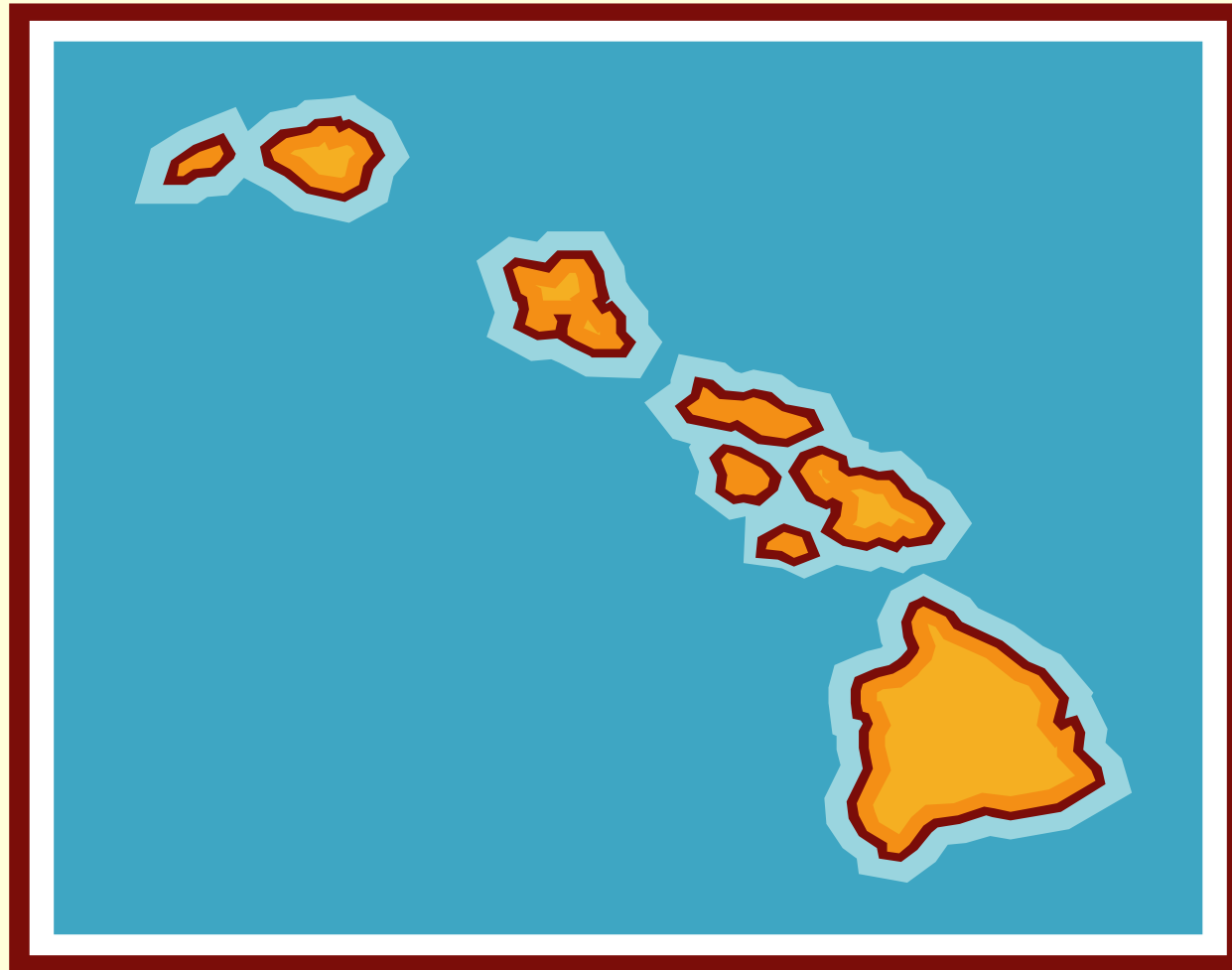


Overview

- History of Hawaii
- Interdisciplinary Student Placement in Community Rehabilitation (ISP)
 - Aims
 - Activities
 - Outcomes
 - Future directions



Hawaii



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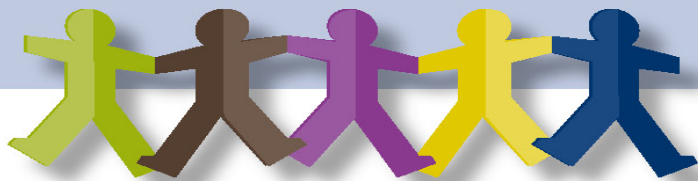
History of Hawaii

Source: Wikipedia(http://en.wikipedia.org/wiki/Ancient_Hawaii)

Ancient Hawaiian economy became complex over time.

People began to specialize in specific skills. Generations of families became committed to certain careers: roof thatchers, house builders, stone grinders, bird catchers who would make the feather cloaks of the *ali'i*, canoe builders. Soon, entire islands began to specialize in certain skilled trades. O'ahu became the chief *kapa* (tapa bark cloth) manufacturer. Maui became the chief canoe manufacturer. The island of Hawai'i exchanged bales of dried fish.

Warfare was endemic.

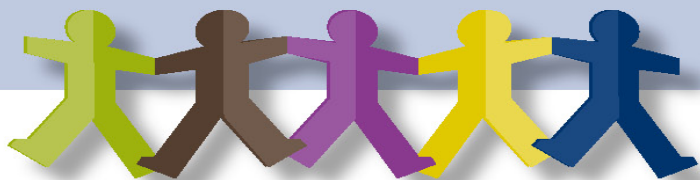


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History of health services

Ancient health service provision became complex over time. People began to specialize in specific skills. Health professionals became committed to certain careers: medicine; surgery; orthopaedics; neurology; rehabilitation. Soon, entire disciplines began to specialize in certain skilled trades. Speech Pathologists became the chief swallowing and communication specialists, Physiotherapists became the chief mobility and balance specialists. Occupational therapists became the chief upper limb and ADL specialists.

Warfare was endemic



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In ancient times...

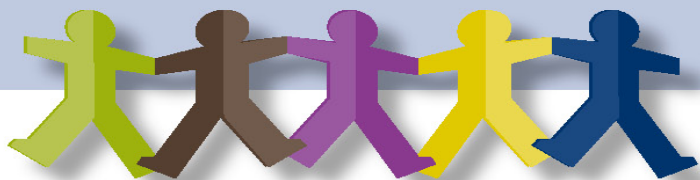
People had to travel

- from island to island

OR

- from discipline to discipline

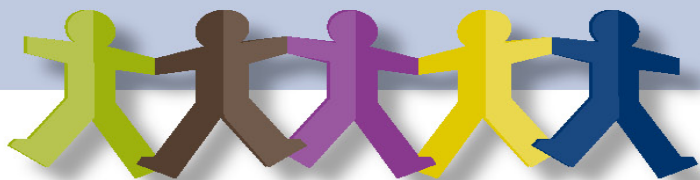
to get the things they needed



In modern times...

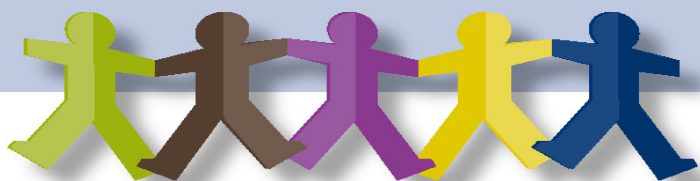
**Health and
rehabilitation
services are
delivered
increasingly**

- **by multidisciplinary
teams**
- **in settings where
the client lives
works and plays**



Interdisciplinary Student Placement in Community Rehabilitation (ISP)

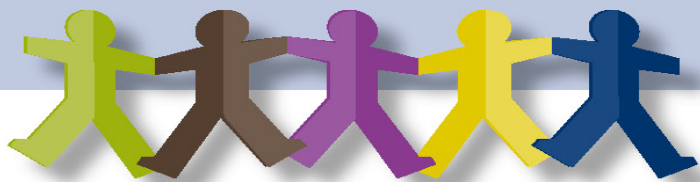
- Aim
- Model
- Activities
- Participants
- Locations
- Outcomes
- Future directions



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ISP Aim

- To prepare future community rehabilitation professionals for work in multidisciplinary teams
 - Interdisciplinary CR competencies (*Delena's presentation*)
 - Emerging CR roles
 - Case management
 - Case finding
 - Key worker



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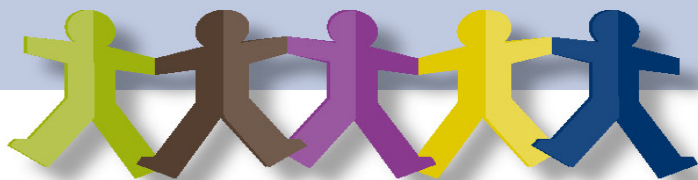
Demographics and language of Modern Hawaii

Ethnic groups

- Polynesians
- Europeans
 - Hispanic
 - Portuguese
 - English
- Chinese
- Japanese
- Filipino

Languages

- English
- Hawaiian
- Creole
- Tagalog
- Japanese
- Spanish
- German
- French



CR conceptual framework

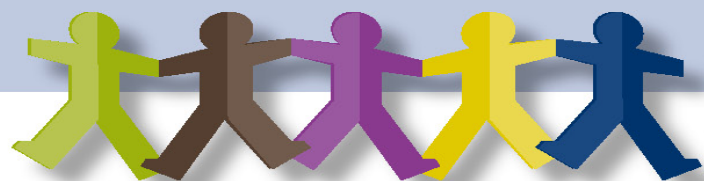
-why the ICF?

- **Biopsychosocial perspective**
- **Shared language and conceptual framework is essential to interprofessional collaboration**

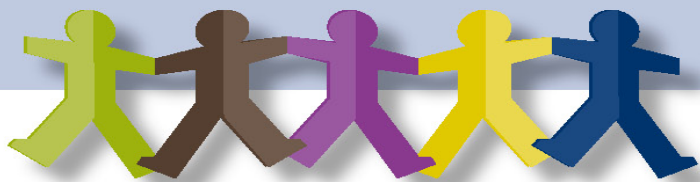
Allen et al (2006)

Health is the capacity of individuals to live life to its full potential

Gro Harlem Brundtland, Director- General, World Health Organisation (2002)



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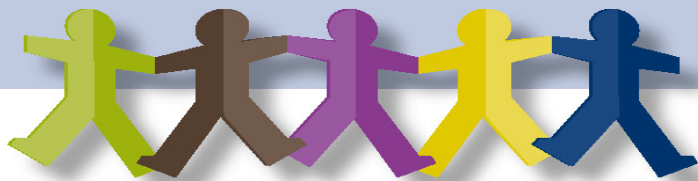


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ISP Model

‘There is no singular gold standard model of supervision’
Lekkas et al 2005

- Paired student
 - Where possible, with student from another discipline
- Split supervision
 - Clinical educator from host service
 - ISP project officer
- Student assessment tools adapted for each discipline at each university



ISP Activities

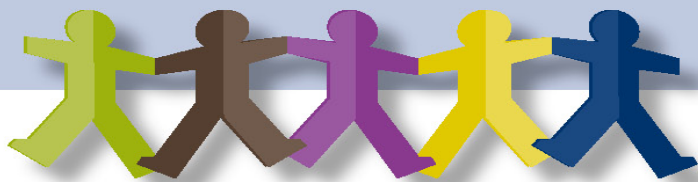
Two tiers of student activities

– Service based activities

- Student performance assessed by clinical educator in host service

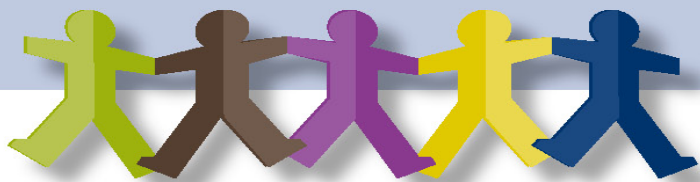
– Interdisciplinary activities

- Student performance assessed by ISP project officer



ISP- service based activities

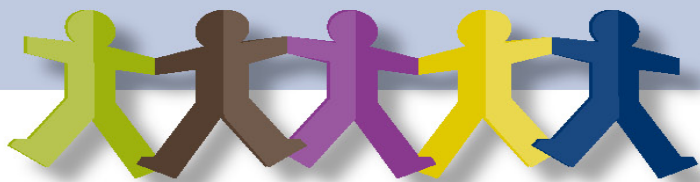
- Discipline specific clinical practice
- Case conferencing
- Referrals
- Applications for funding/services
- Inservice presentations
- Small projects/resource development



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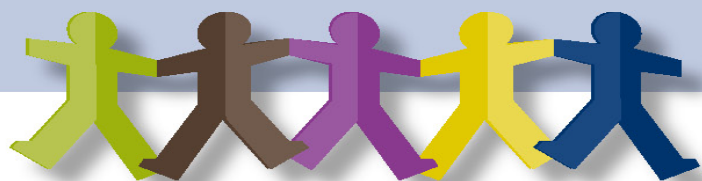
ISP- Interdisciplinary activities

- Designed to develop interdisciplinary CR competencies regardless of
 - Length of placement (range 4-14 weeks)
 - Model of host service
 - Traditional therapies / case management / consultancy / combined.
 - Time limited / whole of life
- Students prepare and present at weekly interdisciplinary student seminars



Sample topics for seminar presentations

- Agency visits
- Cultural awareness in the home setting
- Host service report
 - Roles of each member of team
 - Risk management in community environment
- Outcome measures used (what is measured?)



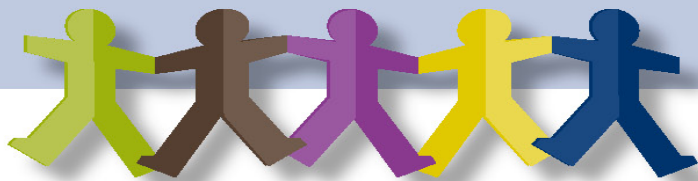
Seminar presentation-case study

- **Holistic psychosocial assessment**
(ICF domains)
- **Client centred goal setting/needs identification**
- **Analysis of facilitators and barriers**
(ICF domains)
- **Collaborative programme planning**
- **Outcome measurement** linked to goal/needs
(ICF definition of health)



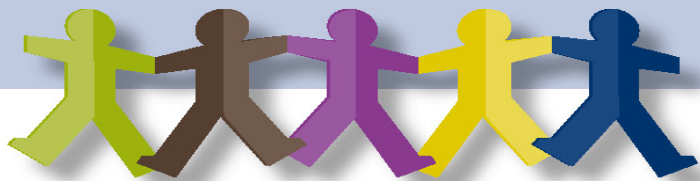
ISP Participants

- Occupational Therapy, Physiotherapy, Speech Pathology and Nursing students
 - University of Queensland
 - Griffith University
 - James Cook University
 - Queensland University of Technology
- Community Rehabilitation Services, both Qld Health and non-government organisations



ISP Locations

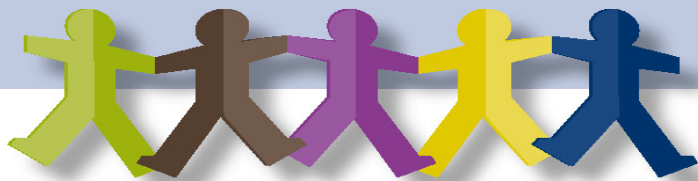
- ISP project officers in
 - Brisbane (also pilot site)
 - Toowoomba
 - Gold Coast
 - Townsville
- Students in other areas participate via videoconference



ISP Outcomes

Stakeholder perspectives

- Students
- University
- Host service
- CRWP
 - Effectiveness of model in CR competency development
 - Cost effectiveness of model beyond life of project

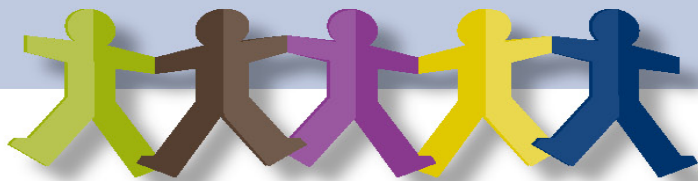


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ISP Evaluation

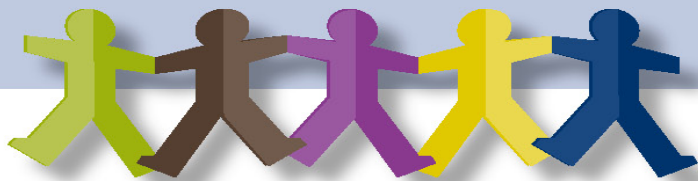
Triangulated mixed methodology

- Students
 - CR competencies (pre and post)
 - Quantitative-knowledge and confidence
 - Qualitative
 - Student feedback on placement
- Host services
 - Semi-structured interview
- Universities
 - Semi-structured interview



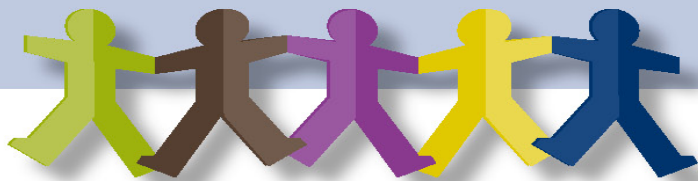
ISP challenges

- Discipline specific vs interdisciplinary CR skills
- Availability of students
 - core vs elective placements
 - travel and accommodation ‘out of town’
- Student supervision issues
- Regional staffing issues
- Space and computer access issues



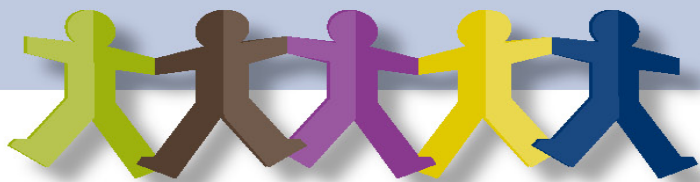
ISP future directions

- PhD evaluation of CR and IPE outcomes for students against controls
- Submissions for funding ISP facilitators
- Development of resources for CR competency development to be shared with participating universities
 - ICF applied to CR



ICF applied

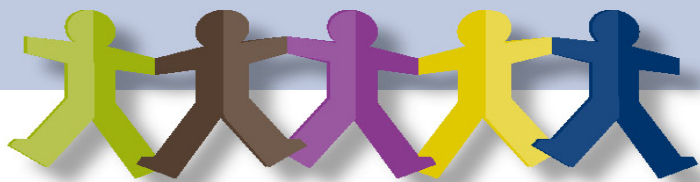
Meet
Assess
Goal set
Plan
Implement
Evaluate



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CRWP references

- <http://www.health.qld.gov.au/qhcrwp/default.asp>
- http://www.health.qld.gov.au/qhcrwp/docs/competency_audit1.pdf
- http://www.health.qld.gov.au/qhcrwp/docs/competency_audit2.pdf
- http://www.health.qld.gov.au/qhcrwp/docs/competency_audit3.pdf



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- International Classification of Functioning Disability and Health. World Health Organisation (2002).
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- Allen C, Campbell W, Guptill C, Stephenson F & Campbell K.(2006) 'A conceptual model for interprofessional education: The International Classification of Functioning, Disability and Health (ICF)', *Journal of Interprofessional Care*, June 2006: 20(3): 235-24
- Lekkas P, Larsen T, Kumar S, Grimmer K, Chipchase L, Nyland L. (2005) ' Literature Review on Models of Allied Health Clinical Education, focusing on Physiotherapy'. prepared by The Centre of Allied Health Evidence, University of South Australia, for Queensland Health

