SHOWCASE

Authentic WIL in action: Building capacity of children, communities and the future health work force via an interprofessional health practice model

KRISTY TOMLINSON
MARGO BREWER
*Curtin University*, Perth, WA, Australia

BACKGROUND

Challis Early Childhood Education Centre is located in Armadale, Western Australia. Since 2011, this setting has provided interprofessional practice placements for over 249 Curtin University students from speech pathology, occupational therapy, physiotherapy, social work, psychology, dietetics and nursing, making it one of Curtin University's most recognised, authentic work-integrated fieldwork programs.

INITIATIVE

This innovative approach combines clinical education with student-led service delivery. Students work in interprofessional teams to plan, implement and evaluate much needed health services to young children and build the capacity of the school community through parent and teacher education. The Challis Interprofessional Practice Program has had a notable impact on student learning and has contributed significantly to the development of interprofessional practice capabilities required to meet the needs of the health system locally, nationally and internationally.

METHODOLOGY

Curtin's Interprofessional Capability Assessment Tool (ICAT) measures students' behaviour change on core practice capabilities. Students, academic staff and primary school staff complete online questionnaires to obtain qualitative feedback on the program.

EVIDENCE OF EFFECTIVENESS

Comparison of student's practice capabilities from mid to end of placement indicate significant improvement across all four ICAT subscales. Feedback from parents, teachers and supervisors indicate wide-ranging benefits to the community, while pre- and post-intervention outcome measures indicate significant child health improvements.

THEMES ADDRESSED

- Teaching and learning capacity for Work Integrated Learning programs
- Developing partnership or partner capacity for Work Integrated Learning opportunities
- Staff and student capacity building for Work Integrated Learning