Stories from the field…

Go Global

| University/Institution: Curtin University |
| Name/title of example of inclusive WIL practice: Go Global, Faculty of Health Sciences |
| Key contact: Kristy Goodchild |
| Key Words: global mobility, international health science placement, international work integrated learning, inter-professional placement, inter-professional education |

General information:
Go Global is a nationally awarded international and inter-professional service learning program centred around service through partnership to build health care capacity in other countries. The cross cultural clinical placements create an opportunity to learn through a country orientation process, an in country placement experience and a debrief session. The program involves students enrolled in a Curtin Faculty of Health Sciences course and students who are part of the Curtin Leadership Centre (who are pursuing their Health Sciences or Education degrees). Students from Brunel University, West London and students from Curtin University Film and Television have also completed the placement. Students can complete placements through Curtin partnered host institutions in Cambodia, China, India and Vietnam. These partnerships are supported by International non-government organisations and academic institutions to ensure a best practice teaching program exists alongside the needs of the host site. Four week in country placements generally occur between May and December however can vary throughout the year.

Building staff capacity:
Go Global has a focus on enhancing and building staff capacity through training and development of staff prior to departure. Linking participants with staff who have travelled with Go Global previously and providing cultural and language training and preparation prior to departure assists in them being able to facilitate this experience for the students. A focus on developing the ability to supervise and facilitate inter-professional student teams at the host site ensures an excellent IPE experience for the students and provides a different supervisory experience for staff who may have only supervised discipline specific students in the past.

“Inclusive” successes:
Introducing staff from many disciplines as supervisors within the Go Global program has resulted in improved awareness of inter-professional education (IPE) and student and professional abilities and
skill across many disciplines. Supervisors working with IPE student teams learn the art of negotiation, facilitating student experiences with clients that encompass more than one discipline, resulting in more comprehensive, yet broader outcomes for the clients.

An example of staff supervising an IPE placement in Cambodia with Go Global is when a child presents to the host site with a diagnosis of Cerebral Palsy. Students are encouraged to work in teams of three from different disciplines. The client may have a team allocated to them consisting of an Occupational Therapist, a Physiotherapist and a Speech Therapist. The supervisor encourages the students to work collaboratively (amongst themselves, but also with the host site staff team) to identify the main areas of need with the client and then to identify a management and treatment plan addressing all discipline specific needs in a holistic manner in a team framework. Students work to create a therapy session and home exercise program that the family or caregiver can be involved in and implement in the home setting to assist with the therapy that the client requires. The supervisor has the task of overseeing the students and guides them to address key issues around areas where they can facilitate positive change. A successful session would result in the caregiver or family being actively involved in the therapy session, being able to articulate the home exercise program verbally, and demonstrate the required exercises or therapy back to the students or staff member to show they have understood the instructions. Students are then required to document their progress and supervisors debrief with students regarding the positives and negatives of their interventions. In the IPE setting the supervisor facilitates the identification of the most important issues and works with the family to determine goals and how they can be achieved in this team approach.

In a non-IPE setting, each of the different disciplines would work independently with the client and their family, often taking extended time to come to the same conclusion. This may mean multiple appointments with different disciplines and this is often time consuming and demanding on the client.

Room for improvement:
On-going preparation and training of supervisors is required to address client specific needs at host sites, culture and language issues.

Preparation of the supervisors for host site specific politics, hierarchy and expectations is required to ensure the on-going relationship with the host site.

Advice for those looking to facilitate an inclusive experience:
- Adequate preparation of staff and students prior to attending the host site.
- Clarification with host sites about student objectives and expectations, and host sites objectives and expectations.
- Appropriate time frames to complete tasks in, with some flexibility available.
- Support from management for the student and staff experience.