

## Clinical Expectations

Rural placements are **diverse**. Educators are encouraged to communicate to students **what the clinical case mix** of their placement might include.

Placements occur at **all stages** of programs. **Universities** are encouraged to communicate to educators **what content students have covered** previously and to negotiate with clinical educators if there are **prerequisite placements**.

## Preparation of Educators

**Universities can support educators** to facilitate positive placement experiences.

*Have you supervised students before?  
What supports can we provide?  
Do you foresee any challenges?*

The educator might be the **only staff member of that profession in that location**. Prioritise strategies that make new-educators feel supported to safely and effectively provide education.

## Orientation to Rurality

**Explain what the town is like**. Educators are encouraged to communicate to students the features and culture of the town that they're coming to.

*Are the shops open on Sundays?  
Is there public transport?  
Will there be telephone reception?  
What accommodations is there?  
Should they bring lifestyle equipment?  
(e.g., boots, swag, tent?)*

Establish if the student has **lived rurally previously**, to allow for planning around their support needs.

### Before Placement

# Creating Supportive Rural Placements

A Guide for Allied Health Clinical Educators and University Placement Managers

### During Placement

## Interprofessional Team

**Lean into the interprofessional team**. Learning more about other professions is a perk of rural placements.

*Can the student be introduced to other students currently on placement?*

Facilitating students to be part of the **strong interprofessional culture** of rural practice may **attract students to return** to rural locations as new-graduates.

### Definitions:

"**University/s**" = the person from the university responsible for the student.

"**Educator/s**" = the person supervising the student on placement.

## Transitional Relationships

Rural clinical education reflects a model of **collegial mentorship**. Educators experience the joy and challenge of providing **psychosocial support** for students.

*What might make the student feel welcome in the community?  
What processes are in place to support students who might be struggling?*

Additionally, lots of students **return to rural locations as new-graduates** and this creates an opportunity for unique educator and student relationships.

*What skills might you want this person to have if they worked here as a new-graduate?*

## Redundancy Planning

Things change. Smaller rural teams means a **smaller buffer for changes in staffing levels or the availability of educational opportunities**. Events like unplanned leave or caseload increases can be disruptive.

*Who can supervise the student if their clinical educator is unwell?  
What other professions can the student observe for the day?  
What projects can the students do if there are no patients?*

Workplaces are encouraged to plan for **challenges to educator availability** and the **availability of patients**.