STUDENT/FACULTY PERSPECTIVES

FACTORS THAT ENHANCE THE EXPERIENCE

- Shared living facilitates informal team interaction and learning
- Student orientation provides opportunity to meet one another and community representatives in advance of arriving in community
- Positive tone set early by the communities through meeting the students at airport, hosting a welcome dinner, discussing learning opportunities, providing tour of health facilities, etc.
- Interprofessional case studies
  - learn contribution of one another’s roles and areas of overlap between professions
  - but a need to determine how case studies can be effective in larger communities where the student team is dealing with different clients
- Rounds with physicians and other health professionals
- Warm reception and flexibility of hospital staff
- Shadowing one another or other health professions

CHALLENGES

- Developing equitable student selection processes across multiple schools and programs
- Varied arrival and departure times of team members due to program timetables
- Involving and communicating with faculty across multiple schools
- Scheduling team-learning activities in light of shift work of some disciplines, e.g. nursing
- Meeting discipline-specific requirement with IRPbc team activities and objectives
- Current education structures don't foster interprofessional learning
- Transportation for students within/between rural communities
- Infrastructure for learning and communicating with school
- Access to rural experiences need to take into account:
  - student housing and transportation costs
  - additional cost to programs to ensure student supervision by faculty

I found the people open, friendly, and more hospitable than I could ever imagine.

— Social Work Student

IRPbc
Interprofessional Rural Program of BC
A program of the BC Academic Health Council

www.bcahc.ca/irpbc