

Interprofessional Community Engaged fieldwork placements for occupational therapy students – A future facing practice education partnership.

Project Team:

Patrick Hynes,

National Council for Special Education (NCSE), Ireland

(Previously employed in Discipline of Occupational Therapy, School of Allied Health, University of Limerick, Ireland)

Tanya McGarry, Edwina Rushe, Aisling Goode, Eimer Ni Riain & Sarah Quilter-Lee

Discipline of Occupational Therapy, School of Allied Health, University of Limerick, Ireland

Grainne Quinlan

Discipline of Human Nutrition & Dietetics, School of Allied Health, University of Limerick, Ireland

Jane Kavanagh & Ciarán Purcell

Discipline of Physiotherapy, School of Allied Health, University of Limerick, Ireland

Dónal O'Leary, Belinda Simiyu & Anna McCurdy

Access Campus/University of Limerick, Ireland

Presented by:

Professor Rosie Gowran

Discipline of Occupational Therapy, School of Allied Health, University of Limerick, Ireland



**UNIVERSITY OF
LIMERICK**
OLLSCOIL LUIMNIGH

University of Limerick and Ireland



University of Limerick



Population of Ireland:

5,337,405 people

University of Limerick (UL):

Over 18,000 students



Aims of this presentation

- To describe how these innovative **community engaged placements** developed and are evolving
- To explore how these placements have the potential to **inspire change and innovate future practices** in communities



Background and context

University of Limerick students from:

- **Occupational Therapy**
- **Human Nutrition and Dietetics**
- **Physiotherapy**

complete community engaged fieldwork placements via collaboration with Access Campus, Limerick, Ireland.

Students work interprofessionally with individuals and groups within their local communities to promote social inclusion and support equity of access to health and well-being services.



What are Community Engaged Placements?

- Placements where students work **collaboratively** with individuals or groups within their local communities.
- Placement settings are **typically diverse** and may include local schools, community services or voluntary organisations.
- Students work with community members to **promote and enhance participation, engagement and integration** within the community as well as delivering preventative healthcare.

AccessCampus

Bringing the University to the Community and the Community to the University



- Outreach facility of UL
- Based off campus
- In the community of Limerick City South (marginalised community with a high level of social deprivation)
- Partnership between Limerick Enterprise Development Partnership (LEDP) and UL
- Mini-campus which supports people in realising their potential through outreach educational opportunities (including reducing high rate of early school leavers and supporting education)
- Addressing health inequalities and disparities

Examples of community groups that students work with:

School for children
with Emotional &
Behavioural
Difficulties

After School Club

**Family Carers
Ireland**

**Active Retirement
Group**

**Parkinson's
Disease Group**

**University of the
3rd Age**

Development of guidelines for community engaged placements

Multi-stakeholder research conducted with students, practice educators, and community partners which generated five interrelated themes:

- 1. Lifting the veil of the social determinants of health**
- 2. Not your traditional placement**
- 2. Developing skills to serve communities**
- 3. Rolling with resistance**
- 4. Sense of growth for all stakeholders**

These findings helped inform the development of the guidelines for community engaged placements.

Guidelines for community engaged placements

- **Defining** community engaged placements
- Explaining **key features** of Occupational Therapy, Human Nutrition & Dietetics, and Physiotherapy
- Student eligibility

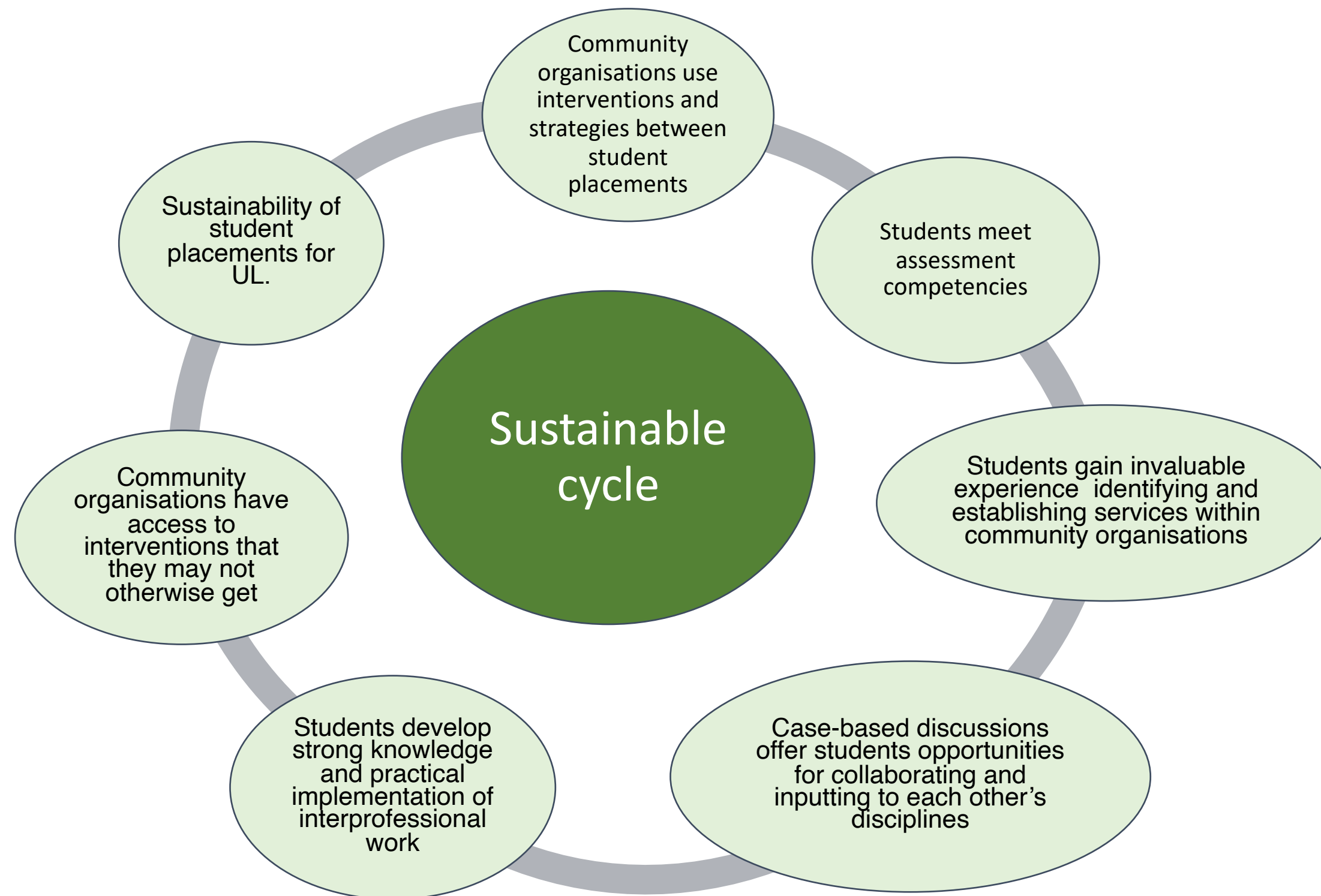
Roles & responsibilities of key stakeholders

- Preplacement preparation tasks
- During placement tasks
- Post placement tasks
- **Interprofessional work** including **case-based discussions**
- Learning outcomes associated with the placement levels
- Assessment of **student performance** (CBFE-OT)

Process: Interprofessional placements



Building sustainable practice education placements in marginalised communities



Implications for practice in summary

- **Interprofessional community engaged placements** prepare students to **embrace diversity** in their practice.
- Establishes **novel** and **responsive** allied health services within communities.
- Students **develop skills** and competencies to meet learning outcomes.
- **Increased understanding** of the benefit of allied health professions in marginalised settings which otherwise would not be readily available
- Allows students to **experience the complexities of human occupation** in real-world contexts while **applying theoretical knowledge to practical situations.**

References

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Thank you for listening



Eimer Ní Riain & Edwina Rushe
Practice Education Co-ordinators
(Job-Share)

Eimer.Niriain@ul.ie

Edwina.Rushe@ul.ie

Tanya McGarry & Aisling Goode
Regional Placement Facilitators in
Occupational Therapy

Tanya.Mcgarry@ul.ie

Aisling.Goode@ul.ie