COMMITTEE FOR THE ADVANCEMENT OF LEARNING AND TEACHING

FINAL REPORT ON UNIVERSITY TEACHING DEVELOPMENT GRANT

Name: Rebecca Grainger

Department: Rehabilitation Teaching and Research Unit, Department of Medicine, University of Otago Wellington

Title of Project (as on application)**:** Distance-taught Postgraduate qualifications in Rehabilitation: a mixed methods study on participation and outcomes.

Date on letter notifying award of grant: 2nd December 2010

General progress report (approximately 200 words)**:**
The study is now completed. The results have been disseminated as presentations within the RTRU at planning, research and strategic meetings (Friday 11th December 2011, May 2012, Friday 14th December 2012). As a result a facebook page has been established to continue to engage and support past students and increased opportunities for networking for past students at the twice yearly seminars has been established.

An abstract of the study was submitted to the New Zealand Association of Occupational Therapists annual meeting conference in Hamilton in September 2012 and presented as an oral presentation. An abstract has been accepted for oral presentation at the New Zealand Rehabilitation Association biennial meeting to be held in March 2013. A manuscript titled "Confident, credible but lonely – a mixed methods study of outcomes following interprofessional postgraduate education in rehabilitation" has been submitted to the peer-reviewed Journal of Continuing Education for the Health professions (20th December 2012). A copy of the submitted manuscript is attached.

Specific objectives achieved and any notable successes:

1. Presented at National meetings - Boland, P, Levack, W & Grainger, R. Challenges of continuing with evidence based practice after post graduate study. Paper presented at the New Zealand Association of Occupational Therapists conference. Hamilton, 2012
2. Abstract accepted for oral presentation at the New Zealand Rehabilitation Association biennial meeting to be held in March 2013. Boland, P, Levack, W & Grainger, R "Confident, credible but lonely".
3. Manuscript submitted to peer-reviewed journal (see above).

Specific objectives not achieved (plus a brief statement of the reasons):

Initial objectives had aimed for two publications, one including quantitative data and one qualitative. However the data was richer and more informative when presented together and thus a "mixed-methods" manuscript was prepared.

Student groups directly involved in the project or whose learning might indirectly benefit from the project: All postgraduate students enrolling in qualifications offered via the RTRU including PGCertHealtSci (Clinical Rehabilitation), PGCertRehab, PGDipRehab, MHealSc (Rehabilitation).

Details of publications arising from the research :
Boaland, P, Levack W, **Grainger R**. "Confident, credible but lonely – a mixed methods study of outcomes following interprofessional postgraduate education in rehabilitation" has been submitted to the peer-reviewed Journal of Continuing Education for the Health professions (20th December 2012)

Financial information:
The total budget for the project was $17000 with a grant is aid of $10000 provided by the UTD grant. A further $7000 was provided from the Department of Medcine UOW. The a scanned version of the last hard copy statement on file is attached. A final statement is attached.

Summary:

Since 1997 the Rehabilitation Teaching and Research unit (RTRU) at University of Otago Wellington has offered postgraduate qualifications in rehabilitation designed for health professionals working in rehabilitation. These programs have emphasized acquisition of skills in critical appraisal, application of evidence-based practice and are firmly embedded in an inter professional education (IPE) pedagogy. Although IPE is widely endorsed and thought to be effective in changing health care provision, it is not clear how IPE achieves this. We therefore undertook a mixed methods study to describe the impacts on clinical practice, professional development and the careers of health professionals completing a postgraduate qualification in rehabilitation, provided within an inter professional learning environment.

We found the graduates of these programs were motivated to engage in lifelong learning, and gained credibility from peers and increased collaboration within rehabilitation teams. Many students made changed service delivery or clinical practice. Students gained a wider perspective on the practice and provision of rehabilitation. However, professional isolation and lack of support from senior management impacted on motivation and significant tenacity and persistence were required for effective application of learning to clinical practice. These data have important implications for educators and employers, who should provide mechanisms to support up skilled health professionals in implementing new knowledge and skills in the workplace.

Signature:

Date:

Please return to Ruth Taylor by email and in paper form no later than 31 March 2012.