

# SUPERVISION TIPS: PLANNING RURAL PLACEMENTS SHOW NOTES



## SUMMARY

This episode of Rural Health Conversations focuses on the essential aspects of planning rural placements for health professions education. Abigail Lewis and Kathryn Fitzgerald discuss the importance of involving various stakeholders, including supervisors, universities, and communities, in the planning process. They introduce a mnemonic, RURAL, which stands for Readiness, Understanding, Relationships, Accessibility, and Learning, to guide supervisors in preparing for placements. The conversation emphasizes the significance of practical steps, such as orientation and interprofessional learning, to enhance the student experience and ensure successful placements.

## TAKEAWAYS

- Planning the placement is as important as facilitating it.
- Involve all partners in the placement process.
- Community engagement enhances the learning experience.
- Readiness is crucial for both students and supervisors.
- Understanding the context of the placement is key.
- Building relationships is critical for successful placements.
- Accessibility includes transport and accommodation considerations.
- Learning in context enhances the student experience.
- Regular meetings can prevent small issues from becoming big problems.
- Supervisors should be kind to themselves and seek support.

## CHAPTERS

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## FURTHER RESOURCES

- See *RHC planning placements RURAL* handout
- [Australian Rural Health Education Network \(ARHEN\)](#) is the national association for the 19 University Departments of Rural Health (UDRH) across rural and remote Australia, where you can find the location of the 19 across Australia
- Links to the four UDRHs of WA who co-produce this podcast:
  - Website of [Goldfields UDRH](#)
  - Website of [Majarlin](#)
  - Website of [UDRH SW](#)
  - Website of [WACRH](#)

## TRANSCRIPT

Abigail Lewis

Welcome to Rural Health Conversations, a podcast exploring the people, places and perspectives shaping health professions education in rural and remote Australia. We pay our respects to the traditional owners of the lands on which we live, learn and work and to elders past and present. We recognise the First Nations people have been caring for country, community and culture for tens of thousands of years. Each episode will explore the experiences, insights and innovations that make rural health professions education so vital to supporting and developing our rural workforce. From practical strategies to inspiring stories from the field, this is your space to connect, learn and celebrate the essential work you do in preparing healthcare professionals for rural and remote practice. I'm Abigail Lewis and I'm on Wardandi Country. I work at the University Department of Rural Health Southwest in Bunbury. I've been involved in student placements for over 15 years and I've been down here in the southwest for two years. In this episode, we're talking about planning a rural placement. And I'm going to be interviewing Kathryn today, who has lots of experience on this topic. Kathryn, would you introduce yourselves?

Kathryn Fitzgerald

Thanks Abigail. So my name is Kathryn Fitzgerald. I am based on southern Yamiji country. So I'm located in Geraldton today. I've worked at the Western Australian Centre for Rural Health, which is the University Department of Rural Health in the Midwest for a few years now and been involved in student placements for longer than I probably would like to say publicly. And it honestly took me quite a while to learn that planning the placement was probably as important as facilitating the placement. I think this is a really good conversation that we're going to have today. And I think we'll both have lots to say on the topic.

Abigail Lewis

Yeah cool. So just to start off, who do you think should be involved in planning a rural placement?

Kathryn Fitzgerald (02:00.845)

Well, that's probably one of those ones, Abigail, that when I was saying when I started doing all this, I didn't really think about who should be involved. But now that I'm in a position where I sort of organise placements for a living, if you like, I think there's a lot of players involved in organising a placement. And I think when I was working, say, in a health service or in private practice taking students, I would think that it's up to me to organise a placement and then the student will come along and do the placement. But what I really realise now is that it is really important to bring all the partners into play. And if they don't come to you as a clinical supervisor, no matter where you're based, no matter what your profession is, if you're based in a hospital or a private practice or education or wherever, it's important that you bring those players in. So obviously the supervisor and the clinical educator is absolutely critical to the process in planning the placement and would definitely be responsible for all the day to day sort of aspects of it.

But I think it's important to have as a key partner in this, university where the student is enrolled, who's coming to you on placement, they're a really key partner in planning the placement. And there's lots of things hopefully we'll be able to talk about today that we can do to incorporate that to be a really good strong partnership. And as part of a university, both you and I work for University Department of Rural Health. So if your student is coming to an area where there's a University Department of Rural Health, and most definitely involve them as a partner because there's a lot of support they can give to both the student and to yourself. I think it's also very important to remember that as a clinician, you may be very keen to have students, but you need that same level of support in the partnership from your health service or whoever's hosting the students. So they need to be able to come to the party if you like with all the things that they need to do.

Two more plays are really important. The community in a rural area, you're not just bringing a planning a placement for a student to come from nine to five and then go back to their normal home. So they're actually coming to the community. And I think it's important that the community is partnering in the planning of a placement. And what I've learned over the years is the community really wants to be, and they're really excited to be involved in that student's learning journey and whatever part they play. And then probably not so much you being able to plan all the elements of the placement is the other person involved would be the student. And it's really important to listen to the student about what they want to get out of the placement and how they want to

approach it and match that in with all those players. So it's actually not really a simple thing to do. It can be quite complicated.

Abigail Lewis

Yeah, yeah, that's true. So once the supervisors agree to take a student, then what are the first steps that they need to consider?

Kathryn Fitzgerald

Well, I've been thinking about this for a podcast, Abigail, and I've come up with a little mnemonic. Of course, it's rural because that's our thing. And I thought, OK, there's a few things that we can look at in preparing for the placement and the steps that they need to do. So maybe I thought we could have a chat about what rural means in the context of planning a placement or run through what the letters are first. So the first one is readiness. The second one, the U, is understanding context. And then the next R is relationships and the A is accessibility. And then the last one is learning and living in the context. So I thought we might run through those and see if this works. This is a trial, it might not work. So we'll give it a go. We might adjust it as we go. anyway, so the first one is R for Rural for Readiness is the first R. So I've looked at that in two places. So is the student ready to come to rural placement? So some people say it's really important for students to come from a rural background to rural placement. And there's no doubt we know that students from a rural background are more likely to come back and work in a rural area. So that can be important. But I think also rural interest can be important. Look, I've worked in my whole life in rural areas and I'm not from a rural area.

So there are people like me who may be outliers that, and I actually didn't honestly have a good rural placement in my final year, 100 years ago. I didn't enjoy it, but here I am. I've worked my entire career in rural. So I think it's important that it's not just people from a rural background. It's also if they're interested in a rural area or that type of work. I think also in terms of readiness for a student, something I've learned to ask the students over recent years is, did they select a rural placement? Did they select my area or were they allocated to that placement? Because I think that tells me a lot about their readiness for rural learning. I think that's really important.

Abigail Lewis

I'd like to say, you know, having been on the planning placement side for many years, because I was the placement coordinator in speech pathology. you know, often students, I think you can plant the seed at uni very early. So I would talk about rural placements from first year to students and be saying, you know, you're going to be doing a rural placement in fourth year, so that by the time they got there, they were ready and they were, they had been thinking about it. Whereas I think if that doesn't happen and they're just allocated randomly and they end up, I'm going to be in Broome or I'm going to be in, then that can be a real shock to students and they might be very nervous about it. So it does depend a lot on how much they've heard about rural placements during their program.

Kathryn Fitzgerald

Exactly. And I probably that brings to mind also probably for another podcast, that whole topic about the rural curriculum at university, how well they're prepared not just tell them about placements, but now I definitely agree. So we're still on our readiness just to remind us back to Monique. And the other person that needs to be ready is you the clinical supervisor. So you need you're the interface between the student at the university your placement site is your placement site ready for students. Who's actually going to be their supervisor? Is it a team? But is someone going to be their primary supervisor? That might be you if you're organising the placement. Thinking about orientation. What sort of orientation does your site have for new staff? Is that appropriate for students in some part? Or is there something particularly you need to have for orientation? Is there actually a space to put students? Where are they going to feel that they have a desk or a place in the organisation? Because we know space seems to be a real issue in a lot of health services. And also your caseload. So is your caseload suited to having students work with them? So your clients or your patients or for some, probably particularly in allied health, which of your caseload might be the most appropriate? So there's a lot of that readiness needs to happen in terms of getting ready for placement well before the student comes.

And so the second letter in rural is U, which we have understanding context. And I think for thinking about from the students perspective, especially if it's their first big placement in their final year, and we often have final year students on placement, there's such a leap between that university learning, going to lectures or watching them

online these days as they are, or going to tutorials and researching things, it's a huge leap between that and being in a professional environment where you're dealing with multiple parties, team members, your supervisor, your clients. There's a different outcome. You're not writing an assignment. You're actually providing care for someone in whatever your profession is. I think that context for us is really important to understand that it's different for the student. I think for the students to understand in context are things like there can be multiple partners in the process. And also really important one is for students to understand in a rural placement, particularly the community, the context of the community is really important. So understanding who your community is, what are the health needs of your community? What are the actual difficulties that they have in terms of maybe service access? And very importantly, and I know that both our university departments of rural health do this very well to ensure students are prepared, is that culture, are they prepared for cultural responsiveness in their practice? So that could involve some orientation on country or some particular work. do one here on clinical yarning as a technique so that students can learn to communicate appropriately in that context. So I think understanding context from all the partnership is important.

Yeah, and then the second R in Rural, we've got R for relationships. And this is one that is really also very important, is that the student's relationship with you as the supervisor, or with the team that they're involved with. Quite often students come in small groups or pairs, so there's a relationship with a peer as well. Don't forget, they're probably living either with or closely next to that here so they're not just with them for you know eight to four and then going home to their own family and then the relationship with the community so we do try and consider helping the student develop that relationship with the community whether that's finding common interests that they might have that they can continue doing in the in the community as well and that really helps them feel part of the community. One thing there's been a lot of talk in the university departments of rural health lately, and certainly we've been doing it here for some years in our speech pathology placements, is a lot of those things and relationships I think can be quite related to the length of placement. So some students come on rural placements for quite short periods of time and I understand why because there's curriculum needs and they need to be in certain places at certain times. But certainly that relationship one to me is a critical one that can be really helped by giving students time in a rural community. I know you've had students on long placements too and I'm just wondering how you feel about the relationship, another girl.

Abigail Lewis

Yeah, yeah, and I think I think the evidence says that the longer students on placement, the more likely they are to return. And I think it's because they get that sense of community that and they realise that's what's an advantage of living in a rural area compared to the to the city is that people know you and people care about you and people value you as a health professional. And so you're getting students have that experience can really, I think, swing whether or not they will come back and work.

Kathryn Fitzgerald

Yeah, I think so. And so we're up to A, accessibility. There's some really practical things that are important in a rural placement that maybe don't have to consider in a metropolitan area. One is around transport. it depends on your rural area. So how the student is going to get to you and the practical aspects of have they got the means to do that. Have they got a vehicle that's suitable enough to do some country driving or not? Accommodation is a huge issue. students are coming from either they're living at home or they're living on their own or in shared accommodation or whatever, maybe in a metropolitan area and then coming to a rural area. They may actually be giving up their job. So for a period of time to come on placement. So financially it's tricky. So having the support of an organisation that can provide them with accommodation. So I know that depends on where you are. think some hospitals will be able to provide accommodation, some health services can provide accommodation. And then of course, the University Departments of Rural Health. We've got four in WA, so we've got yours obviously in South West, the one that I'm in, which is Midwest in Pilbara. And there's the Goldfields, which is through Curtin University in Kalgoorlie and then Majorlin, which is through Notre Dame in the Kimberley. So we've got reasonable coverage of the state where the UDRHs can support things like those foundation things, like take away some of those stresses of things like accommodation. And in your practice, consider also technology for students. Can they access your practice systems? Can they access Wi-Fi to be able to get on and do some research? So some of those real practical things are things that make a difference.

I've learned over the years when we have meetings with students, quite often the first question they'll ask us are those things. They don't ask us first about what am going to be doing or who are my clients or patient group. They

want to know is there Wi-Fi? Can you tell me about the accommodation? What's it like to get to your location? I don't know if that's, is that any different in the southwest, Abigail, for you?

Abigail Lewis

I think Wi-Fi is definitely a common one. I think also people are thinking about connecting back home as well as they might still have assignments to do. So it's kind of on their mind as am I going to be able to do the things that I need to do while I'm on placement? So yeah, I think that is really important.

Kathryn Fitzgerald (15:31.041)

Yeah, sure. And now we're getting to the end of our rural L, where L, so learning and living in context. So I think that if we go with learning first, the kind of things I was thinking about were in a rural context, interprofessional learning is a very important part of the way that health professionals work in a rural or remote area. And I'm not sure always, that that is how students learn to approach their practice. And I think it's pretty difficult. I don't know what the right answer is. I know there's a lot of activities and scope around interprofessional activities, but I do find that's one thing that students find quite difficult and quite challenging when they're trying to work out their own professional perspective and identity to be able to do that within the context of other professions. So I think planning for that interprofessional learning at a fairly easy stage to start with, be that with another student peer from another discipline would be really useful. And I think also the aspects of learning in context, I think we mentioned it before really about readiness or understanding context was looking at understanding that community context as well. Know where you're going, know about your town, you know, what sort of people live there, what's the industry.

What do people do there? How many schools are there? What's the age sort of distribution, et cetera? And what are the kind of conditions that people have? And I think living in context from the student's own perspective, it's really important if they're coming on a placement, particularly if it's for a few weeks or longer, is that they need to feel that they are living in that context and that community and not just visiting, even though I guess technically they are visiting, but they need to be able to do what they would normally do as much as possible. So we're lucky in the Midwest in Geraldton, we've got some beautiful beaches and we find that students generally love to spend some time at beaches and going out for walks or we link them into things like the community yoga that's on that's free or some of them have gym memberships or churches they go to or you know, sports they want to play and it's really important that they keep that up otherwise it becomes a difficult, just clinical placement bubble that they're in 24 hours a day. Yeah.

Abigail Lewis

Yeah, they need to take that self-care, don't they? Yep, definitely.

Kathryn Fitzgerald

Yeah, absolutely. So yeah, so those are kind of things I was thinking of for that might represent. So we've got we had readiness, understanding the context of the placement, the relationships, the accessibility, and learning and living in context. So I think those were areas that could be useful, possibly we'll try it out for a clinical supervisor who's planning a placement. But then I thought maybe we could explore what these things might look like in practical ways. So how might you apply that rural approach in a placement plan? So maybe I thought we could just share some of the things that we each do. Maybe we'll start at the very big, the pre-placement stage. Yeah, so I was thinking, yeah, go on.

Abigail Lewis

Yeah, yeah. So yeah, so in our UDRH, we have an orientation module, online module that students complete before they come and they actually do need to do it and send us the certificate. And that does cover the demographics of the southwest and looks at the social determinants of health and starts them thinking also culturally about the Aboriginal population down here. And so that's available to students, all students who come down to the southwest. And we also have cultural orientation that students complete during their placement. And that's one day on country. And we also have fortnightly sessions that we call harvest, which are interprofessional activities, networking, socializing where students can learn from and with each other. We also provide food. It's on a Wednesday night. So that way students can hear about other disciplines, complete some activities together,

perhaps meet disciplines that they don't get to meet on their placement and so fostering that interprofessional learning. We also send a newsletter out on Fridays which has what's on at the weekend so that students can kind of join into their community events that are on at the weekend. I think that's probably, I mean we obviously also provide accommodation, we provide a bursary and travel as well so students can get that support while they're down here with us.

Kathryn Fitzgerald

So if there's a clinical supervisor in the southwest listening today and they didn't know how to access that, they would just get in touch with you, would you be able to link them into those sorts of reports?

Abigail Lewis

Yeah, and they could just Google the University Department of Rural Health and that's probably the same wherever they are. There is a peak body (ARHEN) that has a list of all the University Department of Rural Health on it across Australia. There are 19. So that way people can go and see, you know, where is my local UDRH and what do they offer that I can get linked in with. We also do quite a lot of supervisor training so people can come and learn and we do that across the southwest and I know you do that as well. Yeah.

Kathryn Fitzgerald

Yeah, yeah, cool. I was thinking also some of the things that are really important to do before the placement starts and thinking not as a UDRH person, but if I was in the previous role where I've been working as a clinician in a community organization or a health service, I've always been, I've always, you we put our requests some time, well, it's different for different disciplines, but the way that mind would work, we'd put a request in the university and be sent students. And I think now it is important to realise that not every student is the right fit for every placement, whether that's metro or rural. But I think there, and we often talk about just rural placements, but there's so many different types of rural placements within that grouping. So I think as a clinical supervisor, if I were not in the university sector and back working in the community sector, I'd be a little bit clearer with the university of the type of student that I thought would be the best fit for the kind of placement. So that's the best fit for the students learning and the best fit for my client or patient group and the fit overall for the outcomes for everyone involved. And I think that I don't know the universities can always do that, but I think it's important that, you know, in preparing for a placement, you're clear on what is appropriate. And that could even be as simple as things like having students saying I want a student in a pair. So we know that peers work together really well. And I'm a big advocate for that. think it actually overall reduces the workload for the clinical supervisor if you have two versus one, because they can learn better from each other. The other things that we do prior to the placement that probably come into that readiness and understanding context aspect and even relationships too, is we'll have pre-orientation meetings quite a while before the placement, just on teams like you know, just talking to them so can meet them. It might be one student, it might be a group of students and really talk about that. Firstly, that helps with that relationship building between the supervisor and the students, but also you find out a little bit more about each other and you can ask the student what sort of interests they have, anything they're particularly looking forward to, anything they're particularly concerned about.

Quite often, that's where Wi-Fi often comes up first, isn't it? But usually it's about, you know, accommodation as well, and how will I get around and all that sort of stuff. And like, what sort of facilities does your town have? And I'll ask them then too about what hobbies they have and say, oh, well, you know, we've got so and so here and they go to such and such and they might be able to link you in there and start building that sort of relationship then. And

Abigail Lewis

Yeah, and I think often, you know, as I said, I was a placement coordinator for a long time, and there were a lot of places that I didn't know anything about them. Like it was impossible for me to know about every single site and what kinds of clients they saw. And I'll try and find out as much as I could. And students are often really keen to know and they will ask but often I didn't have that information. And I think that you can't give people too much information in terms of that preparation. Students are really keen to know. They want to prepare, they want to get ready, they want to feel that they know where they're going and what's going on. And often, you you've got place and coordinators who might be working with a hundred different sites. It's impossible for them to know exactly

what your site is like. So don't feel that that information is wasted. Students do really like getting information about where they're going. Definitely. Yeah.

Kathryn Fitzgerald

Yeah, that's really good. Yeah, because maybe make assumption that university knows but like you're saying you can't possibly know. and I think also students like we have students of all ages from all different sort of family makeup some are living at home with parents or friends or other family members some are you know out flatting with other friends etc but I think that the other thing to remember is that coming on a rural placement like we said it's 24 7 so not everybody has been responsible for shopping, planning meals, looking after themselves, doing their washing, getting up out of bed in time. A lot of people are, of course, but there are lots of different challenges apart from just the rural placement. And if you start building that relationship before the placement, it helps the student feel a bit more comfortable in coming into a new environment. And then...

Abigail Lewis

And it also helps you to understand like the cognitive load that the student might be under if it is their first time away. There's a lot of new things they're trying to get to grips with as well as it being a new area. Yeah, so I think that is important to know. Yeah.

Kathryn Fitzgerald

Exactly. Yeah, definitely. And I think if you're a clinical supervisor in an organization, orientation probably can't be understated on that day one. if you're working with a university department of rural health, as Abigail has already gone through some of the great orientation packages that are available through the UDRHs, but also make sure you have time in your own organization, give them enough time to really get to grips with what your organisation's about, make sure they've read your website, that they've got access to any operational policies that they need to be aware of, make a time to meet the team. We had a whole bunch of new students starting today. We had a lovely morning tea. It was really nice to get everyone together. They're all new to each other. They're new to us. We're new to them. That was a really nice way to break the ice. But don't underestimate how much time orientation takes. But it doesn't have to be, if you're the primary supervisor, you don't have to do all of it. So hopefully, if you're lucky enough to be working in a team, you might have a practice manager or an administration person could actually do some of the orientation, then other parts of the team. And that's a really good way for students to get part of the whole process. One thing that's a little bit, I was going to talk about interprofessional opportunities, but I think you've really talked about that. you've talked about what you offer at the UDRAH, but also, give students the opportunity to have, you're lucky enough again to work in a team, and most rural people do work in an interprofessional team, is to give students opportunities to learn from others that aren't the same from a different profession. Because I think that's really important that they really have to learn where they sit, not just in their own profession, but where their profession sits in relation to client or patient-centred care in the whole issue of support. So that's something that can also take time, sometimes tricky because people say, well, I need to do X, Y, Z to get to my assessment and tick off this and tick off that. But in fact, doing that into professional learning really helps them do that. The other one, which maybe I know we spoke about before, it's not really contentious, but I think the majority of student placements go really well. The learning is planned well. The students keen to come. They're keen to learn and show what they've that how they can apply their learning. But I think we do need to plan for when it doesn't go so well so that when those things happen, small things don't become big things. So again, that can come back to having a good relationship with the university, enrolling university who sent the student so you can immediately make contact with them or with your UDRH person who's coordinating to say, look, I've just noticed. ABC.

I want to try and get onto it now and maybe look at some processes that are in place for maybe learning plans. And nobody likes to have those things, to think that those things are going to happen. But to be honest, they sometimes do. And the way to manage that is to plan to have things in place and then small things don't become big things and then usually can be managed.

Abigail Lewis

And I think that's the same as well if things go wrong from the supervisor point of view, like suddenly they have to manage up or another staff member leaves and their workloads increased. Like if you have got some contingency

plans in case things come up for you as a supervisor, drawing on the rest of the team and getting other supports in place, it just means it's less stressful if that happens during the placement. Yeah.

Kathryn Fitzgerald

Yeah, one thing I've found that can help circumvent those sort of things a little bit when things maybe start to bubble up and are not going as well as you wanted to, either from the student's perspective or might not be just the student, it might be something to do with your supervision or it could be the fact that you're maybe not as available as you wanted to be or something happening in the organization. It could be a number of things. But one thing that I've learned to try and keep time very clear for is a regular meeting that's about learning and not about patient or client care. So whether it's once a week or once a fortnight, just to sit down with the student and just talk about how they're going, how are they feeling about their learning, how are they, know, ask them what their expectations are for the next learning period, week or two weeks. What do they want to get out of it? I'll tell them what my expectations are. I'll ask for feedback on supervision.

And I think having that planned in, very hard to do because clinicians are busy, busy people. But I think that that will save time in the long run, which is pretty important. And the last thing I just want to say is a clinical supervisor, be like really kind to yourself. It's just, it's, it is a lot of work planning to have a student on placement or students on placement. And if you can put some time into having some of these procedures or maybe your organisation already has them for planning which would be even better. It will be better for your time in the long run but it will be something that takes your time but I think we did a recent survey and really supervisors were just really positive about taking students and how it really they could see the development of the students but also it helped. It really assisted them in maintaining their currency and having that learning approach themselves. definitely be kind to yourself. We tell the students to take time for themselves. Supervisors, make sure you're not like taking home, you know, written feedback at night, etc. as well. Make sure you keep looking after yourself as well. Yeah.

Abigail Lewis

So that brings us to the end of this episode. Do you think, are there any two three takeaways? think rural acronym is really the takeaway, it? And trying that out and seeing if that works.

Kathryn Fitzgerald

Yeah, we'll write that up Abigail. I've got a few scrappy notes on it, but we'll write that up and as a little handout and we'll link it in the podcast notes. So if anybody wants to give it a try and then they can give us some feedback and we'll put our emails on there and they can give us some feedback on see if it works for them. But I think two or three takeaways are probably the biggest one is putting that time in before the student comes. We'll actually pay dividends in the long run.

Another one would be don't underestimate the importance of that full circle approach of not just about the clinical learning, about the linking to community. And then the third one is probably for me is relationship is key at all those levels that we talked about for the uni, the community, the student, the supervisor and the health service. What about you, Abigail? We got some key messages from you.

Abigail Lewis

Great, thanks. I think, yeah, the preparation definitely, I think the more you put in before and the more you can get out to the student beforehand, the easier that's going to make your job and getting set times booked in will really help you as well. So for supervision and learning times, I think that that's really important. And drawing on your team, just not carrying the whole load yourself, think, draw on the team. You you might have orientation materials that other disciplines have developed that you can use and things like that. So I think you can definitely use the team. Yeah.

Kathryn Fitzgerald

Rather than reinventing than the wheel. Yeah, I think we'll also put the link to all the four WUDRHs in the podcast notes. So if you are planning a placement, is definitely worth if you're not already engaged with your UDRH, make

sure you contact them and see how they can help you plan it and a lot of the resources they would hopefully already have.

Abigail Lewis

Great. Thank you. Great. Thank you for sharing your insights and experiences from your many years of supervising students. And so yeah, check out the podcast notes if you want to learn more about the topics we talked about today. If you've enjoyed the episode, please subscribe and leave a review because this helps other people to find us and to grow the conversation on rural health education in Australia. Until next time, keep the rural health conversation going.