Allied Health Professions’ Office of Queensland

Clinical Education and Training in Allied Health

2012-2013 Report
Introduction

This document reports on the overall strategic directions and key allied health clinical education and training activities that occurred across Hospital and Health Services and Allied Health Professions in 2012/13.

Clinical education and training is a critical component in supporting Hospital and Health Services to deliver excellent healthcare and health improvement by ensuring that the current and future workforce has the capacity and capability to provide effective and safe health services.

The Cunningham Centre and the Allied Health Statewide Clinical Education Program Manager Network, supported by the Allied Health Professions Office Queensland (AHPOQ), aim to support the Queensland Health allied health workforce (future, current and emerging) in providing safe, sustainable, efficient, quality and responsive health services through the provision of clinical education and training coordination, advice, and support.

Highlights of clinical education and training in Queensland Health from the 2012/13 year are presented in the following key areas:

1. Strategic partnerships
2. Rural and remote support and education
3. Inter-professional support and education
4. Student placements
5. Creating a highly skilled workforce
1. **Strategic partnerships**

Quality education and training for our current and future workforce relies on the links between the Allied Health Professions' Office of Queensland (AHPOQ), Statewide Clinical Education and Training Program Managers (Program Managers), the Cunningham Centre and our external partners including:

- Universities
- Professional associations
- Accrediting bodies
- National clinical education bodies.

The partnerships serve to increase the efficiency of clinical education service provision, progress clinical education issues at a State and National level, and enhance the quality of student placements to benefit students, health service clients and the Hospital and Health Services.

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**How partnerships can benefit students and health service delivery**

An example of collaborative placement innovation in 2013 is the establishment of UQHealth Care student led clinics within the GP Super Clinics at Meadowbrook and Ipswich.

Program managers and clinical educators have collaborated with UQ Health Care, Queensland Health, university and private sector partners to develop the interprofessional student placement learning program. This collaboration has worked to:

- Identify needs and gaps in health service delivery
- Collaborate on placement models which maximise learning opportunities for students
- Support quality learning environments
- Develop referral pathways to existing services

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**Mutually beneficial partnerships in education and training**

The Allied Health Education Standing Committee provides a high level forum for targeted strategic information gathering and the development of recommendations. It supports mutually beneficial partnerships in educational activities between Queensland Health and the Universities and TAFE Institutes offering courses and programs in allied health professions. Such a forum has been a valuable mechanism for sharing concerns and strategies, and maintaining relationships, during a period of major change in the Department of Health and Hospital and Health Services.

Program Managers are involved in program advisory committees for the preparation and planning of new professional programs developed by university partners, especially those requiring clinical placements. They are also involved in the review of professional curricula to support the alignment with Queensland Health workforce needs and models of care for health service delivery. Below are some examples of this work over the past twelve months.
Collaborative input into allied health clinical education

The National Allied Health Clinical Education Network (NAHCEN) provides a forum for the allied health professions to share information and resources relating to allied health clinical education and professional support nationally; and to collaboratively provide input into national strategies in regard to the provision of allied health clinical education and professional support. An AHPOQ Team Leader chairs this network.

Over the past year, NAHCEN has provided recommendations to its parent body, the National Allied Health Advisory Committee (NAHAC) on a clearing house and repository for the sharing of a broad range of clinical education and training activities and resources; and has commenced work to progress clinical education and training issues common to all jurisdictions, including payment for placements and common assessment tools.

Health Workforce Australia clinical training funding grows placement capacity

In 2010 the Queensland Physiotherapy Placement Collaborative, including university representatives from the University of Queensland, James Cook University, Griffith University and Australian Catholic University received Health Workforce Australia Clinical Training Funding (HWA-CTF) for student placement growth and expansion of clinical training capacity within Queensland physiotherapy public health services.

As a direct result of the strategic partnerships formed between Queensland Health physiotherapists, Queensland Physiotherapy education providers and HWA; 2013 has seen the successful transition of the Australian Catholic University into the Physiotherapy Central Allocation Process and significant growth has been realised in the number of Queensland Health physiotherapy clinical placement offers.
These strategic partnerships have resulted in the offer of 11,000 additional clinical training placement days which is an increase of approximately 40% since 2010. This growth was facilitated through the 2012 HWA-CTF project which investigated physiotherapy placement enablers and barriers, and outlined strategies to meet the required placement targets; and additional educator hours partly funded by HWA. In addition, HWA funded facility modifications at the Royal Brisbane and Women’s Hospital, the Townsville Hospital and Princess Alexandra Hospital which are contributing to an increased number of physiotherapy student placement offers.

Open dialogue with an accrediting body about standards and policy

Profession-specific Clinical Education and Training Advisory Groups (CETAGs) provide strategic vision and leadership to achieve innovative, sustainable, collaborative, quality, evidence-based professional education and training for Queensland Health allied health staff, students and assistants. CETAGs have members from Queensland Health allied health professions, Program Managers, universities, professional and registration associations and other relevant government and non-government departments. CETAGs are overseen by the profession, with strategic relationships formed with AHPOQ, and inter-professional collaborations through the Allied Health Clinical Education Program Manager network.

Psychology’s move to National Registration has prompted the Psychology CETAG to review how this move impacts on the training, recruitment, and retention of a high quality Psychology workforce in the Queensland public health system. As a result of CETAG discussions, the Psychology CETAG chair, Psychology Program Manager, and Psychology Discipline Network Chair were invited to be part of an inaugural meeting in March 2013 that brought together National Psychology Board of Australia (PsyBA) representatives, Queensland Board of the Psychology Board of Australia Representatives, and University Heads of School of Psychology in Queensland with Queensland Health Psychology representatives. This led to open dialogue regarding PsyBA standards and policy issues as they relate to the Queensland public health system psychology workforce, training accreditation standards and work readiness of Psychology new graduates.

2. Rural and remote support and education

The Cunningham Centre, with its main base in Toowoomba, continues to provide high quality training, education, research and support of health personnel in rural and remote Queensland. Programs include:

- Flying Start Queensland Health
- Allied Health Professional Enhancement Program
- Allied Health Professional Support Program
- Allied Health Rural and Remote Training and Support program
- HP3 to HP4 Allied Health Rural Development Pathway
Support is being offered to approximately 350 X-ray Operators (XO), who provide medical imaging services at Rural Queensland Health facilities. Their ability to provide the service increases access to a radiographic service for people in rural and remote areas. Work has been completed in identifying the XO role requirements and mapping to the HLT07 Health Training Package. An integrated training and support structure for XOs is being developed with a view to engaging with other jurisdictions to progress a nationally recognised skill set for XOs.

**AHHRTS - filling the gap to support rural and remote health services**

The Allied Health Rural and Remote Training and Support (AHRRTS) program aims to increase accessibility and participation in education and support by rural and remote allied health professionals.

Between July 2012 and June 2013 AHRRTS provided training for a total of 162 participants across seven training programs as shown in Figure 1 below.

![Figure 1: AHRRTS 2012/3 occasions of service by training activities](image)

In addition, AHRRTS “matched” 12 professional supervision or mentoring arrangements for rural or remote allied health professionals who do not have access to a local professional support arrangement. The broad appeal across allied health professions and Hospital and Health Services is demonstrated in Figures 2 and 3 below.

![Figure 2: AHRRTS 2012/3 clients by Hospital and Health Service](image)

1 Some participants in the AHRRTS training are supervisors or mentors from metropolitan or regional services and were only eligible for specific activities such as professional supervision.
As a result of AHRRTS training initiatives, staff in rural and remote practice areas have further developed their skills in evidence-based practice including literature searching and online resources; providing or participating in supervision or peer group supervision arrangements as well as improved time management, self care and supporting junior staff.

**Allied Health Professional Support Program - breaking news**

The licence for training and supporting Peer Group Supervision has been renewed for a further two years to June 2015. The Cunningham Centre will be rolling out ‘Train the Trainer’ programs for Peer Group Supervision in the coming year.

Peer group supervision is a group-based professional support activity. It uses a structured process to allow a group of peers to provide professional support to each other in order to achieve identified peer group supervision goals. The specific peer group supervision model used for allied health professionals in Queensland Health is used under licence from the New Zealand Mentoring Centre. This model provides a set of tools to assist group members to engage with each other and contribute to the learning and development of each group member. Activities used within the group can assist group members with clinical problem-solving, reflective practice and addressing challenging clinical and professional situations.

**Improving access to quality professional development to improve health outcomes for rural and remote communities**

The Allied Health Professional Enhancement Program (AHPEP) is a statewide project which provides allied health professionals and assistants across Queensland Health with improved access to quality professional development that aims to improve health outcomes for rural and remote communities.

AHPEP offered two application rounds for placement opportunities during the 2012/13 year. A total of 81 participants completed 86 placements. The participants came from thirteen allied health professions, and represented all rural and remote Hospital and Health Services, as demonstrated in Figures 4 and 5 below.
Feedback from participants shows the value of the AHPEP program to practitioners and services in rural and remote areas.

‘This was one of the best professional development activities that I have completed in the past few years. As a clinician working in a remote area it was excellent opportunity to learn from a much larger speech pathology department.

This placement was an extremely positive and rewarding experience, both professionally and personally. I have come back with much more confidence in my skills, and contacts for further support when required.

A wonderful experience with outcomes being implemented at local, program and state-wide level.’
RDP - benefits beyond the pathway

Three allied health professionals from a range of professions are currently utilising the HP3 to HP4 Allied Health Rural Development Pathway (RDP). RDP is a strategy to promote sustainability of Queensland Health’s rural and remote allied health workforce by providing an intensive development plan for the skills required by practitioners in their rural and remote roles. The stage 1 and 2 Support Modules are available online and stage 3 and 4 Support Modules will be available in the second half of 2013.

The Support Modules can also be used by health professionals who are not in RDP positions as an adjunct to supervision or for team based learning and development.

"I really like the opportunities that the Rural Development Pathway provides for further training and clinical development."

Julie Rai, Dietitian
Charleville

Northern network supporting rural students

Social work and welfare clinical educators in the northern network have collaborated to offer social work students three combined tutorials per semester across the following Hospital and Health Services: Torres Strait, Northern Peninsula, Cape York, Cairns and Hinterland, Townsville, North West, Mackay, Central Queensland, Central West with the recent inclusion of Darling Downs and South West.

The program aims to provide equitable access for learning opportunities to students in rural and remote settings and to broaden their networking opportunities. Evaluation shows these tutorials are valued by the students. Clinical educators also benefit from the exposure to diverse teaching styles of other educators.

3. Inter-professional support and education

Many clinical education and training activities and initiatives occur in an inter-professional context. Examples of early career inter-professional activities are Flying Start and the Occupational Therapy New Graduate videoconference series that delivers inter-professional clinical education and training.

Flying Start - not just a tool for new graduates

‘Over the past few months I have been using Flying Start Queensland Health in my role as a professional supervisor of early career occupational therapists. When particular learning needs are identified as part of supervision I have found I can use the activities in Flying Start to guide the development process of the supervisee.

The website has provided a wide range of options and has saved me a lot of time I would otherwise need to spend searching around for learning activities. There is a lot in the website so having a particular issue or learning goal to address has helped me choose the right activities at the right time.

I have already recommended Flying Start Queensland Health to other supervisors as it enhances the supervision arrangement; complements other resources and can be practically applied to real life situations. It’s not just a tool for new grads either - any allied health professional could use the website for professional development at any career stage."

Lisa Dunn, Occupational Therapy
Rural Allied Health Team, Darling Downs Hospital and Health Service
Flying Start - using it creatively

In recognising the importance of interdisciplinary collaborative practice, the Allied Health Clinical Educator Network at the Royal Brisbane and Women’s Hospital (RBWH) has designed a program based on the Flying Start resource to work in the interdisciplinary space. The project is led by a multidisciplinary working group and coordinated by the Social Work Clinical Educator at RBWH. The program specifically targets Allied Health new graduates and students, but all staff, particularly those new to Queensland Health, are welcome to attend.

Utilising the Flying Start resource, the bi-monthly program is delivered in a discussion based group format to allow integration of multidisciplinary knowledge across a central theme to build health practitioner collaboration and capabilities. This interdisciplinary project is able to deliver:

- Knowledge of Flying Start and confidence in using the resource in professional practice
- Skills in clinical problem solving through interactive collaboration
- Awareness of the professions through the networking opportunities presented in the workshops

Discussions have recently commenced with allied health colleagues in clinical education programs across Metro North with a view to rolling out the program across the whole of the Metro North Hospital and Health Service.

Inter-professional clinical education – supporting rural and remote practitioners

The Allied Health Advanced Clinical Educator is an inter-professional position which was recruited to in February 2013. Based at the Cunningham Centre this position currently offers support primarily to the allied health clinicians in the South West Hospital and Health Service.

Based on the results of a training needs analysis, two education programs have been developed and implemented:

- the professional skills program, which consists of sessions on delegation, clinical documentation and promoting rural student placements
- the rural allied health inter-professional learning program, the first round of which is being implemented with allied health clinicians in St George.

Preliminary work is currently underway to progress rural allied health inter-professional student placement models.

Inter-professional clinical education – connecting statewide

Regular clinical education videoconferences and an annual face-to-face forum help to connect the clinical educators who support pre-entry placements and new graduates as part of the Clinical Education Workload Management Initiative.

This is further enhanced by inter-professional clinical educator networks which are facilitated at a Hospital and Health Services level. The networks provide an opportunity to share clinical education resources and initiatives across professions. Chairs for each network contribute to sharing these resources through a statewide forum which is facilitated by the Program Managers Network and AHPOQ.
Networks in action

Clinical educators in Townsville work in an inter-professional model which allows for sharing of workloads such as combined workplace health and safety training for allied health students.

Another benefit is the increased opportunities for local professional development. An interdisciplinary advanced student supervision workshop was run by University of Queensland staff in Townsville for the second year in a row.

An average of 40 health professionals attend the inter-professional clinical education videoconferences which are held every two months. The presentations are also available as webcasts and recordings.

Clinical Education and Ethics
It highlighted many topics for discussion about our team practices, particularly around patient confidentiality.
Aware of best practices to address ethical issues on placement.

Social Media
The ways we communicate with students is changing and we, as clinical educators, need to keep up with this in order to provide our students with the best opportunities to be successful.
This session has helped me to be open to the possibilities for clinical education offered by new social network technologies.

In 2012/13 the inter-professional clinic education topics included:

Building Resilience
Found the link to organisational context very useful.
Great summaries of key strategies.
Gave me more confidence in building resilience in the students I supervise.

Developing Interprofessional Learning Programs
Large number of very practical tips provided.
The session has prompted further discussion with the local WDO on re-visiting opportunities for New Graduate peer learning groups at our facility.

The Queensland Health Student Deed Framework: Information of Interest for Clinical Educators
Increased knowledge and understanding of:
specifics of processes around the schedule
legality of the Deed form
responsibilities around pre-placement preparation.