Developing skills in inter-professional geriatric care
Clinical educators and clinicians from Gerontology Services in the Townsville Hospital and Health Service and James Cook University initiated the Gerontology inter-professional student team (GIST) project in which allied health and medical students participated in a simulated team for 2 weeks. Assessment, care planning and simulated management were accomplished by daily team meetings and culminated in a case conference and debrief. Students were supported by profession-specific supervisors.

The poster for this research and pilot program was “highly commended” at the Medicine Symposium at Townsville Health Research Week October 2012

Ready, Set, Go for students and new graduates
The Royal Brisbane and Women’s Hospital (RBWH) psychology clinical education program has developed the Ready Set Go program to provide support and orientation for students and new graduates. The inter-professional workshop program has been adapted to suit the particular Hospital and Health Service. It includes modules on confidentiality, clinical documentation, working in a multi disciplinary team, vicarious trauma, self care, risk assessment, case management recovery model, career planning and getting the most from your Queensland Health placement. The program has been piloted by the RBWH and The Prince Charles Hospital, and is currently successfully being implemented by psychology clinical educators in Metro South and Darling Downs Hospital and Health Services.

4. Student placements
Training the future workforce
In the twelve months from July 2012 to June 2013, Hospital and Health Services (including Mater Health Services) offered 147,434 allied health clinical placement days to universities. Eighty per cent of the offered days were utilised with 117,823 allied health clinical placement days provided. This is an increase in placement days provided of 23% from 2010/11 and 14% from 2011/12 as shown in Figure 6.

![Figure 6: Allied health student clinical placement days for 2010/11 to 2012/13](image_url)

Table 1 shows the details of placement activity according to profession and Hospital and Health Service for the 2012/13 financial year. A more detailed breakdown of the data for each profession and service is available on the [AHPOQ web site](http://www.ahpoq.com).
Table 1: Allied health clinical placement student days provided for July 2012 to June 2013

<table>
<thead>
<tr>
<th>Hospital and Health Service</th>
<th>Profession</th>
<th>Placement Days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Cairns &amp; Hinterland</td>
</tr>
<tr>
<td></td>
<td>Audiology</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Clinical Measurements</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Exercise Physiology</td>
<td>1118</td>
</tr>
<tr>
<td></td>
<td>Medical Radiation Professions</td>
<td>315</td>
</tr>
<tr>
<td></td>
<td>Music Therapy</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Nutrition and Dietetics</td>
<td>480</td>
</tr>
<tr>
<td></td>
<td>Occupational Therapy</td>
<td>1415</td>
</tr>
<tr>
<td></td>
<td>Orthotics and Prosthetics</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Pharmacy</td>
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<td></td>
<td>Physiotherapy</td>
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</tr>
<tr>
<td></td>
<td>Podiatry</td>
<td>153</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>498</td>
</tr>
<tr>
<td></td>
<td>Rehabilitation Engineering</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Social Work</td>
<td>1164</td>
</tr>
<tr>
<td></td>
<td>Speech Pathology</td>
<td>366</td>
</tr>
<tr>
<td></td>
<td>Total Days</td>
<td>6566</td>
</tr>
</tbody>
</table>
Maximising the training capacity of the health and education systems

AHPOQ, in collaboration with the Program Manager Network, is currently developing a statewide guideline: *Queensland Public Health System Clinical Placement Capacity and Offers of Clinical Placements for Allied Health Professions*. This work is being led by the Speech Pathology Program Manager.

This Guideline will provide recommendations to maximise the capacity of the health and education systems to produce appropriately trained and qualified graduates to meet projected workforce requirements. It is anticipated that this guideline will assist Hospital and Health Service compliance with the Clinical Education and Training Health Service Directive [QH-HSD-020:2012](#). While further work is needed to finalise this Guideline, initial consultation on the draft Guideline showed that it addresses significant issues of concern for Hospital and Health Services in determining student placement capacity.

Placement Innovation

In first semester 2013 a team of six QUT students from law and social work programs collaborated on a 12 week project seeking to improve the use of Advanced Health Directives. This shared placement experience at the Royal Brisbane and Women’s Hospital was successful and it is expected that similar projects will follow.

Quality Framework and Resources for Clinical Placements

AHPOQ, in collaboration with the Queensland Physiotherapy Placement Collaborative, has supported the development of a Quality Framework and Resources for Physiotherapy Paediatric Clinical Placements. This Framework and Resources will be available for statewide use in the 2013/2014 financial year.

An evidence based quality tool to improve learning experiences

A number of allied health professions are rolling out iQIPP-AH (Improving Quality in Practice Placements – Allied Health) as a placement quality reflective tool. iQIPP-AH, developed by the Occupational Therapy Department at the University of Queensland, is an evidence based tool designed for use by practice placement organisations, individual practice educators, university practice education staff and students to reflect on placement quality. The iQIPP-AH tool is available via the profession specific Program Managers for free use by allied health professionals within Queensland Health.

Program Managers have subsequently developed quality review frameworks for their clinical education programs based on the iQIPP-AH concepts.
iQIPP-AH in action

Psychology undertook a statewide review of student placements using the iQIPP-AH tool. Results from practice educators’ reflections showed strengths in the areas of orientation processes, opportunities for students to engage in activities related to learning goals, opportunities for clinical reasoning and problem solving, and provision of feedback in a face to face format. There are positive lines of communication between practice educators and students; practice educators have sound placement review strategies in place, and ensure students are engaged in team activities. Further strengths in the practice educator role have been the ability to develop strong links with the universities, with receipt of positive feedback from the university sector around the relationships that have been developed.

Identified gaps are ones that can be easily remedied through achievement of action plans and ongoing supervisor support and education. While practice educators have identified independent action plans relevant to their situation and Hospital and Health Service needs results from this review have highlighted some target areas for action for all Hospital and Health Services to consider.

Ask the students

The Dietitian and Nutritionists Clinical Educators Network have implemented a Student Clinical Placement Experience Survey. The Program Manager is responsible for the collation and dissemination of results, and this has ensured the sustainability of the survey. The survey allows nutrition and dietetics students on placement to provide timely and anonymous feedback on their placement in the areas of learning environment, placement experience, assessment, supervisor/preceptor and clinical educator. Sites can retrieve site-specific feedback and state averages for comparison.

Results have been reported for second semester 2012 and first semester 2013 for individual case management placements. State averages show 79% to 93% responses to be positive across all areas, with the average overall rating of placements at 8.6 and 8.7 (out of 10) for the two semesters. Results for community nutrition and food service placements will be collated in the future.

The potential applicability of this tool to other professions within Queensland Health is being investigated via the Program Managers Network.

Clinical Education Continuing Professional Development

Program Managers are involved in developing profession specific and inter-professional innovative placement models on an ongoing basis to meet clinical placement capacity demands from growth in programs and program cohorts. Approaches used to share this information include the inter-professional clinical educator videoconference series, statewide profession specific videoconference forums, and resource housing on AHPOQ and profession specific QHEPS sites, such as the Occupational Therapy Clinical Education Program (OTCEP).
The development of clinical reasoning

The Dietitian and Nutritionists Clinical Educators Network forum was held in May 2013 with the topics of food service and clinical reasoning. Program Managers from nutrition and dietetics, occupational therapy and physiotherapy presented on their areas of expertise.

The aim of the workshop was to assist clinical educators to support supervisors. It was particularly pleasing to note that participants specifically stated they would use the knowledge gained from the forum in this way.

‘All the clinical reasoning information was fantastic. I plan to do a workshop with all the supervisors in the district to teach them how to support students in clinical reasoning.

The food service workshop gave me a clearer overview of the breadth of competencies that need to be covered in food service placement and the tools and data already available.’

The presentation on the development of clinical reasoning was recorded and will be developed into an inter-professional resource for use by all allied health professions.

5. Creating a highly skilled workforce

Improving the patient’s journey

AHPOQ provided financial support for 13 Queensland Health physiotherapists in the 2012/13 financial year to undertake formal education and training in image interpretation. The training was specifically intended to support physiotherapists in emergency departments and orthopaedic services to request imaging and to incorporate findings into their clinical decision making.

The addition of requesting imaging and incorporation of imaging findings into clinical decision making, to a physiotherapist’s scope of practice can contribute to the efficiency and effectiveness of a patient’s journey in the musculoskeletal setting.

Support is being provided to another cohort of physiotherapists for training in the 2013/14 financial year.

Tailored topics for new graduates

The monthly New Graduate Videoconference Series is a statewide professional development activity organised by the Occupational Therapy Clinical Education Program. The sessions are presented by experienced clinicians from across the state and are specifically tailored for new graduates working in Queensland Health. Topics are relevant to all occupational therapy or allied health clinical areas of practice. Evaluation of the series is underway.
Professional development in mental health settings

During the first years of practice, new graduate social workers employed within health services need to develop knowledge and skills reflecting their service context, relevant clinical and professional practice standards, legislation and policy. The Social Work New Graduate Learning and Development Guide has been developed from a document used in mental health services at RBWH. The guide identifies the knowledge required for practice in mental health settings, centralises information on Queensland Health endorsed training opportunities, and helps users structure a professional development plan across the important first and second years of practice.

This guide has since been piloted across the allied health professions in the Sunshine Coast Health and Hospital Service where it has been well received by clinicians and managers.

Regional programs for allied health graduates

The Allied Health New Graduate Program in Townsville provides monthly sessions with guest speakers and clinical scenarios on a range of interdisciplinary topics such as:

- Self-care to Sustain Practice
- Supervision
- Death, Dying and Stress Management
- Leadership

The program has been successful in assisting allied health graduates transition to practice through greater understanding of their role and other allied health roles, developing clinical reasoning skills, and providing opportunities for collaborative teamwork and professional networking.

And more…

AHPOQ has supported the training for 17 Allied Health Assistants to undertake the Certificate IV in Allied Health Assistance.

Modules for the Podiatry and Nutrition and Dietetics allied health assistance skill sets have been uploaded onto QHEPS.

The Queensland Physiotherapy Placement Collaborative has supported the purchase of 15 airway management trainers in 10 Hospital and Health Services (including Mater Health Service) to facilitate cardio-respiratory physiotherapy clinical education.

The Provisional Psychology Curriculum (4+2) Supervised Practice program which includes the Supervisors handbook has been uploaded onto QHEPS.
**Grief and loss workshops**

Social Work and Welfare Clinical Education Team members have been involved in conducting inter-professional workshops across a number of Hospital and Health Services on the topic of adjusting to grief and loss in health contexts.

Students attending the workshop in the Darling Downs Hospital and Health Service reported an increased understanding of grief and loss situations and the development of skills and strategies to work with clients in such situations.

In Metro South, 16 introductory session attendees, and 23 advanced session attendees, all rated the workshops as very good or excellent. These workshops will be repeated at Logan and Princess Alexandra Hospitals later this year.

**Facilitating online clinical skill development**

Program Managers are involved in supporting and facilitating the development of online training modules which address identified training needs within allied health professions.

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**Dietitians are benefiting from a series of online training modules which have been developed by three paediatric dietitians and are available via the iLearn portal. These paediatric modules cover introductory topics of growth, infant feeding, enteral feeding and obesity; as well as advanced topics in food allergies and intolerances, eosinophilic oesophagitis and food protein-induced enterocolitis syndrome.**

*The modules are a fantastic form of self education to those who are new to paediatric dietetics or for those dietitians with a particular interest in this area.*

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**A new model supporting regional Clinical Measurement services**

Using AHPOQ Models of Care funding, the Clinical Measurements project was initiated in the Townsville Hospital and Health Service to support regional sole practitioners and small workforces. Traditionally, scientists train and specialise in a single profession. The Clinical Measurement project developed an innovative 12-month training framework incorporating the four professions of cardiac, respiratory, neurophysiology and sleep sciences; with four single profession training blocks followed by a multidisciplinary training roster. Two trainees were recruited to trial the framework.

The benefits of this framework include:
- a new entry pathway to the clinical measurement professions
- a mechanism for succession planning
- support of routine clinical service delivery
- a replicable and adaptable framework for use in other health facilities.

The interest generated by universities and professional bodies reinforces this generalist role as an innovative new graduate opportunity. This project has clearly demonstrated positive patient outcomes through the provision of continuous clinical services.
Building Education Strategies for Teaching (BEST)

The Building Education Strategies for Teaching Medical Radiation Professionals (MRP) program was run in October 2012. Topics covered included:

- clinical learning and environment
- orientation to the clinical setting
- teaching strategies
- effective communication
- elements influencing feedback.

Forty-five registrants attended and positive feedback was received from the day. The value of the workshop to participants (and future students) is demonstrated by an average of 94% of responses over the five topics indicating the knowledge would be applied to their work.

Excelling in Rural and Regional Ultrasound Training

The Rural and Regional Ultrasound Training Program, which is supported by HWA-CTF, now supports 10 remotely located students across the state. The first cohort of two students have graduated and have excelled in their studies (see below). Both graduates are currently working in Cairns and Hinterland Hospital and Health Service.

Tristan Hunt (Mareeba) was awarded ‘Graduate Sonographer of the Year 2013’ by the Australian Sonographer’s Association.

Tony Martinez (Cairns) was awarded The University of South Australia ‘Excellence in Postgraduate Ultrasound Award’ for 2012.

The program continues to support students with direct and indirect supervision via video conference technology. Additional to the supervision 11 monthly WebEx presentations on
introductory ultrasound topics were delivered. Each presentation saw approximately 15 participants attend from across the state including both the public and private sectors.

Skills frameworks and simulation training

The *Queensland Health Interdisciplinary Tracheostomy Suctioning Skills Development Framework for Nursing, Physiotherapy and Speech Pathology* provides a state-wide standardised, collaborative, best practice approach to tracheostomy suctioning skill development across nursing, physiotherapy and speech pathology professions which supports safe, quality driven healthcare. The speech pathology profession has undertaken a pilot implementation project to evaluate the utilisation of this framework in a speech pathology workforce context for non-complex, non-ventilated tracheostomy patients. The aim is to support uptake of tracheostomy suctioning skills training within the speech pathology workforce.

The Tracheostomy and Speech Pathology (TASP) simulation training program continues to be delivered in partnership with the [Clinical Skills Development Service](#) and AHPOQ. Regional hubs are being established for TASP delivery via pocket simulation sites in northern Queensland in 2013 and 2014. Pocket simulation sites provide training specific to local requirements, often in the clinician’s own working environment, and with minimal disruption to patient care.

Effective teamwork and delegation for quality care

AHPOQ coordinates the [Training in Delegation Practices](#) packages which were developed by The University of Queensland’s Centre for Innovation in Professional Learning to enhance the effectiveness of delegation practices between allied health professionals and allied health assistants working together in clinical teams. These packages have been distributed statewide. The two packages are:

- A local work teams training which includes a self-directed workbook and voice over PowerPoint presentations.
- A half day workshop on delegation practices which includes a facilitator manual, participant workbook and voice over PowerPoint presentation for the facilitator led training. The workshop is suitable for delivery across professions and work units.

Showcasing the expertise and skills of advanced practitioners

The [Social Work and Welfare Clinical Education Program](#) initiated a Professional Development series in 2013 for allied health professionals and students. This series showcases the expertise and skills of advanced social work practitioners. The series is video-conferenced, recorded for educational purposes and is open to all health professionals. Sessions are well attended with over 100 attendees participating in some sessions from rural sites such as Clermont, Woorabinda and Charleville, as well as regional and metropolitan sites. Key learnings from the series so far:
Program Managers: making things happen

Acting in a statewide and collaborative capacity allows the Program Managers to facilitate the development, promotion, implementation and evaluation of professional development resources and activities: both inter-professional and profession-specific. They are uniquely placed to coordinate the sharing of resources and training across health services and professions, thus increasing the efficiency and access to training and resources for all allied health professionals in each Hospital and Health Service.

L to R: Megan Harbourne (Clinical Measurements), Nicky Graham (Speech Pathology), Annabel Wilson (Physiotherapy), Dr Megan Dalton (Physiotherapy), Cate Fitzgerald (Occupational Therapy), Kerrie Counihan (Psychology), Dr Anne-Louise McCawley (Social Work). Absent: Toni Halligan (Medical Radiation Professions)