Clinical education and training in allied health 2013-14 report

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Contents

Message from the Chief Allied Health Officer ............................................................... iv
1. Strategic partnerships ................................................................................................. 1
2. Inter-professional support and education ............................................................ 4
3. Rural and remote support and education ............................................................. 8
4. Creating a highly skilled workforce ...................................................................... 11
5. Student placements ................................................................................................. 15
6. Publications and presentations ............................................................................ 23
7. Clinical education and training partners ............................................................ 25
Message from the Chief Allied Health Officer

This report summarises the activities and achievements of allied health clinical education and training for Hospital and Health Services (HHSs) and allied health professions in 2013–14.

Clinical education and training is a critical component in supporting HHSs 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.

Key achievements over 2013–14 include:

- offers of 150,095 pre-entry clinical placement days, an increase of two per cent over 2012–13
- provision of 120,394 pre-entry clinical placement days, an increase of two per cent over 2012–13
- support from AHPOQ for 177 clinicians to undertake clinical education and training programs
- pilot of several innovative placement models
- Flying Start uptake by 250 new starters and 120 supervisors and mentors
- inter-professional clinical educator forum, attended by 120 delegates
- rural and remote allied health professional development programs, accessed by over 200 staff
- two new rural ultrasound services established as a result of the ultrasound training program
- inter-professional learning opportunities for students and new graduates
- profession-specific training programs to ensure allied health practitioners can work to the full scope of their roles.

These achievements would not have been possible without collaborative partnerships with the Allied Health Statewide Clinical Education Program Managers, the Cunningham Centre, and education providers; and the efforts of clinical educators and student supervisors. I thank them for their input.

As we move into the new financial year our priorities are to: support and facilitate inter-professional learning initiatives, innovative models of placement, and best practice quality frameworks for pre-entry students and new graduates; sustain pre-entry placement capacity; and support the development and provision of education and training programs to enable full and expanded scope of practice for allied health professionals.

Julie Hulcombe
Chief Allied Health Officer
1. Strategic partnerships

Partnerships with Queensland Health groups and external partners support quality education and training for our current and future workforce by:

- increasing the efficiency of clinical education service provision
- progressing clinical education issues at a state and national level
- enhancing the quality of student placements to benefit students, health service clients and the HHSs.

In 2013-14 the Allied Health Professions' Office of Queensland (AHPOQ) worked with statewide clinical education and training program managers, the Cunningham Centre and our external partners, including:

- education providers
- professional associations
- accrediting bodies
- national clinical education bodies.

The **allied health statewide clinical education and training program managers** (program managers) play an important role in leading and coordinating the planning, development and implementation of statewide clinical education and training initiatives for the allied health workforce and students; both inter-professional and discipline-specific. The program manager network provides a mechanism for collaboration and sharing of initiatives and programs; thus increasing the efficiency and access to training and resources for all allied health professionals in HHSs.

The **Cunningham Centre** is a registered training organisation based in the Darling Downs HHS. The allied health education and training team provides a number of education and support programs for allied health professionals and allied health assistants to assist in the delivery of excellence in health care. The focus is on supporting staff in regional, rural and remote areas. The Cunningham Centre employs a wide variety of delivery modes including: onsite training in hospitals, clinics and healthcare centres; distance education; videoconferencing; teleconferencing; and online resources.

**National support for rural training needs**

The **Interstate X-ray Operator Discussion Group** was initiated by Queensland Health to improve the quality of x-ray operator services delivered to rural and remote patients by providing leadership and guidance for the identification, development and agreement of common tasks and competencies performed by x-ray operators across all jurisdictions within Australia. At the end of six months of meetings, the group produced and agreed on a document that identified and developed common x-ray operator tasks across all state and territory jurisdictions.
The purpose of the Greater Northern Australia Regional Training Network (GNARTN) is to drive collaboration, advocacy and support to increase clinical education and training, clinical placements, and workforce initiatives across the northern Australia geographical area.

A recent project detailed profession-specific and skill share clinical tasks for six professions. This was a first step in the development of clinical training models for allied health professions to meet the needs of northern Australian health services, particularly in rural and remote communities. The project was supported by a partnership of:

- AHPOQ, Department of Health
- Northern Territory Department of Health
- Western Australia Country Health Service
- Health Workforce Australia (HWA)
- Services for Australian Rural and Remote Allied Health (SARRAH).

The project was completed in 2013 and the project report published to the GNARTN website in March 2014. AHPOQ continues to partner with GNARTN, other jurisdictions and education sector partners in using the project outcomes to develop training that aligns to current and future rural and remote models of care.

Collaboration on training issues for the future workforce

The National Allied Health Clinical Education Network, a subgroup of the National Allied Health Advisors Committee, provides input into national strategies regarding the provision of allied health clinical education. The network meets quarterly, and has worked on issues identified by jurisdictions for allied health clinical education in the context of the changing legislative and funding environment locally and nationally.

The Allied Health Education Forum 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 to allied health professions.

Members met twice in 2013–14, with the forum acting as a valuable mechanism for sharing concerns and strategies in the face of changes to placement funding. A 2014 evaluation of the effectiveness of the committee showed the current format supports the group’s function.

The occupational therapy program manager was invited by Kunming Medical University, Yunnan Provence, China to facilitate a five day workshop in October 2013 on Best practice in clinical education in collaboration with the Griffith University Physiotherapy Program. The workshop was well received by the medical, nursing and allied health clinical educators who attended.
Directors of Physiotherapy Services Queensland (via the Workforce Education Training and Research Standing Group) and the physiotherapy program manager have established communication with the Council of Physiotherapy Deans Australia and New Zealand to advocate and plan for existing and emerging workforce training needs. Queensland public health sector physiotherapists will contribute to a national physiotherapy “White paper” on the issue at the 2014 Australian Physiotherapy Association Symposium.

The speech pathology program manager has worked closely with the Queensland Speech Pathology Clinical Education Collaborative and the speech pathology clinical education support officer network to develop a key strategic document that details the agreed processes for Queensland Health placement offers and preparation of Student Deed Placement Schedules. The document will support the timely completion of schedules and notification of placement offer uptake by universities.

The psychology education group and network chairs have met with education providers to facilitate communication around supervision of students from a new model of psychology training programs, namely the Postgraduate diploma in professional psychology (PDPP- 5+1) program. Feedback on supervision issues has been provided to the Australian Psychological Society Public Sector Reference group for discussion.

Program managers are active members of national committees related to clinical education, including:
- National Education and Knowledge Development Committee for the Australian Association of Social Workers (accrediting body for social work)
- National reference group for development of the Assessment of Physiotherapy Practice instruments training website (occupational therapy program manager is an invited member).

**Placement collaboratives drive innovation**

Many allied health professions have a placement collaborative group with representatives from universities and placement providers, and sometimes professional associations. The groups lead pre-entry clinical placement allocation in order to:
- maximise clinical education opportunities
- provide equitable access to placements
- utilise spare capacity
- increase the efficiency of placement allocation and reduce the burden on placement sites
- drive innovation for sustainable clinical education
- improve reporting of placement data.

Examples include:
- Queensland Occupational Therapy Fieldwork Collaborative
- Queensland Physiotherapy Placement Collaborative
- Nutrition and Dietetics Student Placement Reference Group
- Queensland Speech Pathology Clinical Education Collaborative.
University program reference groups

Program managers are active members of university program advisory committees which provide advice on placement program development in partnership with clinical placement providers. This representation includes:

- Speech pathology programs at Griffith University, Southern Cross University and Australian Catholic University
- Social work program at Griffith University
- Occupational therapy programs at the Australian Catholic University and Griffith University
- Nutrition and dietetics programs at Sunshine Coast University
- Psychology Clinical Education and the Southern Sector Psychology University Consortium (University of Queensland, Queensland University of Technology, Australian Catholic University, Griffith University, University of Southern Queensland)
- Physiotherapy programs at James Cook University and the University of Queensland (member is the Physiotherapy Placement and Development Coordinator)

2. Inter-professional support and education

Flying Start Queensland Health: one program, many uses

Flying Start Queensland Health, hosted by the Cunningham Centre, is a web-based program designed to increase the confidence and competence of new starter allied health professionals. The resource has been developed to complement professional support practices such as supervision and mentoring. Flying Start Queensland Health contains learning programs on communication, clinical skills, teamwork, safe practice, research for practice, equality, policy, reflective practice and career planning. During 2013–14, the program was used by over 250 new starters and 120 supervisors and mentors.

Flying Start was one of the most frequently cited clinical education resources deemed useful by allied health professionals in a 2013 statewide review of clinical education.

The first inter-professional Flying Start workshop for allied health as a whole of HHS initiative was launched in February 2014 at The Prince Charles Hospital. Eleven disciplines were represented on the day. The session on teamwork specifically targeted allied health new graduates and their supervisors with the aim of encouraging the use of Flying Start in clinical supervision. Participants provided very positive feedback, particularly in the area of learning to identify and adapt to differences in others.
Rural and remote inter-professional clinical education

The Cunningham Centre has conducted a number of inter-professional clinical education activities in 2013–14 including:

- a five-part rural inter-professional learning videoconference series for rural allied health professionals in category A and B locations
- a three-part professional skills series on delegation, clinical documentation and enablers and barriers of rural student placements for rural allied health professionals in category A and B locations
- nine HWA-funded Clinical Supervision and Support Program inter-professional student supervision skills workshops across non-metropolitan Queensland
- two face-to-face inter-professional workshops on facilitating learning in the workplace.

Inter-professional and collaborative simulated learning

Simulated Learning Initiative in Paediatric Allied Health (SLIPAH) is a HWA-funded project established in response to limitations in paediatric clinical capability across Queensland’s allied health workforce.

SLIPAH is grounded in strong collaboration between clinical staff at Royal Children’s Hospital, Mater Children’s Hospital and the education faculty of six universities across Queensland i.e. University of Queensland, Griffith University, Bond University, James Cook University, Australian Catholic University, and Central Queensland University. The SLIPAH program’s focus is on embedding paediatric knowledge and skills into the pre-registration curricula of collaborating universities through authentic experiences provided by simulated learning.

E-learning packages for speech pathology and occupational therapy are being developed for pre-registration scenarios. Packages are also being developed for the training and evaluation of paediatric competencies for physiotherapy, occupational therapy and speech pathology staff in the public health sector.

A major achievement for SLIPAH in 2014 has been the recruitment of a coordinator to facilitate inter-professional opportunities in simulated learning environments. All six universities have committed to collaboration between physiotherapy, occupational therapy and speech pathology programs to enable SLIPAH to introduce several inter-professional scenarios into their respective curricula.
Inter-professional learning programs for new graduates and students

The new graduate videoconference series, run by the Occupational Therapy Clinical Education Program, is presented by experienced clinicians and tailored for the professional development of new graduates in Queensland HHSs.

Inter-professional topics such as Professional thinking and clinical reasoning and Working effectively with Aboriginal and Torres Strait Islander individuals have been well received. The sessions are open to new graduates from all professions, with an average of over 40 attending each session. Recordings from the sessions are available via the AHPOQ intranet site.

A recent innovation in inter-professional learning for new graduates in Central Queensland HHS aims to increase understanding of roles of other allied health professions and to develop inter-professional ways of working. The learning program consists of existing tutorials, courses and resources which the clinical educators promote, coordinate or co-facilitate. Examples include Teaching on the run, Peer supervision, Delegation training for allied health professionals working with allied health assistants, Understanding and dealing with conflict, and Flying start.

In March 2014, an inter-professional student workshop in Metro North HHS attracted 51 students, representing 11 allied health professions. The workshops commenced in 2013 as a Clinical Education Network initiative, and offered students the opportunity to broaden their understanding of the roles of different professions, and to engage in collaborative case management with peers. Participants valued the discussion and interaction with students from a range of professions across the region. Further workshops are planned for 2014.

Inter-professional clinical education professional development and support

In 2014, the inter-professional Clinical educator videoconference series was re-conceptualised in response to feedback. The series is now conducted more frequently – each month – but for shorter ‘lunch box’ sessions, with a focus on developing practical skills or showcasing innovative ideas. Presentations are by Queensland Health practitioners with expertise in clinical education and innovation. The series content is mapped against the competencies in HWA’s National clinical supervision competency resource. An average of 50 participants tune in to the videoconference each month. The recorded sessions are also available online.

Basically I knew the knowledge but different aspects were emphasised and this made me reflect on my previous experiences and what I might try to do differently in the future.

I found it very useful as I've had no experience with taking a student before, so it's given me some good pointers on where to start!
The inter-professional **Allied health clinical education forum** in October 2013 welcomed two delegates from the Malaysian Ministry of Health, who joined over 120 delegates from across Queensland. Presentations from industry experts covered the translation of knowledge into practice, supervision to enhance client outcomes, and self-care for professionals. Recordings of the presentations are available [online](#).

Allied health clinical education forum, Brisbane, October 2013. The three presenters, Dr Sally Bennett, Dr Matthew Bambling and Dr Anne Poulsen, flanked by Varuges VM Abraham and Rosli Bin Mohd Sali from Malaysia.

Participants utilised the forum information and implemented it into their practice. Some comments from participants about intention to change practice are provided below.

*Continue to build on activities around reflection, reinforce the value of modelling of practice with my colleagues as a means of providing example to our students.*

*I have challenged tutors to consider their working environment and look at what could be done better, to then make a change and assess whether they were successful.*

Encourage student supervisors to think out loud when working through problems so that students can hear their use of reflection, reasoning and critical thinking.

Planning for the 2014 forum is well underway and the program will offer four workshops targeting intermediate and advanced clinical educators.

The Allied Health **Clinical Educator Network chairs** meet every three months, providing an opportunity for chairs of inter-professional clinical education networks to discuss and share clinical education changes and innovations occurring within their HHS. Yammer is being trialled by the network as a tool for communication between sessions.
Inter-professional problem based learning

Problem Based Learning (PBL) uses complex, real work situations to stimulate learning, in order to arrive at general principles and concepts which are then generalised to other situations. A framework and implementation manual have been developed by the Psychology Education Program, and pilots conducted at two sites in Gold Coast and Metro South HHSs. The pilots have run with small groups of allied health professionals - including new graduates and students - to evaluate the effectiveness of this educational tool in a busy clinical setting. The southside psychology clinical educator will present a poster on the PBL pilot conducted in Metro South HHS at the Metro South education forum in October 2014.

3. Rural and remote support and education

Rural and remote allied health professional development to enhance local service delivery

The Allied Health Rural and Remote Training and Support (AHRRTS) program is designed to improve access to high quality professional development opportunities for clinicians in rural and remote allied health services and thus enhance local service delivery. Rural and remote allied health professionals have access to face-to-face training, videoconference, WebEx and online resources and training, as well as one-to-one consultation with Cunningham Centre AHRRTS program staff.

Training and education sessions focus on rural and remote allied health capabilities for new graduate clinicians as well as more experienced clinicians. Topics include rural survival skills, time management, evidence based practice, professional supervision and peer supervision groups, as well as an annual two-day rural skills symposium, and monthly rural and remote special interest group and in-service.

In 2013–14, the emphasis was on growing online support, including webcasts of training sessions for on-demand viewing, and increased use of videoconferencing and WebEx training modes.

The Allied Health HP3 to HP4 Rural Development Pathway (RDP) provides a strategy for recruitment, support and management of early career professionals in rural and remote allied health positions within Queensland Health. Coordinated by the Cunningham Centre, it provides practitioners with an intensive development plan for the skills they require when working in rural and remote roles.

Three allied health professionals are currently using the pathway, with additional positions under consideration. A major component of the pathway is a suite of resources which has been updated over the past year. Although tailored to rural and remote services, these online resources may also be valuable for allied health practitioners in regional or metropolitan settings. The support modules can be used as adjuncts to supervision or mentoring arrangements, as independent learning activities, or as team-based professional development resources.
The Allied Health Professional Enhancement Program (AHPEP) provides regional, rural and remote allied health professionals and assistants with access to individually tailored placement opportunities which focus on improving services and health outcomes for their clients. This program is coordinated by the Cunningham Centre and has an emphasis on those areas identified as Queensland Health priorities. Placements focus on service improvement themes such as clinical or evidence based practice, skill development, succession planning, investigation of a new service delivery model, and clinical education.

Over 160 participants engaged in AHRRTS training activities during 2013–14, with 93% of these participants indicating the training delivered was good or very good, and 91% indicating an intention to implement changes to their workplace or clinical practice post training.

In 2013–14, a total of 72 placements were completed through the AHPEP program and these consisted of 58 individual, three team and seven expert clinician visits. Sixty-six percent of participants were from regional areas.

Food service training has been delivered by the nutrition and dietetics program manager to rural dietitians to develop skills, and update and share practice in food service and food service student placements. Nine teleconferences were held over 2013–14, with a total of 21 dietitians dialling in and/or regularly receiving minutes, updates and resources. In addition, a food service workshop held in May 2014 attracted 36 dietitians, 12 dietetic students and two nutrition assistants from across the state. The workshop included a session on developing food service student placements to meet both university competencies and identified departmental food service needs. The session was highly rated by the 23 dietitians who attended.

Clinical support for regional, rural and remote physiotherapists was the focus of the physiotherapy Workforce Education, Training and Research (WETR) Standing Group’s clinical speciality skill map which will assist regional, rural and remote physiotherapists to connect with relevant clinical area-specific experts throughout the state. WETR is also investigating successful systems for providing clinical practice supervision to HP4-6 clinical staff, with a view to informing the establishment of more formal clinical practice supervision across facilities and HHSs.

Training programs aim to increase access for patients in regional, rural and remote locations

The X-ray Operator Training and Support Project, led by the allied health education and training team at the Cunningham Centre, has delivered draft Education and training framework for x-ray operators and draft Support processes for x-ray operators documents. These documents aim to offer support to x-ray operators and radiographic advisors who provide medical imaging services in rural and remote Queensland Health facilities, and consequently increase service access for patients located in rural and remote locations.
X-ray operator training and support activities facilitated by the Cunningham Centre in collaboration with the Toowoomba Hospital Department of Medical Imaging during 2013–14, include:

- X-ray operator training and assessment workshops which provide professional development opportunities as well as covering the required components of the X-ray operator annual competency assessment. These workshops will continue throughout the 2014–15 year.
- A six-month trial across four rural sites in Darling Downs HHS on the use of desktop videoconferencing equipment to support x-ray operators by enabling remote supervision by radiographic advisors. This follows on from the Allied Health Clinical Education and Training Unit’s Teleradiography project undertaken in 2011–12.

The **Rural and Regional Ultrasound Training Program** currently supports seven remotely located students across the state with direct and indirect supervision via videoconference. In addition, 11 monthly WebEx presentations on introductory ultrasound topics were delivered, with an average of 15 public and private sector participants attending from across the state. The program has been supported by HWA – Clinical Training Fund Initiative, and is housed within the Metro North HHS.

To date, eight students have graduated from the Rural and Regional Ultrasound Training Program with a postgraduate medical ultrasound qualification. Two graduates have taken up positions in rural locations that previously did not have a dedicated ultrasound service. In addition to the ultrasound service, advanced obstetric screening services have been introduced, meaning patients no longer have to travel long distances to undertake these examinations.

The **Tracheostomy and Speech Pathology** (TASP) simulation workshop was delivered for the first time in regional centres in 2013–14 to regional participants at each of two pocket simulation sites at Cairns Base Hospital and Townsville Hospital. The workshop was facilitated by the speech pathology program manager and was enabled by collaboration between AHPOQ, the Cunningham Centre, and the Metro North HHS Clinical Skills Development Service.

This workshop has been recognised nationally and internationally as a novel and effective approach to tracheostomy training for speech pathologists. Two experienced TASP facilitators and one simulation coordinator from Brisbane delivered the workshops in collaboration with the pocket sites. Training of local simulation staff and speech pathologists will facilitate the delivery of future regional TASP courses to increase staff confidence and competency in the management of patients with a tracheostomy; thus supporting the delivery of improved patient care in regional areas.
Award winning innovation

A clinical measurements model of care project hosted at Townsville Hospital, and supported by the clinical measurements program manager, aimed to address long standing recruitment issues in regional areas. A 12-month generalist training framework was developed which incorporated clinical roles in the disciplines of cardiac, respiratory, sleep and neurophysiology. This project was funded through AHPOQ and won the Health and Community Services Workforce Council Innovation Award in the Rural and Remote category.

Health and Community Services Workforce Council Innovation Award for the Clinical Measurements model of care project:

L to R: The Hon. Tracy Davis MP, Minister for Communities, Child Safety and Disability Services; Stephanie Van Ballegooyen (Principal Project Officer); Megan Harbourne (Clinical Education Program Manager); Dr Tilley Pain (Senior HP Research Fellow)

4. Creating a highly skilled workforce

Training and education of the workforce to support implementation of efficient and effective models of care

The Ministerial Taskforce on health practitioner expanded scope of practice: final report was released in June 2014. The taskforce was established in March 2013 to identify opportunities for expanding health practitioners’ scope of practice to realise more effective and efficient use of the allied health workforce, in order to achieve better outcomes for patients, the community and the workforce within Queensland Health. A key recommendation from the report was that AHPOQ, in partnership with education providers, accreditation bodies and professional associations, develop and facilitate access to education, training and tools to support allied health professionals to expand their scope of practice. A number of education and training programs were made available to allied professionals in 2013–14.

Formal education and training in image interpretation for physiotherapists relevant to their scope of practice was supported by AHPOQ for 70 practitioners. The training was targeted at physiotherapists working in rural and remote areas, emergency departments and orthopaedic services to support the integration of image requesting and use of the findings into their clinical decision making.
Eleven podiatrists were supported to commence formal study in podiatric therapeutics to enable them to be eligible to gain an endorsement for scheduled medicines from the Podiatry Board of Australia. Following recent changes to Queensland legislation—signed off by the Minister for Health—suitably qualified and endorsed podiatrists are able to prescribe medicines from the National Podiatry Scheduled Medicines List to complement their treatment. This means the patient does not require a separate referral to a medical officer for a prescription, thereby improving the patient journey and timely access to services.

A workshop to up-skill the diagnostic radiography workforce to provide a written comment on plain film X-rays was developed and delivered by Monash University and funded by AHPOQ. It is anticipated the training will assist in facilitating improvements in service delivery including decreased waiting times and reduced re-presentations in emergency departments. Twenty Queensland Health radiographers attended the two-day workshop in June. The training increased the knowledge and confidence of participants, and was perceived to be useful and relevant to practice.

Pathology Queensland has delivered pathology requesting training to over 60 allied health professionals to support the implementation of models of care that include allied health pathology requesting. Training was aimed at ensuring allied health professionals are both competent and confident to request appropriate pathology testing when credentialed. Allied health pathology requesting can help reduce the number of ‘stops’ in patient journeys, improve timely access to appropriate investigations, facilitate timely access to treatment, and reduce the burden on medical staff.

Work has commenced on development of an audiology training package to support the implementation of audiologist-led paediatric glue ear clinics for category 2 and 3 patients on ear, nose and throat (ENT) waiting lists.

A speech pathology-led Fibre optic Endoscopic Evaluation of Swallowing (FEES) service can reduce the demands on the ENT medical officers, reduce clinic cancellation and re-scheduling, and allow ENT medical staff to direct services to issues of greater medical or surgical concern. Training for speech pathologists is being supported by a series of tools within a mentor / mentee model. A review report and additional FEES resources developed in 2013–14 are available online.

The year-long Neurosurgical and Orthopaedic Physiotherapy Screening Clinic (N/OPSC) extension program, run by State-wide N/OPSC and MDS Program management team at the Royal Brisbane and Women’s Hospital, combines a suite of learning activities delivered through face to face workshops and telehealth. This program supports the clinical development of physiotherapists towards advanced roles in order to enhance sustainability and build capacity for expansion.
Seven physiotherapists have completed the program to date. All participants developed the required expertise and have subsequently been appointed to, or regularly provide relief, in N/OPSC clinical leader roles. Participants and clinical service managers have indicated high levels of satisfaction with the program. A further four physiotherapists are currently participating in the program. Eight facilities have sponsored staff participation in the program.

Through the Metro South HHS Mental Health forum, psychological assessment in practice was identified as a key focus area for psychologists in 2014. Psychology education has been provided in Metro South HHS as a (re) introduction to psychological assessment and the use of brief versus comprehensive psychological assessment tools to assess cognitive deficits commonly identified in major mental conditions. This program provides an avenue to encourage and enable psychologists to work towards full scope of practice in mental health. Further education is planned for the August 2014 forum, along with discussion around potential barriers and solutions to the provision of psychological assessment in the workplace for mental health staff.

A key factor in supporting allied health professionals to work to full and/or expanded scope of practice is the delegation of appropriate tasks to allied health assistants. Several allied health teams across the state are using the Training in delegation practices packages to enhance the effectiveness of delegation practices for allied health professionals and allied health assistants working together in clinical teams. Evaluation of the training will be undertaken in the coming year.

**Professional networks promote excellence in practice**

**Clinical Education and Training Advisory Groups** (CETAGs) provide strategic vision and leadership for innovative, collaborative, quality, evidence-based professional education and training for allied health staff. Some examples of recent initiatives are given below.

**Physiotherapy** clinical networks hosted conferences in 2013 to support physiotherapists working in cardiorespiratory, orthopaedic, and rehabilitation clinical areas and clinical education. The conferences were highly regarded for their inter-professional presenters, educational content, research highlights, and excellent opportunities to network within and outside the profession.

In addition, AHPOQ funds were used for various network projects including:

- orthopaedic independent learning modules for pre-entry and entry-level physiotherapists or physiotherapists returning to work in, or with prior minimal exposure to, orthopaedics
- new cardiorespiratory e-learning topics including ventilator hyperinflation, dialysis, nitric oxide and Extra Corporeal Membrane Oxygenation
- an upper limb resource package and workshop for physiotherapy staff to improve their upper limb musculoskeletal assessment and treatment skills, particularly of the hand and wrist.
The **advanced social work** professional development series continued in 2013–14, attracting 25 to 34 sites across Queensland at each session. Topics included the psycho-social aspects of paediatric burns and scarring, trauma and attachment, grief and loss, victim support services, and paediatric eating disorders. The series also contributed to a sense of collegiality within social and welfare workers across the HHSs. All sessions are available for viewing on the [social work and welfare](#) media site.

**Respiratory scientists**, including the statewide respiratory science clinical educator, are successfully running two training programs. The [Indigenous health worker spirometry training program](#) (IHWSTP) was supported by funds from a [Closing the gap](#) initiative, and has been expanded to support spirometry practice for all health professionals involved in respiratory care.

The [Queensland Health spirometry training program](#) (QHSTP) is delivered in a blended format which includes online education, face to face practical workshops, and workplace portfolios. So far in 2014, 70 participants in have completed either the QHSTP or the IHWSTP workshops. Feedback from all health professionals has been very positive.

**Speech pathology** added two learning modules for use in Early Childhood Communication Learning Circles within HHSs:

- *Health promotion for paediatric speech pathologists* developed in collaboration with the Centre for Children’s Health and Wellbeing
- *Culturally relevant practice with Aboriginal and Torres Strait Islander children: Everyone’s business* developed in collaboration with the Queensland Health Aboriginal and Torres Strait Islander Speech Pathology Ear Health Group (SPEHG).

The **nutrition and dietetics** CETAG’s Clinical Education and New Graduate Working Group identified a gap in student training in paediatrics. It successfully lobbied the Statewide Dietitian Nutritionist Strategic Coalition to fund a project run by Children’s Health Queensland (CHQ) to create a sustainable model for education of non-CHQ new graduate dietitians and dietetic students in the nutritional care of children and young people. Supported student training modules and tutorials, and staff and student orientation manuals for the paediatric caseload are being developed and implemented at each site.

### Simulation supporting clinical practice and student training

The Clinical Skills Development Centre’s *Cardiorespiratory and orthopaedic physiotherapy* (CROP) course targets new graduate physiotherapists or physiotherapists on return to work programs. It is in its fifth year and has 24 participants. The *Physiotherapy and critical care management* (PaCCMan) course is in its eighth year of delivery in Queensland and has 60 participants. Resources produced for these courses are being utilised by a range of health professions. Approximately 30 allied health professionals have completed the e-learning modules to date in 2014.
Funding from AHPOQ and the Queensland Physiotherapy Placement Collaborative was used to purchase 15 adult airway trainers and one infant airway trainer in 2013. These trainers have been used by students and staff for cardiorespiratory physiotherapy education. The airway trainers were distributed to regional and metropolitan hospitals who provide cardiorespiratory physiotherapy student clinical placements. The trainers allow physiotherapists to practise techniques for cough stimulation and airway suction, which can be invasive and uncomfortable for patients. Education with the airway trainers is complemented by e-learning resources.

Physiotherapy students in Cairns with Clinical Educator Ben Glenwright and new airway trainer (named Julius)

**Transitioning new graduates to health care environments**

The occupational therapy clinical learning framework promotes independent learning and reflective practice for new graduates transitioning to health care environments, complemented by a range of resources. Implementation guides facilitate engagement with the framework and support its link to the performance and development planning process in Queensland Health.

In March 2014, the Metro North allied health project ‘Shine’, conducted by the Metro North psychology clinical educators, was awarded a Certificate of Excellence by the Executive Director of Allied Health for the psychology-led combined induction program for post-graduate psychology interns entering the Metro North HHS.

A clinical education new graduate survey showed 92% of new graduate psychologists were aware of the clinical educator role within the HHS, and agreed support from the clinical educator helped to improve their effectiveness as a psychologist.

### 5. Student placements

**Review of the Clinical education workload management initiative**

A review of the Clinical education workload management initiative (CEWMI) was undertaken in 2013 to identify its achievements and challenges, and to give consideration of the future direction of the resource. Clinical placement activity data, workforce data, and surveys of stakeholders within HHS across the state informed the review.
Online surveys received 536 responses from allied health professionals and 115 from designated clinical educators. Allied health professionals who completed the survey about pre-entry and new graduate supervision were representative of the workforce across larger and smaller professions, and across metropolitan, regional, and rural and remote HHSs. Designated clinical educators who responded to the clinical educator survey reflected the distribution of the original full-time equivalent allocation of CEWMI.

Open response surveys were sent to senior level stakeholders. Six responses were received from directors of allied health, 11 from profession-specific network chairs and eight from program managers.

Overall, the review showed CEWMI had continued to have positive effects on clinical education processes and outcomes. A summary of key findings follows:

- The CEWMI resource had contributed to an increase in clinical placement capacity despite a reduction in eligible supervisor numbers. Overall, in the two years from 2010–11 to 2012–13, there was a 21% increase in the number of placement days offered per eligible supervisor. Forty-nine per cent of allied health professionals providing pre-entry clinical supervision confirmed in the survey the amount of student supervision they provided had increased over the previous two years, with a further 34% providing the same level as in the previous two years.
- More than two thirds of allied health professionals who supervised pre-entry students found the support of a designated clinical educator funded through the CEWMI resource helped them to be more effective and/or manage their workload, with less experienced supervisors more likely to report a positive impact. Valued support mechanisms were routine and as-required support at all phases of placement, support with difficult placement situations, coordination of placements, and clinical education provided directly to students.
- Allied health professionals perceived an increase in their level of experience, skills and confidence with respect to clinical education over the previous two years.
- Senior level stakeholders noted CEWMI had significant positive effects on inter-professional learning, coordination and collaboration of clinical education activities, and innovations in placement models.
- Eighty-seven percent of new graduate survey respondents had received new graduate support, and felt this support had helped to increase their skills and confidence.
- Profession-specific network chairs noted the CEWMI had improved the rate of skill development in new graduates.
- Senior level managers noted the CEWMI resource had improved the statewide governance of clinical education through statewide networks and the development of clinical and education quality frameworks.
- The significant organisational and structural reform that occurred within the Queensland public health system from 1 July 2012 resulted in the loss and/or re-allocation of a number of clinical educator positions.
- The program managers and clinical educators have a significant role in identifying, promoting and supporting implementation of innovative placement models that will assist in meeting the increasing demand for placements.
- Meeting increasing demand for placements within existing and/or depleting CEWMI resources was identified as the most significant future challenge for the resource.
Student and staff training to meet new national safety and quality health service standards

The National safety and quality health service standards (the Standards), implemented nationally from 1 January 2013, are compulsory for the majority of public and private healthcare organisations.

AHPOQ sponsored a project to develop a repository of training materials for staff and students aligned to the Standards. The project mapped and collated existing training available within Queensland Health, and developed new introductory level content to address identified gaps. Resources have been developed for staff and student training.

Several videoconference information sessions were held in May 2014 for education providers and Queensland Health allied health clinical education staff to launch the student training resources. The new training requirements for students will transition over the remainder of 2014 and will be an expectation of placement from the start of 2015.

It is anticipated the training will foster a culture of professional responsibility for patient, staff and student safety across all allied health professionals working in a health care setting. AHPOQ and the program managers are working with education provider partners to facilitate the uptake of the training by students before they present for placements at HHS facilities.

Professional development and support for clinical educators

In December 2013, the Clinical educator preparation and support program was made available to all health practitioners on the iLearn platform. The program consists of 10 introductory level online modules designed to guide supervisors through the process of supervising students on placement. To date, 80 allied health professionals have registered for the program and evaluation of the program is underway.

The Cunningham Centre is one of the two providers in Queensland to deliver the HWA-funded Clinical supervision support program student supervision workshops across the state. The allied health education and training team members have delivered five workshops in regional, rural and remote locations. These workshops have been well-received and are being attended by participants across a range of disciplines including allied health, nursing, medicine and dentistry. A further four workshops will be delivered by the end of September 2014.

The Queensland physiotherapy clinical educators’ network videoconference series in 2013–14 covered the topics of physiotherapy paediatric clinical placement quality framework, paediatric clinical placements, orthopaedic clinical placements, orthopaedic independent learning packages, and an update from Queensland education providers. Seventy to 90 physiotherapists from across Queensland attended the sessions and
feedback has been positive, with participants valuing key learnings which can then be applied in practice. Some comments from participants are provided below:

**Good coverage of the range of issues faced by the clinical educator and good examples of how to organise your orthopaedic placement**

**Lots of valuable information to help better prepare students for their orthopaedic placement.**

The **occupational therapy clinical education support officers’** professional development series included: becoming a resilient occupational therapy clinical educator; best practice in clinical education; the new graduate clinical learning framework; and peer supervision, data collection and management for future placement capacity building. In addition, the occupational therapy clinical education program coordinated a series of videoconference presentations by university placement staff which were attended by over 50 clinical educators across the state.

The activities of the **Dietitian and Nutritionist Clinical Educator Network (DANCEN)** include regular teleconferences, an annual clinical education forum and a share drive for resources. A review of DANCEN in 2104 showed that clinical educators valued updates from the program manager, the development and sharing of resources, and peer support. Results of the review will help to target future activities to maximise effectiveness.

**Innovations in placement models**

Several allied health professions were successful in obtaining grants from the **Queensland Clinical Education and Training Council** for innovations in pre-entry clinical placements which target priority areas and sustainability. For example:

- The **Social work and welfare clinical education program** in collaboration with Queensland Health social work staff, universities, external health providers (including consumer organisations) and the national accreditating body will target health service provision in under-serviced or emerging practice health contexts.
- Speech pathology will investigate adult clinical placement opportunities in the non-government and private sector. This project aims to create new collaborative relationships across sectors and to identify additional placement capacity beyond Queensland Health to relieve the pressure from increasing demands for pre-entry clinical placements.
- The Physiotherapy Clinical Education and Training Advisory Group will lead a project to improve access to and use of physiotherapy pre-entry clinical placements across Queensland.

An **inter-professional mental health Healthy Living and Recovery** student-led clinic is being developed by the Social Work and Welfare Clinical Education Program and Metro South Mental Health and Addiction Service with a planned student intake to commence in 2015. The clinic aims to provide a consumer-centred metabolic monitoring and intervention program for mental health consumers and families. The clinic’s development is supported by a reference group comprised of practitioners, a
The capacity for community nutrition placements was given a boost by an innovative model which saw nutrition and dietetic students undertaking placements in child care centres under the supervision of community nutritionists from the Centre for Children’s Health and Wellbeing in Children’s Health Queensland. Students gained valuable experience from working with diverse cultures to deliver nutrition programs and resources, and the benefit of their projects exceeded the expectations of centre directors. This pilot has opened the way for placements in the early childhood education and care sector with different models and with other disciplines.

The Inter-professional Collaborative Student Team in Gerontology Services is a two-week simulated learning experience supported by a partnership of The Townsville Hospital and James Cook University for students from medicine, physiotherapy, social work, occupational therapy, pharmacy and speech pathology. The student team ‘mirror manage’ a small number of Geriatric Evaluation and Management patients. A period of work shadowing the actual team members is followed by a project briefing and training on teamwork and culture.

A pilot of an occupational therapy student-led role in psychosocial caseloads at the Queensland Children’s Hospital has resulted from a project which investigated sustainable student roles for clinical placements at Queensland Children’s Hospital. The Calderdale Framework was used to determine appropriate caseloads for students. Originally developed in the United Kingdom, the Calderdale Framework is a workforce development tool which provides a clear and systematic method for reviewing skill-mix, developing new roles, and identifying which tasks can be delegated or skill-shared between professions.

Social work piloted two new placement models:
- The Cooktown remote shared-placement model with the Queensland Health child protection liaison officer and community health social worker provided opportunities for work in nearby Aboriginal and Torres Strait Islander communities
- The integrated clinical care and advance care planning rotational model, in collaboration with Griffith University, will allow students to experience both clinical health casework and information literacy provision by delivering a consumer workshop in community and hospital settings.

The speech pathology clinical education support officer in the Metro North HHS is leading a research study Contexts of learning: Impact on Speech Pathology students’ knowledge, confidence and interest in working with an ageing population, in collaboration with the University of Queensland and Wesley Mission Brisbane. The study is evaluating an innovative public-private partnership aged care placement model where students are engaged in clinical learning in both acute and residential care.
Quality frameworks for clinical education

iQIPP-AH (Improving Quality in Practice Placements – Allied Health) is a placement quality reflective tool developed by the Occupational Therapy Department at the University of Queensland, for use by practice placement organisations, individual practice educators, university practice education staff and students. Program managers have subsequently developed quality review frameworks for their clinical education programs based on the iQIPP-AH concepts. For example:

- Psychology continued its review of student placements using the iQIPP-AH tool, with the focus in 2013 being on the student perspective. Placement preparation was the domain where most quality criteria were achieved. An iQIPP-AH review of student placement supervisors is in process for 2014.
- Social work clinical educators across the state are using a variety of ways to support the utilisation of the iQIPP-AH quality placement reflective tool to enhance student placements. Student placement experience surveys 2013–14 showed 96% of respondents rated their Queensland Health placement experience overall as very good or good.
- Speech pathology have developed and implemented a quality framework for clinical placements which includes uptake of the iQIPP-AH reflective tools to drive engagement with quality in clinical placements.
- Occupational therapy has developed a student placement quality framework to enable all stakeholders engaged in pre-entry student placements to strive for quality in their approach to clinical education of students on placement. The framework is supported by the university placement network and integrates use of the iQIPP-AH and the occupational therapy placement evaluation tool (SPEF-R).
Resources for clinical placement

Recent additions to clinical education resources available to support allied health professionals include:

- A social work student placement guide, similar to other disciplines’ common assessment tools. The guide is being piloted with field educators and their students and feedback to date has been very positive.
- The Clinical Education and the Allied Health Professions guide on the Clinicians’ Knowledge Network (CKN)
- A resource index for mental health clinical education developed by occupational therapy
- A suite of clinical education and training resources on the Queensland Health Occupational Therapy intranet site available for inter-professional use, including tip sheets to support implementation of innovative models of placement
- An occupational therapy Placement Profile Resource to provide university staff and students with information about specific student placements, to assist university partners in matching the student to the clinical learning experiences available, and to facilitate student preparation for placement. Other professions are able to adapt the resource to suit their needs. Initial feedback is that clinical educators, students and university staff find this resource useful.

Further resources can be found on the AHPOQ Education page.

Student placement provision in 2013–14

In 2013–14, HHSs and Mater Health Services offered 150,095 allied health clinical placement days to universities. Eighty per cent of the offered days were used, with 120,394 allied health clinical placement days provided. This is two per cent increase in placement days provided compared to 2012–13.

Table 1 shows the placement days provided by profession and HHS for 2013–14. A more detailed breakdown of the data for each profession and HHSs can be found on the AHPOQ clinical placement activity intranet and internet pages.
Table 1: Allied health clinical placement student days provided for the year from July 2013 to June 2014

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<th>Central West</th>
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6. Publications and presentations

A range of clinical education and training publications and presentations by Queensland Health staff in 2013–14 are listed below.

Publications


Presentations


• Redfern H, Fox S. 2013. *Students attitudes towards working with older people – The Placement Rotation In Aged Care (PRAC) project.* Queensland Regional Training Networks 2013 Forum, Brisbane, Queensland (oral).


7. Clinical education and training partners

Program Managers at their planning day May 2014: (L to R) Dr Anne-Louise McCawley (Social Work), Nicky Graham (Speech Pathology), Denise Cruickshank (Nutrition and Dietetics), Nicky Haron (Nutrition and Dietetics), Cate Fitzgerald (Occupational Therapy), Kassie Shardlow (Physiotherapy), Megan Harbourne (Clinical Measurements), Toni Halligan (Medical Radiation Professions), Kerrie Counihan (Psychology)

Cunningham Centre Allied Health Education and Training staff: (L to R) Jude Wills, Vivienne Holman, Tanya McCullough, Dirla Cumner, Priya Martin, Cathy Bathurst, Vanessa Burge, LuJuana Abernathy, Melinda Stone, Peter Fuelling, Wendy Ducat