

Clinical education and training in allied health 2017-2018 report

Allied Health Professions' Office of Queensland

August 2018

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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 2017-2018.

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 2017-2018 include:

- A high level of engagement with internal and external partners
- Support for 78 allied health training places for expanded scope roles
- Diverse interprofessional and professional development opportunities
- A successful interprofessional clinical educator forum in October 2017
- Several new online interprofessional and profession-specific training programs
- Cunningham Centre programs for regional, rural and remote staff
- Queensland Centre for Mental Health Learning programs for allied health staff
- Development of a formalised rural generalist allied health training program
- Provision of 141,450 pre-entry clinical placement days
- Innovations in clinical education and training to enhance capacity and quality of placements

I would like to thank the Clinical Education and Training Program Managers, clinical educators, and the staff of the Cunningham Centre and the Queensland Centre for Mental Health Learning for their ongoing support for staff and students. I would also like to thank all the allied health professional staff and managers for their ongoing contribution to ensuring a sustainable future allied health workforce.

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 2017-2018 the Allied Health Professions' Office of Queensland (AHPOQ) worked with:

- state-wide clinical education and training program managers
- the Cunningham Centre
- the Queensland Centre for Mental Health Learning
- profession-specific leadership groups
- external partners including:
 - education providers
 - professional associations
 - accrediting bodies
 - national clinical education bodies.

1.1 External partners

The **Allied Health Education Forum** provides a high-level forum for targeted strategic information gathering and the development of recommendations in allied health education. The Forum brings together representatives from Queensland education providers with allied health programs, HHSs and the Department of Health. The forum met twice in 2017-2018, with the group discussion focusing on student health and wellbeing and reasonable adjustment to clinical placements.

The **National Allied Health Clinical Education Network** (NAHCEN), a subgroup of the National Allied Health Advisors Committee (NAHAC), provides input into national strategies regarding the provision of allied health clinical education. The network shared experiences around training packages for delegation, clinical education resources and research pathways and training for allied health clinicians. NAHCEN have advocated for allied health workforce data to inform further education and training.

1.2 State wide clinical education and training program managers

Program managers play an important role in leading and coordinating the planning, development and implementation of state-wide clinical education and training initiatives for the allied health workforce and students, both interprofessional and profession-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. Interprofessional clinical education portfolios continue to support safe, sustainable, quality clinical practice across professions and stages of practice and settings. These interprofessional portfolios include clinical educator support and clinical placement capacity, quality and innovation.



Photo: State-wide Program Managers at their working day.
Front (L to R) Cate Fitzgerald (Occupational Therapy), Toni Halligan (Medical Radiation Professions), Nicky Graham (Speech Pathology), Kerrie Counihan (Psychology)
Back (L to R), Rhiannon Barnes (Nutrition and Dietetics), Megan Harbourne (Clinical Measurements and smaller disciplines), Kassie Shardlow (Physiotherapy), Dr Anne-Louise McCawley (Social Work & Welfare).

Key achievements of the program manager network in 2017-2018 include:

- Interprofessional clinical education and the delivery of seven sessions in the new graduate videoconference series
- Very successful interprofessional clinical education forum in October 2017
- Oversight and verification of accurate and timely twice-yearly clinical placement data collection
- Oversight of 141,450 pre-entry clinical placement days
- Development and launch of the Clinical Learning Framework
- Development and launch of the Allied Health Student Health and Wellbeing Guide
- Extensive review of the Clinical Education Preparation support modules
- Profession-specific support for clinical education.

1.3 The Cunningham Centre

The Cunningham Centre is a registered training organisation based in the Darling Downs HHS. The allied health education and training team provides a range of education and training products that are specifically designed to support allied health professionals and assistants in their work roles, and to increase the capability and confidence of the allied health workforce. The Cunningham Centre also offers an increasing range of interprofessional training products. Further information is available on the [Cunningham Centre website](#).



Photo: The Cunningham Centre team: Back (L to R): Jodie McHarry, Abi Masimira, Melody Shepherd, Kelli McKenzie, Kellie Grant. Front (L to R): Katie Bauer, Lujana Abernathy, Kate Ryan, Priya Martin, Cathy Bathurst. Insert: Vanessa Burge (top) and Katrina Wilson

Key achievements of the Cunningham Centre allied health education and training team in 2017-2018 include:

- Launch of the Delegation in Healthcare Training program in December 2017.
- Over 100 people have attended allied health assistant forums delivered in 2018 at the Gold Coast, Toowoomba & Townsville.
- Successful implementation of a pilot Introductory X-ray Operator training course, which is now available state-wide.
- Coordination of 80 Allied Health Professional Enhancement Program clinical placements facilitated.
- Online training packages for supervisees and supervisors available state-wide.
- Continued support of the 2017-2018 cohort of Allied Health Rural Generalist Training Positions in Queensland Health.
- Continued delivery of advanced training and assessment workshops and videoconference assessment to meet the ongoing training and support needs of existing x-ray operators.

1.4 Queensland Centre for Mental Health Learning

The Queensland Centre for Mental Health Learning (Learning Centre) is a registered training organisation (RTO) that provides state-wide mental health training to the

mental health workforce. The Learning Centre multidisciplinary clinical educators and eLearning developers create and deliver training covering a diverse range of topics including suicide risk assessment, forming a therapeutic alliance, clinical form completion, sensory approaches in mental health, strengths and recovery, and cultural capabilities and clinical form completion. The Learning Centre also supports mental health clinicians, including those from allied health disciplines, with scholarships to undertake specialist mental health postgraduate clinical education.

Key Learning Centre achievements for 2017-2018 include:

- the development of two new training courses focused on supporting suicidal young people (QC31 Supporting a Suicidal Young Person and QC28 Youth: Engage, Assess, Respond to, and Support Suicidal People).
- the delivery of a masterclass with a simulation expert to support Suicide, Risk Assessment and Management in an Emergency Department Setting (SRAM-ED) trainers.
- the development of video scenarios to support skills demonstrations within an emergency department setting. The videos are intended to improve cultural safety, and promote delivery of culturally-sensitive care. These state-wide resources may assist in care delivery and have been added to the SRAM-ED eLearning course.
- the completion of a Sexual Health and Safety Training Needs Analysis on behalf of the Mental Health, Alcohol and Other Drugs Branch to determine the education needs of staff around consumer sexual health and safety.
- the development of a Violence Risk Assessment and Management blended learning program.

Further information and details on training programs are available on the [Learning Centre website](#).



**Photo: Front (L to R): Mel Branjerdporn, Lisa Claassen, Marisa Stewart, Shaun Minchin, Laura Chandler, Cheryl Sullivan, Dannielle Jones.
Back (L to R): Charlene Spencer, Dan Mobbs, Greg Jarman, Anthony Milverton, Garth Richards, Michelle Charters, Leisa Flanigan, Linda Tracy, Pauline Bryan**

1.5 Profession-specific partnership highlights

Profession-specific **Clinical Education and Training Advisory Groups** (CETAGs) play a role in improving health service delivery to Queenslanders by providing strategic vision and leadership to achieve innovative, sustainable, collaborative, quality, evidence-based professional education and training for allied health professionals, assistants and students. The activities of the CETAGs are described in the relevant sections in this report.

In addition, there are several **professional networks** in which Queensland Health clinical education staff partner with key professional stakeholders to contribute to quality training. Some examples are:

- **Clinical Measurements:** The Clinical Measurements Student Placement Network is a forum for communication between Queensland Health clinical measurement facilities and universities with career pathways for clinical measurement professions. Our secondary focus has been promoting clinical measurements to university and high school students through production of a promotional video. Members of the network are also attending university open days and educational events. The network is building an online educational resource base from the Townsville Hospital Libguide website for Queensland Health sites hosting student placements. The Student Placement Network will be hosting a tertiary institution engagement forum in October 2018.
- **Nutrition and Dietetics:** 2017-2018 has seen the introduction of new terminology and quantification of placement offers for nutrition and dietetics, a strategic partnership outcome delivered by the Student Placement Reference Group (SPRG) and the Queensland Health Nutrition and Dietetic Leaders Coalition (QHNDLC). The new terminology reflects the Dietitians Association of Australia (DAA) National Competencies with the introduction of 'Medical Nutrition Therapy' (previously individual case management) to describe and categorise clinical placements.
- **Occupational Therapy:** [The Occupational Therapy Practice Education Collaborative Queensland](#) (OTPEC-Q) comprises representation from nine universities, industry and Occupational Therapy Australia. The collaborative has published a range of resources including [videos to support quality clinical placements](#).
- **Occupational Therapy:** The University Occupational Therapy Practice Education Network Queensland and the occupational therapy program manager met twice and the network members attend the occupational therapy clinical education planning day to collaborate on supervisor and educator support and placement quality to ensure sustainability of placement provision.
- **Physiotherapy:** The Queensland Physiotherapy Placement Collaborative (QPPC) with representative members from the Queensland Public Health System (QPHS) and Queensland education providers, facilitates this partnership and aims to provide sustainable capacity for quality physiotherapy clinical education placements for pre-registration physiotherapy students in Queensland. In October 2017, the QPPC celebrated the completion of their 10th successful Central Allocation Process (CAP), allocating a record number of physiotherapy placement offers to Queensland universities in 2018.

- **Physiotherapy:** The Physiotherapy Clinical Education and Training Advisory Group (PT CETAG) continues to facilitate collaboration between the QPHS and education provider stakeholders. Two forums were hosted in the 2017-2018 financial year where members agreed that the management of QPHS physiotherapy placements via the CAP is highly valued and should continue and that the Queensland Physiotherapy Placement Coordinator position has had significant impact on the quality and quantity of physiotherapy clinical placements within the QPHS.
- **Psychology:** The Psychology Clinical Education Program, continues to convene Queensland Health/university forums with the nine Queensland Psychology Schools and the Australian Psychological Society. The current project being undertaken is a guideline document on “Dealing with student difficulties”. This document is undergoing its second review by the university sector, with a view to endorse the guideline document at the next university forum in November 2018.
- **Speech Pathology:** The Queensland Speech Pathology Clinical Education Collaborative (QSPCEC) comprises representation from six universities and industry partners. The collaborative has recently released a website which links to a range of resources to support clinical educators delivering clinical placements. QSPCEC and the speech pathology program manager met twice and members of QSPCEC attended the speech pathology face-to-face forum day to provide professional development to the Speech Pathology Clinical Education Support Officer (SPCESO) network. QSPCEC members attend four SPCESO network meetings to provide an update on university activities and key members also collaborated on project activities undertaken by the SPCESO network.

1.6 Program Managers contributing to future workforce training

Program Managers and other key clinical education staff represent Queensland Health on various university program and profession committees. This work facilitates collaboration on the demand for clinical placements, and provides the opportunity to influence accreditation standards and curriculum design. Staff also teach in university programs which enhances the links between the education providers and the Queensland Health workforce. Within Queensland Health, the program managers provide support to clinical education and training initiatives for new graduate support, supervision and education.

Program manager contributions to the training of the future workforce in 2017-2018 include:

- **Medical radiation professions:** Program advisory committees at the Queensland University of Technology and University of South Australia
- **Nutrition and Dietetics:** Integrated placements (primarily an integration of medical nutrition therapy and food service management days), in Queensland Health continue to reflect both the way clinical dietitians practice, and the new Accreditation Standards to which programs are assessed on. Initially, these placements were piloted in a rural and remote setting with excellent outcomes including high satisfaction levels from supervisors and students. As more universities transition to

being accredited against the new standards, the need for integrated placements will grow.

- **Occupational therapy:** Program advisory committees at the Australian Catholic University (state and national), Griffith University, and the University of Queensland. Lecturing in many of the university program courses across the state. Clinical education leaders and support officers are also members of the advisory committees at Griffith University, University of Queensland, James Cook University and Bond University.
- **Physiotherapy:** Physiotherapy Program manager – curriculum consultative committee Griffith University. Queensland Physiotherapy Clinical Placement and Development Coordinator – curriculum consultative committee the University of Queensland and James Cook University.
- **Psychology:** A large, multi-disciplinary, multi-site translational research project examining social cognition in the clinical neurosciences area led by Professor Julie Henry from the University of Queensland's (UQ) School of Psychology and Dr Daniel Schweitzer (Neurologist, Mater Health) will be implemented at the Mater Hospital. This project is a collaboration between UQ and the Mater Group, as well as experts from other university institutions and hospitals, involving up to 71 researchers, clinicians, academics, and postgraduate research students. The need to understand and identify the prevalence of social cognitive dysfunction in different neurological populations is essential for the development of interventions and will contribute to medical diagnoses. Clinical and research students will have the opportunity to work alongside experts and specialists in the field as well as providing intervention and therapy to this cohort.
- **Speech Pathology:** Program advisory committees of the Southern Cross University, Australian Catholic University and Griffith University. The program manager participated in a three-member panel to conduct the Central Queensland University five-year speech pathology degree program review as an industry partner representative.
- **Social Work:** The Social Work and Welfare Clinical Education Program (SWWCEP)/University Field Education Network meetings occur two to three times a year to review trends in placement data, discuss trends and new ideas as well as consult generally about student placement processes. More than ten universities are invited to collaborate with the SWWCEP in those meetings.

2. Interprofessional support and education

2.1 Enhancing clinical learning environments

The **Clinical Education Preparation and Support (CEPS) Program** is a series of ten online modules relating to teaching and learning in the clinical setting. The program was developed to guide allied health professionals through the experience of supervising students during clinical placements. An extensive review of the CEPS Program took place in 2017. The new CEPS package was launched in July 2018 and is free to access via the iLearn platform.

The **Allied Health Student Health and Wellbeing Guide** was released this year and is available via the allied health clinical placements internet site. The guide aims to support the health and wellbeing of allied health students undertaking clinical placements within Queensland HHSs and Mater Health Services. It guides the development of safe and supportive learning environments, strategies and resources, and reflects the shared responsibility of HHS staff, students and education providers in promoting and supporting student health and wellbeing.

Allied Health Clinical Education and Training Program Managers have delivered the [Clinical Learning Framework](#) for allied health learners. The **Allied Health Clinical Learning Framework** seeks to engage allied health staff and clinical education teams in critical thinking, reflection and inquiry to develop new insights regarding clinical learning environments and the experiences and opportunities for allied health learners within Queensland Health. The Framework proposes nine essential elements that underpin quality learning environments (see image 1 below).



Image 1: Nine essential elements that underpin quality clinical learning environments

The Framework aims to improve practice by encouraging a cycle of questioning, planning, action and reflecting that will build knowledge and confidence in supporting learners in the healthcare environment. This knowledge and confidence will support informed judgements so that all allied health learners experience learning that is engaging, supports their health and wellbeing and builds success for professional practice. The Framework is currently being piloted by the speech pathology profession and Nutrition and Dietetics Clinical Educators at the Princess Alexandra Hospital.

2.2 State-wide interprofessional activities

The **2017 Allied Health Clinical Education Forum** held in October 2017 at the Royal Brisbane and Women's Hospital Education Centre, had over 170 attendees from across the state. The forum program included a guest presentation by Associate Professor Megan Dalton (Australian Catholic University) on *Feedback and Assessment for Learning*, followed by an afternoon expert panel discussion regarding fostering interprofessional collaborative practice. Delegates participated in interactive workshops which covered topics from interprofessional education on discipline-specific placements, the use of simulation in interprofessional education, and effective feedback for educators.



Photo: Workshop participants at the Clinical Education Forum in October 2017.

The **interprofessional clinical educator videoconference series** organised by the program managers network continued to be popular with clinical educators, supervisors and new graduates, with over 80 participants dialling in to each session from across the state. The monthly lunchbox format sessions have been presented by Queensland Health clinical education staff, program managers and external guest speakers including the following topics:

- Dealing with the tough stuff – authentic conversations
- Supporting students towards critical reflection
- Strategies for supporting students from culturally and linguistically diverse backgrounds
- Impacts of student stress and anxiety on student performance and strategies for students and clinical educators.

The recorded sessions are available via AHPOQ's QHEPS site.

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 the HHSs. Ten sessions were run, of which four had an interprofessional focus and were open to all new allied health graduates. The interprofessional sessions were particularly well attended by rural and regional allied health new graduates, attracting 30 to 35 new graduates each time. Past presentations are available from [occupational therapy QHEPS site](#) or by contacting OTCEP@health.qld.gov.au



Photo: Dr Anne Poulsen (second from LHS) with new graduates from occupational therapy, social work, radiation therapy and speech pathology after presenting on the topic of “Supporting new graduate health and wellbeing” in February 2018.

In June 2018, the inaugural **Children’s Health Queensland Allied Health Symposium** took place at the Lady Cilento Children’s Hospital, with over 100 staff in attendance. The symposium showcased the range of allied health professionals’ involvement in leading innovative projects, alternative models of service delivery, research, and education and training. The Chief Allied Health Officer, AHPOQ, provided the keynote address for the symposium highlighting the state-wide

achievements of allied health over the past 10 years as well as future strategic directions and priorities for allied health. Nine presentations were provided including a joint presentation from the Children's Health Queensland occupational therapy clinical educator and a clinical education support officer. The presentation shared their experiences in establishing rolling occupational therapy placement models within the acute occupational therapy department and highlighted collaborations with university partners and other allied health colleagues. The establishment of these placement models has significantly contributed to the occupational therapy service's clinical service delivery as well as providing valued student clinical education experiences.



Photo: Julie Hulcombe (LHS) with presenters at the Children's Health Queensland Allied Health Symposium

2.3 Flying Start Queensland Health

During 2017-2018, the Flying Start program was used by 63 new starters and 32 supervisors. Flying Start Queensland Health is an online learning program hosted by the Cunningham Centre. It is designed to support early career allied health professionals and their supervisors. The program consists of a range of learning activities such as communication, teamwork, research for practice and career planning, which are designed to complement professional support practices such as supervision and mentoring. From July 2018, the content will transition to a new format and will be available on the Cunningham Centre intranet site.

2.4 Around the Hospital and Health Services

Interprofessional clinical education networks within HHSs support interprofessional initiatives in student placement provision and support, and new graduate transition to the workforce. The Allied Health Clinical Educator Network Chairs met quarterly, providing an opportunity to discuss and share clinical education changes and innovations occurring state-wide and within their HHS. Chaired by one of the program managers, members shared online supervision training opportunities, new graduate

clinical education and support programs and resources to support student health and wellbeing. Members also shared information on interprofessional activities and simulated learning opportunities.

In May 2017, the **Metro South HHS** clinical educator network members collaborated with workforce development officers and clinicians to engage 510 school students (from years 10-12) in learning about a career in allied health. This Allied Health Careers Forum was made up of profession-specific displays and presentations along with displays from eight university partners.



Photo: A student attending the occupational therapy stand at the Allied Health Careers Forum.

Quarterly Interprofessional Student Education Sessions are run by **Metro South Health clinical educators** with each session attracting 35 to 40 allied health students on placement at the Princess Alexandra Hospital or surrounding facilities. The students are placed in small multi-professional groups to engage with client case studies that prompt the need for interprofessional team communication and planning. Students communicate their professions contribution to the care of the client and gain a greater understanding of the roles of other professions, as well as role boundaries in healthcare.

Darling Downs HHS nominal group research is currently underway looking at work readiness. The interdisciplinary team, led by a research fellow, have submitted an abstract to the Allied Health Clinical Education Forum in 2018.

The **Gold Coast Hospital Clinical Educator Network** student interprofessional workshops are in the sustainability phase. The goals of the workshops are to enhance knowledge about the roles and responsibilities of other disciplines by learning together, apply interprofessional learning to a case with participants having an opportunity to contribute and reflect on individual contributions within a team for optimal patient care. These workshops are facilitated by clinical educators and were provided to nearly 100 students.

The **Department of Medical Imaging** at the Royal Brisbane and Women's Hospital has a new in-service program called REDx – Radiology EDucation. Our motto is “Participate, Educate, Motivate”. This in-service program is directed towards radiographers and runs in two formats which include a fortnightly in-service, in addition to an evening in-service program that runs five times during the year. The REDx After Dark evening in-service is open to all radiographers in the metro north district and numbers have greatly increased on last year's equivalent, “Clinical Café”.

The fifth biannual **Mater Allied Health student interdisciplinary case tutorial** in May was attended by 13 students from five allied health disciplines and co-facilitated by clinical educators from speech pathology, dietetics, and psychology. During the tutorial, students were allocated to a multidisciplinary group to discuss a case and explored the key/lead clinicians involved, possible role overlap, and how communication and collaboration could assist with care of the patient and their family. Overall, 91 percent identified that the tutorial was a useful learning experience.

The **Sunshine Coast HHS** has been implementing a Reflective Practice Group (RPG) methodology to provide peer group supervision for staff. This initiative, first introduced by a clinical nurse coordinator, now includes over 20 groups, many interprofessional in nature, involving nursing, medical, allied health and administrative staff, across acute inpatient, community and mental health settings. Recent initiatives include the development and running of RPG facilitator workshops, to increase facilitator availability, a mentoring and supervision process to support emerging and existing facilitators, in addition to clinical educator supported research projects, where psychology honours students are exploring the efficiency of the groups.

Over the past 18 months at the **Gold Coast HHS**, a student-led clinic has offered a psychology assessment and brief intervention, to improve services for children on the developmental paediatrician outpatient waitlist. In 2017, within a three-month psychology student placement, 18 patients were engaged and positive feedback was received from the patients, their families and the paediatricians. Outcome data from the student-led clinic has led the team from medical, nursing, and allied health and Griffith University to successfully obtain funding through the Futures Grant. Over the next 12 months, the developmental clinic will be supported by a psychologist, clinical nurse, pharmacist and general practitioners with a special interest in working with children. The student-led clinic initiative, supported by interprofessional collaboration, has enhanced services offered to Gold Coast families.

As part of the ongoing clinical education support and collaboration that occurs with the **South West HHS**, the **Darling Downs HHS** clinical education team which includes clinical educators from psychology, social work, occupational therapy, speech pathology and physiotherapy, travelled to Roma to provide two education sessions at the August 2017 Allied Health Forum. Allied health staff from across the South West HHS travelled to be a part of the forum with 30 allied health staff in attendance.

In October 2017, the **Lady Cilento Children's Hospital** Medical Imaging and Nuclear Medicine team hosted a paediatric ultrasound seminar in collaboration with the Australasian Sonographer's Association. Children's Health Queensland radiographer/sonographers, physiotherapists, and radiologists presented on topics for the south-east Queensland sonography community.

3. Rural and remote support and education

3.1 Allied health rural generalist pathway

The AHPOQ has continued to work with health sector stakeholders including the Cunningham Centre, HHSs, Services for Australian Rural and Remote Allied Health (SARRAH), and health departments and services in the Northern Territory, Western Australia, South Australia, Tasmania and New South Wales on the development of an Allied Health Rural Generalist Pathway (AHRGP). This is a key strategy to increase the accessibility, effectiveness and sustainability of allied health services for rural and remote communities. Initiatives undertaken to progress the strategy included:

- Implementation of 11 supernumerary allied health rural generalist training positions across eight HHSs for a two-year term from January 2017, providing opportunities for early career professionals to commence their rural practice journey.
- Eight rural and remote allied health positions were redesigned by HHSs as rural generalist training positions, with the AHPOQ contributing funding for education program fees.
- James Cook University in partnership with the Queensland University of Technology continued to collaborate with the AHPOQ to develop and trial a two-level, formal rural generalist education program for seven professions. Level 1 of the Rural Generalist Program commenced in May 2017. The level 2 program, the Graduate Diploma of Rural Generalist Practice, commenced in February 2018. The three-year trial is being evaluated by the World Health Organisation Collaborating Centre for Nursing and Midwifery Education and Research Capacity Building.
- The AHPOQ formed a partnership with the Australian Healthcare and Hospitals Association to design an accreditation system for education programs delivering training in rural generalist practice for seven allied health professions. The project outcomes include competency standards and recommendations for the structure and processes of an accrediting body. Implementation of the accreditation system in a subsequent phase is anticipated to support the growth of education offerings for rural and remote allied health professionals and provide a quality indicator for health services that are integrating rural generalist training into employment models.

3.2 Allied health HP3 to HP4 rural development pathway

The Allied Health HP3 to HP4 Rural Development Pathway is a human resource and workforce development strategy jointly coordinated by the Cunningham Centre and AHPOQ. The pathway provides a recruitment strategy for health services and an intensive development plan for practitioners that is tailored to rural and remote practice requirements.

Two allied health professionals will successfully complete the pathway in 2018, with three others continuing their training in rural development pathway roles. A suite of online learning resources aligned to development topics in the pathway are available to Queensland Health staff through the Cunningham Centre. Formal education offered by James Cook University in the Rural Generalist Program was also integrated into

development plans for current rural development pathway allied health professionals in 2017-2018.

3.3 Telehealth education

Implementation of recommendations from the Allied Health Telehealth Capacity Building Plan (2015-2017) was completed in June 2017, including:

- development and launch of an online training program
- implementation of the telehealth network and presentation series
- publication of the Telehealth Evaluation Resource Guide.

The telehealth online training program was available to Queensland Health staff during 2017-2018. The program is designed in three sections; service redesign, clinical examples and telehealth resources.

The telehealth network and presentation series continued during 2017-2018, with four presentations completed during the year. A total of 51 sites registered for the sessions, with a further 23 accessing session recordings.

3.4 Targeted training for improved service access

The **Rural and Regional Ultrasound Training Program (RRUTP)** supported five remotely located staff across the state with face-to-face supervision and indirect supervision via videoconference to complete their graduate diploma of medical sonography. Monthly videoconference presentations on numerous ultrasound topics were delivered, with an average of 15 participants attending. To date, 20 staff have completed the program achieving a postgraduate medical ultrasound qualification. Of these, 16 graduates have continued working in rural and regional areas in Queensland Health. The sonography educator has continued to support the graduates of the program by undertaking visits to Mossman, Mareeba, Cooktown, Thursday Island, Bowen and Charleville.

X-ray operator training and support activities facilitated by the Cunningham Centre included an introductory training course which was developed to address several project recommendations, and differs from other Queensland courses in content and delivery format. The pilot course was completed in September 2017, with 12 successful participants across two cohorts. A further cohort of 13 successful participants was completed in April 2018, and the current cohort of 31 participants is underway. Participants have come from administration, allied health, medical, nursing and operational backgrounds, from 10 different HHSs. Overall course evaluation has been very positive.

The Queensland Musculoskeletal Outpatients Physiotherapy Network (QMOPN) continues to make considerable progress with recommendations from the Directors of Physiotherapy Services Queensland (DOPSQ) **Hand Therapy Implementation Plan**. Since forming in March 2017, the QMOPN Hand Therapy subgroup has committed to delivering workshops in metropolitan and regional settings on an annual basis to ensure equitable access to training for physiotherapists across Queensland Health. In November 2017, the workshop was facilitated at the Townsville Hospital, with participants also travelling from Cairns and Mackay to attend. In April 2018, the

workshop was also delivered at the Royal Brisbane and Women's Hospital. Ten new facilitators across seven facilities have now developed skills to lead workshops, increasing the sustainability of the training. The workshops have received extremely positive feedback and 51 physiotherapists across more than a dozen facilities have now completed this training and are bringing back new skills to their clinical teams.

3.5 Allied Health Professional Enhancement Program

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.

Placements focus on service improvement themes such as clinical or evidence-based practice, skill development, succession planning, and investigation of a new service delivery model or clinical education.

In 2017-2018 a total of 82 placements were completed, including 75 individuals, one team and five expert clinician visits with a high proportion of participants from regional areas. Immediately after their placement, all participants who completed the post-placement survey reported that they intended to make changes/improvements in their workplace or clinical practice. When surveyed three months after their placement, 93 percent of participants who completed the survey reported they had implemented changes to their practice/service because of their placement.

3.6 Rural Interprofessional Education and Supervision

The Rural Interprofessional Education and Supervision (RIPES) strategy was created to support the development of student clinical education capacity in rural and remote services. The RIPES strategy supported two Queensland Health rural/remote allied health teams to develop, deliver and evaluate a locally-tailored interprofessional placement model that includes aspects of both interprofessional education and practice supervision. Teams from Longreach and Charters Towers developed an interprofessional education and supervision model for two to three allied health professions. Each site hosted an interprofessional placement during March 2018, and evaluation data was collected from clinical supervisors and students involved in this pilot. An advisory group with representatives from AHPOQ, the Cunningham Centre and other Queensland Health and university partners provided guidance to this body of work.

The Speech Pathology Program Manager participated in the RIPES steering committee group. Program managers also assisted in coordinating with university stakeholders to ensure placements were allocated to the RIPES pilot sites.

3.7 Supporting students from Culturally and Linguistically Diverse (CALD) backgrounds

Over the last decade, Australia has seen a significant increase in the number of students from culturally diverse and non-English speaking backgrounds enrolling in

health professional programs, with overseas student numbers almost doubling between 2004 and 2014. For the past two years, having received funding from the DOPSQ Physiotherapy Clinical Education and Training Initiative grant, physiotherapy researcher and PhD candidate Annie Yu from the Princess Alexandra Hospital has been investigating influences on learning outcomes for CALD students on placement, how student experiences differ to non-CALD students and what strategies or resources can clinical educators utilise to facilitate effective learning in the clinical setting. The outputs of this project to date include a factsheet and clinical educator resource manual developed for a pilot trial and evaluation.

4. Creating a highly skilled workforce

4.1 Supporting expanded scope of practice

The *Allied Health Expanded Scope Strategy 2016-2021* (the Strategy) outlines work to be implemented in partnership with HHSs that follows on from the implementation of recommendations from the *Ministerial Taskforce on health practitioner expanded scope of practice: final report*,

In 2017-2018, in partnership with education providers, AHPOQ supported a total of 78 allied health practitioner training places in the following programs:

- image interpretation for physiotherapy, in partnership with HHSs
- allied health pathology requesting training
- provision of advice on insulin dose.

The **psychology** state-wide group has funded a Psychology Scope of Practice project which has identified examples of psychology full scope of practice, full scope projects and models of care within adult mental health services across HHSs. The report is underway and will comment on enablers and enhancers for psychology full scope of practice in adult mental health services.

Funded by an AHPOQ Expanded Scope Implementation Project Grant, a two-year project was commenced to develop a consistent state-wide, sustainable workforce education, training and supervision pathway for Advanced Musculoskeletal **Physiotherapy** (AMP) roles encompassing early career through to advanced practice. In the first year of the project (2017-2018), a mixed methods investigation of the barriers and enablers to education and training for AMP roles has been undertaken. Surveys of physiotherapists and physiotherapy service managers were completed by 388 staff, providing quantitative data about the physiotherapy workforce and the factors which both hinder and assist staff to access the education and training required for these roles. Further exploration of these factors was achieved through an extensive series of focus groups, contributed to by almost 80 staff, providing further insight into the issues related to workforce readiness for AMP roles. 2018-2019 will see the development of an education and training pathway describing how early career physiotherapists may progress towards AMP roles. The workforce will have further opportunity to provide feedback on a draft pathway in 2018, before aspects relating to early career physiotherapists are trialled in 2019.

In Semester 1 2018, 17 Queensland Health **physiotherapists** completed the University of Melbourne's 'Radiology for Physiotherapists' subject. This program involved a five-day face-to-face intensive block followed by further self-directed learning, an exam and two assignments. Staff who attended are working in or towards advanced practice roles in specialist outpatient departments and emergency departments. Funding was provided by AHPOQ to support delivery of the five-day intensive program in Brisbane, meaning staff did not need to travel to Melbourne. Evaluation of the 2016 program identified that all participants reported that the program increased both their knowledge and confidence in image interpretation, especially regarding justifying their choice of imaging modality for clinical problems commonly encountered in musculoskeletal physiotherapy practice.

Community Indigenous and Subacute Services (CISS) is working towards the goal of all **dietitians** working within the diabetes service to be credentialed in extended scope of practice for insulin dose adjustment. The initial credentialing steps in the process have commenced. CISS now also has a dietitian credentialed in the management of gastrostomies at RBWH. Leyanne Duncan works within the Post-Acute Care Service at Chermide Community Health and is working towards providing her skills across other CISS teams.

4.2 Allied health assistants

The contextualised learning modules designed to assist the rapid onboarding of new allied health assistants in several clinical practice areas, are available on the AHPOQ website for use by allied health professions. These resources may be used by allied health assistants seeking recognition of prior learning toward the Certificate IV in Allied Health Assistance from a registered training organisation. They are also a useful tool to support continuing professional development for existing allied health assistants.

4.3 Professional support and supervision

During 2017-2018, the Cunningham Centre continued to offer a range of supervision training options including supervisee training, supervisor training and advanced supervision training. Ninety-five participants completed online supervisee training and 199 participants completed online supervisor training. Approximately 120 participants completed supervisor training in face-to-face workshop or videoconference format. Three advanced supervision workshops were offered in Toowoomba, Townsville and the Gold Coast and a total of 49 participants attended these workshops.

4.4 Profession-specific skill development

Nutrition and Dietetics

Allied Health Translating Research into Practice (AH-TRIP) is a new initiative in 2018 for nutrition and dietetics and allied health in Metro South HHS. AH-TRIP offers clinicians better access to training and support to implement research into practice. Supported by AHPOQ, AH-TRIP targets allied health clinicians across all stages of proficiency in research translation. It is all about making the transition from identifying a

problem, to finding a solution, to implementation. More information can be found on the dietetic website. For more information, contact Dr Ingrid Hickman, Principal Research Fellow, PAH (Ingrid.Hickman@health.qld.gov.au) or Rhiannon Barnes, Program Manager Clinical Education and Training (Rhiannon.Barnes@health.qld.gov.au).

The Framework for Effective and Efficient Delivery of Services (FEEDS) for nutrition and dietetics was launched in August 2017. FEEDS is a demand management framework for 14 clinical practice areas with accompanying best practice guidelines and references. This tool has provided regional, rural and remote sites with an opportunity to review and realign services with existing resources to ensure the workforce is working to full scope, thus providing high value healthcare. Examples of how FEEDS is being used across the state will be reported on in the Allied Health eNews and available on the nutrition and dietetics QHEPS page available through the AHPOQ QHEPS homepage.

FEEDS has been embedded into the Nutrition Education Materials Online (NEMO) processes and is therefore available on the intranet and accessible internationally. All five Queensland Universities have included FEEDS into their pre-entry teaching and pre-placement orientation weeks.

Occupational Therapy

The occupational therapy profession has undertaken many workforce clinical education skill development projects including:

- Gold Coast HHS clinical education support officers delivered a series of four in-service training sessions to staff aimed at enhancing the quality of supervision practices. The sessions translated knowledge gained from research conducted locally into practical strategies for supervisors and supervisees.
- A Community of Practice (CoPs) for rural clinical education support officers has been established.
- Members of the Mental Health Occupational Therapy Clinical Practice Collaborative (MHOTCPC) held a planning workshop in March 2018. The workshop enabled the MHOTCPC to reflect on the strengths and achievements of the group to date, identify challenges and opportunities, and identify priority actions for 2018 and beyond. For further information contact MHOTCPC@health.qld.gov.au.

Physiotherapy

Directors of Physiotherapy Services Queensland first launched the Cardiorespiratory and Orthopaedic Physiotherapy Education (COPE) course which was developed in conjunction with the Queensland Orthopaedic and Cardiorespiratory Physiotherapy Network. The course is now in its second year of operation and has been run at many metropolitan and regional facilities across Queensland and continues to meet the training needs of new graduate physiotherapists working in cardiorespiratory and orthopaedic physiotherapy.

The “Advanced and Expanded Scope Physiotherapy Roles – Education and Training Development Guide” has been developed by Workforce Education and Training and Research. It should be used as a guide for project collaboratives, networks or services to follow when establishing the education and training frameworks for new and emerging advanced and expanded scope physiotherapy roles.

Establishing a common approach to the identification and development of education and training requirements is expected to enhance the educational rigour and validity of education and training programs for advanced and expanded scope physiotherapy roles.

Speech Pathology

The speech pathology profession has undertaken several workforce clinical education development projects including:

- The Wide Bay HHS (South) Speech Pathology Department is undertaking a project to enhance clinical services provided to young children, via an innovative student-led service model. Tele-supervision will be trialled during the pilot and future research opportunities will also be investigated.
- Completed the Paediatric Feeding Learning Framework, including the launch of novice level learning materials on the iLearn platform with the assistance of a SERTA Grant from Children's Health Queensland. The completion and launch of the foundation level modules and evaluation of the tele-supervision clinic will be completed in the next six months.
- Fiberoptic Endoscopic Evaluation of Swallowing (FEES). Development of a clinical governance framework and Sustainable Training Pathways document for FEES. Delivery of a two-day accelerated skills development workshop for new FEES services.

4.5 New graduate support

Mind the GAHP (Graduate Allied Health Program) was developed and implemented in 2017-2018. To date over 70 allied health new graduates have attended at least one program component. This year the program is focusing on developing skills in being an effective supervisee, incorporating excellence into your practice, enhancing your career development and self-care as a health professional. These workshops are being developed and facilitated by the clinical educators. Clinical educators through collaboration with workforce development have also compiled resources supporting orientation and information access for new graduates.

Occupational therapy has developed a suite of fact sheets aiming to support new graduates' transition to practice. Topics such as reflective practice, developing a professional identity and active collaboration for learning are discussed within the fact sheets. They support new graduate supervisors to provide support, supervision and education to new graduates and prompt new graduate reflection and exploration of practice. They can be used as a learning activity by individuals or in learning groups and teams. Contact OTCEP@health.qld.gov.au for copies of the fact sheets.

In a review of strategies to support and retain new graduates, **Gold Coast HHS Psychology** has developed and recruited to a new graduate position for psychology, with the view to develop another new graduate position. This is in response to high levels of dissatisfaction throughout the psychology new graduate workforce where new graduates, successful in gaining entry level positions, are unable to meet the learning needs mandated via the Psychology Board of Australia. Many new graduates leave positions once their initial training (supervised practice program) has been completed

and they have gained general registration, or leave if their training needs cannot be met within their workplace (registrar supervision).

The **Interprofessional New Graduate Program in Townsville** meets once a month and this year, has included activities to improve awareness of what each profession does, and how to use this knowledge to improve communication to enhance patient outcomes. The Clinical Educator, Nutrition and Dietetics is facilitating increased interaction between disciplines through considering what each team member does, how they work and how each profession contributes to the patient journey. Participants are asked to look outside the box of their own discipline.

Informal interim feedback has been collated where all participants agree it contributes to their professional development as a health professional and the sessions have been very useful. An end of year report will be generated in six months' time which will formally evaluate the program.

4.6 Calderdale framework

Originally developed in the United Kingdom, the Calderdale Framework is a workforce development tool that provides a clear and systematic method for reviewing skill-mix, developing new roles and identifying which tasks can be delegated or shared between professions. AHPOQ is now responsible for the state-wide coordination of the Calderdale Framework implementation.

In 2017-2018, 13 allied health professionals completed the six-month Calderdale Framework facilitator training program. Nine allied health professionals have registered to commence this training in 2018. A total of 66 active facilitators are available across Queensland HHSs to support local allied health workforce redesign. In 2017-2018, Foundation workshops were held by HHSs, with a total of 71 attendees.

4.7 Delegation training

The online delegation training package available on the AHPOQ website aims to give allied health professionals and allied health assistants a better understanding of models of care incorporating assistants and assistant roles, responsibilities and relationships within these models. The training is available as an online training package or as a half-day self-facilitated workshop.

In addition, the Cunningham Centre launched the Delegation in Healthcare training program in December 2017. This program is accredited by the Australian Skills Quality Authority, and is offered in a blended learning format. Since its launch, 299 participants have enrolled in and/or completed the program.

5. Student placements

5.1 Innovations increasing placement capacity and quality

The Darling Downs and the South West HHSs have partnered with the University of Queensland and University of Southern Queensland to establish a University Department of Rural Health in southern Queensland. Named Southern Queensland Rural Health (SQRH), it is funded by the commonwealth Department of Health under the Rural Health Multi-Disciplinary Training Program and supports pre-registration allied health students along with nursing and midwifery students to undertake supported rural health placements. With the main training facilities being established in Toowoomba and Charleville, SQRH is focussed on interprofessional training experiences for students on rural placement and the establishment of student-led clinics to enhance student learning. SQRH is a unique University Department of Rural Health, being the only one in Australia to be established as a formal consortium between universities and the public hospital and health sector and governed by an advisory board of executive representatives from each organisation.

Nutrition and Dietetics

The dietitians at Lady Cilento Children's Hospital (LCCH) and Children's Health Queensland offer student placements to three different universities in Queensland. The medical nutrition therapy units taught in pre-entry training at university are predominantly focused on an adult population thereby leaving a gap for students who are offered a clinical placement with a paediatric caseload. A team of dietitians from LCCH, led by the Clinical Educator, Dietetics, reviewed and updated the paediatric nutrition modules in 2017-2018 to ensure they reflected the best available evidence. The State Program Manager, Clinical Education and Training wrote the program for the iLearn platform, which enables students to complete any one of the seven modules prior to placement. The modules have also been trialled and used by dietitians new to paediatrics, and/or regional, rural and remote practitioners who practice across a wide range of both adult and paediatric caseloads.

The Queensland Health Nutrition and Dietetics Leaders Coalition (QHNDLC) have in principle agreement to standardise student documentation into ieMR. Further, the QHNDLC have invited the five universities that offer pre-entry dietetic programs to a professional development opportunity on the topic of Digital Hospital in July 2018, during the state-wide planning day. This will aim to inform and orientate leaders in the university sector to the digital hospital experience, and assist with preparing students for placement in sites who have rolled out ieMR. The Dietitian and Nutritionist Clinical Educator Network (DANCEN) has agreed to develop training modules specific to dietetics using the iLearn platform to deliver the orientation modules which will supplement state-wide resources, and will improve efficiencies with orientation for clinical educators at digital hospital sites.

Occupational Therapy

Student allocated task documents supported by Clinical Task Instructions (CTIs) using the Calderdale Framework service re-design methodology have been developed.

These tools aim to support student learning and clinical reasoning on placements as well as the safe practice and governance of student resourced services e.g. student-led groups. Using the student allocated tasks documentation, students are supported to safely and effectively develop competencies to perform clinical tasks, whilst best practice approaches in education are implemented. This initiative has been piloted at LCCH and DDHHS within student resourced service caseloads and has resulted in an increase in clinical placements and enhanced efficiencies within clinical service delivery. Tools are available from OTCEP@health.qld.gov.au.

A review of the occupational therapy best practice clinical education framework for placement quality prompted the occupational therapy clinical education program to develop a clinical governance framework for occupational therapy student placements within HHSs. Contact OTCEP@health.qld.gov.au for further information.

Occupational therapy continues to establish student resourced services as a means of increasing placement capacity as well as supporting student contribution to care.

Examples include:

- the provision of mock MRIs for certain patient cohorts at the LCCH. This service assesses and supports children's occupational performance capacity to undergo an MRI procedure without requirement of a general anaesthetic. A Student and Clinical Educator Handbook has been completed by the Children's Health Queensland clinical education support officer.
- the development and initial pilot of a student resourced sensory modulation clinic at the Chermside Mental Health Service.

Speech Pathology

The Speech Pathology Program Manager has supported the Wide Bay HHS (South) Speech Pathology Department to undertake a project to enhance clinical services provided to young children, via an innovative student-led service model. Key elements of this project include service redesign, collaboration with a university and development of a discipline-specific, student-led placement model. Achievements to date include stakeholder consultation, data analysis, partnering with the Australian Catholic University and planning for an initial placement pilot. Tele-supervision will be trialled during the pilot and future research opportunities will also be investigated.

A review of the Clinical Learning Framework for allied health learners has prompted the speech pathology clinical education program to undertake two key actions over the next six months; design a career development pathway for speech pathology clinical educators with a focus on educational skills development to both facilitate entry into clinical education roles and support sustainability of clinical education support officer roles and functions; and development of resources to support clinical educators to create and maintain positive learning environments.

Speech pathology are developing a pre-placement preparation workbook for clinical educators for a pilot in 2018. The workbook aims to support clinical educator understanding of how performance indicators within the COMPASS® assessment relate to their clinical environment and support use of the COMPASS® tool to guide placement planning and preparation. The workbook will be piloted in 2018 and evaluated using a research framework.

The speech pathology clinical education support officer at the Princess Alexandra Hospital is leading a project to investigate patient, clinical educator and student perceptions of engaging patients as teachers within clinical placements. The survey findings will be used to inform development of a patient feedback tool for use with allied health students during clinical placements.

Social Work

Social Work has focussed upon building capacity around student placements in the use of different models, as well as the usual apprenticeship model. Raising student awareness of placements in rural and remote areas was also a focus as this is an area where many social work placements remain unfilled. Other achievements by social work include:

- A successful 2017 Social Work Rural Forum was run by the SWWCEP Northern Network under the guidance of the Advanced Clinical Education Practice Lead. All social work students undertaking placements in second semester in 2018 were invited to attend. The aim was to enhance interest in rural placements by demonstrating the breadth of learning both personally and professionally that can be experienced in this type of placement.
- Cross sector placement between hospital and a domestic violence service occurred in Metro South (Logan).
- A student hub model for students to work with multicultural clients in renal services (Metro South Logan).

5.2 Student and staff training to meet the national safety and quality health service standards

The second edition of the National Safety and Quality Health Service Standards, were released in November 2017. In 2017-2018, program managers completed a review of the existing student mandatory pre-placement training modules to align with the new Standards. The program managers continued to work with education provider partners to facilitate the uptake of the training by students before they presented for placements at HHS facilities, contributing to the safety and quality of student engagement.

5.3 Professions supporting clinical education

The **Occupational therapy** clinical education program manager as a member of the Occupational Therapy Practice Education Collaborative Queensland (OTPECQ) worked on the development of a new website aimed at “*Enabling quality practice education*”. The website is a portal for education, training and resources for occupational therapists and other allied health professionals who supervise students on practice placement.

The **Occupational therapy** clinical education program has developed several resources to support clinical education, many of which are applicable for other health professions. The resources include:

- Clinical Governance Framework for student placements
- Reflective practice guide

- Guide to developing a competency based learning resource
- Best Practice Quality in Clinical Education Framework (2018-2020)
- Fact sheets to support clinicians understanding of clinical reasoning and their facilitation of clinical reasoning in others.

The Program Manager Clinical Education and Training – **Dietetics** has delivered face-to-face training and support to Longreach, Mackay and Sunshine Coast over the last year. The training has been tailored to meet the needs of regional, rural and remote clinicians in student supervision. The effective feedback, learning styles, communication strategies and managing conflict training translates well to the workplace and provides clinicians with tools to facilitate development in self-awareness and leadership.

5.4 Student satisfaction

The **Dietitian** and Nutritionist Clinical Educator Network (DANCEN) measures student satisfaction of placements in Queensland Health. The survey was developed by the network and has been validated and published in the Journal of Allied Health. Students who meet competency for each block of placement are asked to complete the survey online in their final hour onsite. Students are asked to respond to statements with regards to whether they agree (or disagree) on a five-point scale. The survey is anonymous and focuses on student satisfaction of the placement site only, not the model of clinical education stipulated by the university. The Dietetics Director and Clinical Educator receive their collective annual satisfaction data at the end of the teaching year. In 2017, 135 students completed the survey. The average overall satisfaction of students on clinical placement was 9.0 with a score of 10 being excellent, and 1 being poor. For additional information on the satisfaction statements and the five areas of placement assessed, please contact the State-wide Program Manager Clinical Education and Training – Nutrition and Dietetics (Rhiannon.Barnes@health.qld.gov.au).

5.5 Student placement provision

Pre-entry clinical placements

In 2017-2018, HHSs and Mater Health Services offered 161,627 allied health clinical placement days to universities.

Eighty-eight per cent of the offered days were used, with 141,450 allied health clinical placement days provided. This is a four and a half percent increase in the number of placement days provided, compared with the 2016-2017 financial year (see Figure 1).

Student Days Offered vs Provided by Financial Year

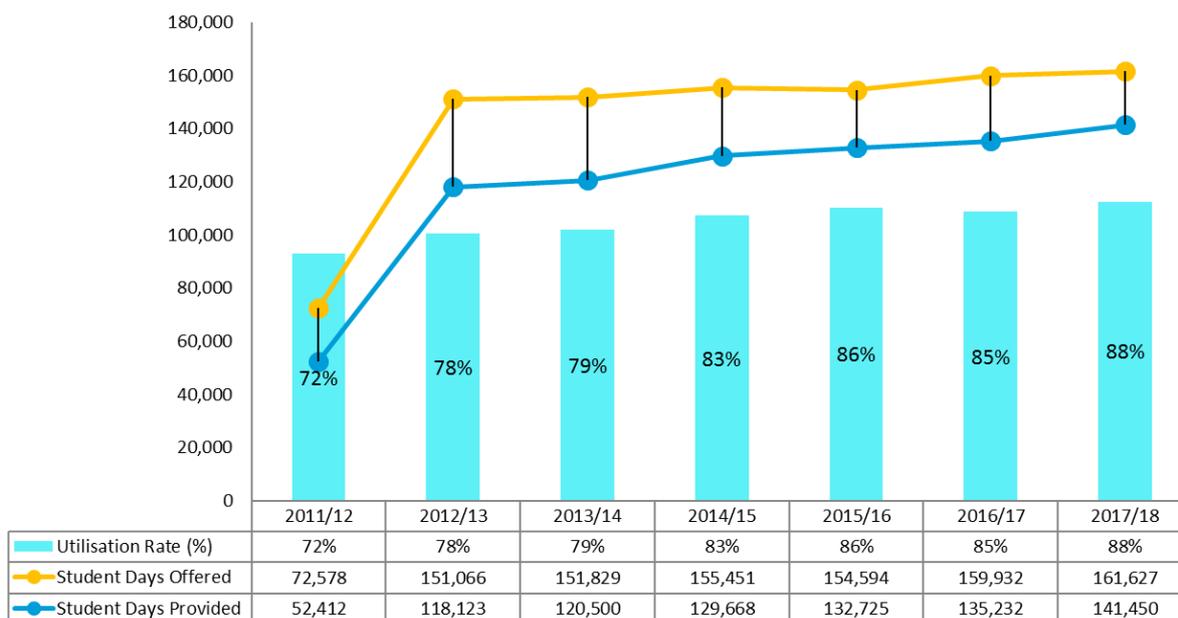


Figure 1 Student placement days offered and provided by HHSs and Mater Health Services from 2011/12 to 2017/18

Queensland Health **Dietetic** Directors or Heads of Service are now offering placements in days (rather than weeks) to again reflect the national competencies, and the way Clinical Placement Activity (CPA) data is being collected and recorded by clinical educators across the state.

The **psychology** clinical education program has recently reviewed discipline placement allocation processes and will take the findings to the November 2018 Queensland Health/university forum to formalise processes within the consortium in anticipation of engaging a more inclusive process for regional and rural HHSs.

An overview of where clinical placements were provided across the state by HHS and profession is shown in Table 1.

Table 1. Allied health clinical placement student days provided for 2017-2018

Hospital and Health Service	Cairns & Hinterland	Central Queensland	Central West	Children's Health Service	Darling Downs	Gold Coast	Mackay	Mater Health Service	Metro North	Metro South	North West	South West	Sunshine Coast	Torres and Cape	Townsville	West Moreton	Wide Bay	Total Days	
Profession																			
Audiology				84				51	75	52					26	73			361
Clinical Measurements	28	75		30		110		58	1,450	889			605		507				3,752
Exercise Physiology		925		256		60	30		4	518			280			880			2,953
Medical Radiation Professions	898			959	780	1,349	567	1,048	5,145	4,725			2,226	50	1,588	812	1,174		21,321
Music Therapy				144		60			49	35									288
Nutrition and Dietetics	490	470	50	1,100	705	683	300	475	2,294	2,538	100	240	1,018	140	445	320	356		11,724
Occupational Therapy	1,525	1,485	94	2,030	2,065	2,265	425	540	3,248	4,949	35	115	2,199	235	2,275	978	230		24,693
Orthotics and Prosthetics				19															19
Orthoptist									90	70									160
Pharmacy	404	188		218	90	520	20		661	805	95		185	10	246	215			3,657
Physiotherapy	2,652	439	125	1,766	2,067	2,563	540	2,677	8,964	9,052	198	264	1,750	25	2,092	1,138	1,097		37,409
Podiatry	45	153			20	40	96		488	247			17		35	68	77		1,286
Psychology	454	294		1,557	624	834		121	2,444	1,334			1,030		239	1,216			10,147
Rehabilitation Engineering									230										230
Social Work	936	275		1,260	633	1,512	399	864	4,097	1,470	72		1,126	110	1,048	1,152			14,954
Speech Pathology	363	416	32	1,233	736	777	298	238	1,699	970	80	72	272	12	765	328	205		8,496
Total Days	7,795	4,720	301	10,656	7,720	10,773	2,675	6,072	30,938	27,654	580	691	10,708	582	9,266	7,180	3,139		141,450

6. Publications, presentations and posters

Queensland Health allied health clinical education staff have been disseminating their knowledge to the wider education community with numerous presentations and posters at national and international conferences. In addition, there have been several publications on clinical education topics.

6.1 Publications

Harrison, G. Transnational social workers and the Australian labour market. In: Bartley, A, Beddoe, L, editors. Transnational social work: Opportunities and challenges of a global profession. Bristol: Policy Press; 2018

Harrison G, Felton K. International students, inclusion and professional field placements. In: Barton, G, Hartwig, K, editors. Profession learning in the work place for international students: Exploring theory and practice. Switzerland: Springer International; 2017

Martin P. 2018. Clinical supervision in the bush: is it any different? International Journal of Integrated Care, 18(s1): 127. DOI: <http://doi.org/10.5334/ijic.s1127>

Martin P & Milne D. 2018. Reciprocal leadership in clinical supervision comes of age. Journal of Advanced Nursing, Early view. <https://doi.org/10.1111/jan.13548>

Martin P, Lizarondo L & Kumar S. 2018. A systematic review of the factors that influence the quality and effectiveness of telesupervision for health professionals. Journal of Telemedicine and Telecare, 24(4)
<http://journals.sagepub.com/doi/full/10.1177/1357633X17698868>

Martin P & Milne D. 2018. Choice of clinical supervisor: cunning or collusion? Journal of Advanced Nursing, 74(6): 1229-1230. <https://doi.org/10.1111/jan.13471>

Martin P, Milne D & Reiser R. 2017. Peer supervision: International problems and prospects. Journal of Advanced Nursing, early view
<http://onlinelibrary.wiley.com/doi/10.1111/jan.13413/full>

Martin P, Moran M & Forman D. 2017. Interprofessional competencies: the poor cousin to clinical skills? MedEdPublish, 6(3), paper 9.
<https://doi.org/10.15694/mep.2017.000123>

Meredith, P., Hutchens, S., Kerley, L., Greaves, A., Taylor, M., Slattery, M., Charters, M., & Hill, M. (in print). Educating mental health staff in sensory approaches using an e-learning package: A three-month follow-up International Journal of Therapy and Rehabilitation

Roberts, M. J., Fitzgerald, D., & Molineux, M. (2017). Educating occupational therapists in the use of theory and evidence to enhance supervision practice. Open Journal of Occupational Therapy, 5(4), 1-8. <http://doi:10.15453/2168-6408.1356>

Young, S. et al. "Transformative learning" - submitted in 2018 to ANZSSWER journal - currently being peer reviewed

6.2 Presentations

- Fitzgerald, C. Occupation in practice. Presentation to the Occupational Therapy Persistent Pain Collaborative. May 2018
- Fitzgerald, C. Transitioning to practice- what will help me to make the most of my new graduate experience? State-wide New Graduate VC series presentation. February 2018
- Fitzgerald, C. CESO contribution to quality student placements. Presentation to State-wide Clinical Education Forum. February 2018
- Fitzgerald, D. Being an effective supervisee. State-wide New Graduate VC series presentation. September 2017
- Furness, L. Student contribution to services in chronic disease. Presentation to Occupational Therapy Chronic Disease Collaborative. November 2017
- Gooding M, Shardlow K, Stoikov S, Kuys S. August 2017. "Student contribution to health services: Collaborative placements – meeting the needs of service delivery and clinical education." 12th National Allied Health Conference, Sydney
- Gooding M, Shardlow K, Stoikov S, Kuys S. July 2017. "Is the clinical workload on placement preparing students for their transition to the workforce?", Australia and New Zealand Association for Health Professional Educators Conference, Adelaide
- Gooding M, Shardlow K. July 2017. "Implementing a central allocation model for clinical placements." Clinical Placements Conference, Melbourne
- Hanks, M. From new graduate to clinical educator – what do you need to transition? State-wide New Graduate VC series presentation. November 2017
- Holley, S. Occupation in Practice. Presentations to the Occupational Therapy Mental Health Collaborative and a number of the Collaborative Subspecialty groups over 2017-2018
- Holley, S. & Kelly, H. Increasing Scope of Practice through a Community of Practice Model. Presentation to the Allied Health Mental Health State-wide Videoconference series June 2018
- Holley, S., Roberts, L. & Herd, C. Engaging students in sensory approaches initiatives. Presentation to Mental Health Occupational Therapy Sensory Approaches Group June 2018
- Martin P, Abernathy L & Kumar S. Responding to changing workforce needs: a study on multiple modes of training delivery. National Allied Health Conference. Sydney, August 2017
- Martin P, Kumar S & Lizarondo L. Making technology work for you in clinical supervision. National Allied Health Conference. Sydney, August 2017
- Martin P, Kumar S, Lizarondo L & Baldock K. Clinical supervision capacity building: policy implications. 4th International Health Care Reform Conference. Sydney, March 2018
- Martin P. Clinical supervision in the bush: is it any different? 1st Asia Pacific Conference on Integrated Care. Brisbane, November 2017
- McCawley, A.L. invited speaker, Managing difficult conversations, Australasian Sonographers Association Annual International Conference, Brisbane, June 3, 2017

McCawley, A.L. invited speaker, Self-management, Australasian Sonographers Association Annual International Conference, Brisbane, June 3, 2017

McCawley, A.L. invited speaker, Grief counselling, Australasian Sonographers Association Annual International Conference, Brisbane, June 3, 2017

McCawley, A.L. Health and Guardianship, Senior's Legal and Support Service Conference, Brisbane, 2017

McCawley, A.L. Re-positioning Social Work - 4 years later! Lessons from Queensland Health Social Work Clinical Education Program's successes, challenges and reflections, AASW Symposium, Hobart, December 2017

McGavin S, Pearson T, Chang A, Halligan T. Expanded scope for Nuclear Medicine Scientists: Administering peritumoral injections under ultrasound guidance. 12th Congress of the World federation of Nuclear Medicine and Biology 2018

Moore, A. & Holley, S. Quality Clinical Education-Supporting the development of a personal theory of practice. Presentation to State-wide Clinical Education Forum. June 2018

O'Reilly, R., Deen, A., Frederiksen, N., & Kinnane, A. Occupational Therapy Student Resourced Services through an Occupation Centred Lens. Presentation to the CHQ AH Symposium May 2018

Searles, J. Adopting a growth mindset as a health professional. State-wide New Graduate VC series presentation. May 2018

Young, S. et al. Cross-sector placement model – Scaffolding student learning in response to domestic and family violence, ASZSWWER Conference, Auckland, NZ, August 2017

Young, S. et al. Student hub placement model over 3 placement cohorts, AASW National Conference, Hobart, Australia, December 2017

6.3 Posters

Fitzgerald, C. & Furness L. Driving innovation in adult physical practice placements Occupational Therapy Australia National Conference. July 2017

Fitzgerald, C., Deen, A., & Furness, L. Refocussing our thinking on Project focussed placements: a journey from resistance to enablement. Occupational Therapy Australia National Conference. July 2017

Fitzgerald, C., Searles, J. & Furness, L. Occupation focussed practice: Can we better support students, new graduates and their supervisors? Occupational Therapy Australia National Conference. July 2017

Fitzgerald, D., Roberts, M. & Molineux, M. Occupational therapists' experience of using professional theory and evidence in supervision. Occupational Therapy Australia National Conference. July 2017

Harris M, Shardlow K. "Governance in action – Helping new graduates COPE on a shoe-string budget" 12th National Allied Health Conference, Sydney. August 2017.

Shardlow K, Gooding M. "Geographical analysis of physiotherapy placements within the Queensland Public Sector – is the mix right?" 12th National Allied Health Conference, Sydney. August 2017.