

Improving workplace education efficiency and quality- evaluation of an Allied Health practitioner education framework

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Background

Monash Health (MH) invests significant resources towards education of Allied Health practitioners (AHP's) through a range of face-to-face and online education programs. To guide delivery of effective education, an education framework was developed. The framework identifies four key professional development elements: 1) governance, 2) planning, 3) delivery and 4) evaluation, and details the responsibilities of each education stakeholder toward achievement of the performance criteria within the framework. Implementation of the education framework across MH has begun.

Objectives

Evaluate achievement of framework performance indicators and the impact this model has on improving efficiency and quality within Allied Health (AH) education.

Methods

Baseline evaluation studies included; 20 interviews and four focus groups; document audits and performance indicator self-assessment surveys (n=202); education satisfaction survey (n=208); session evaluations (n=604) against relevance to professional practice and quality measures including presence of learning outcomes, acquisition of new skills or knowledge, application to practice, and likelihood of behaviour change.

Results

Sub-themes which emerged from interviews and focus groups included: AHP's wanted more formal education roles within AH, improved education efficiency and quality, support with development of skills in education planning, delivery and evaluation activities, and clearer understanding of education responsibilities. A high degree of agreement existed between document audit results and staff self-assessment surveys. Both showed improvement opportunities within articulation of education responsibilities in key organisational documents, standardisation of education planning processes, attendance recording, and participation in education evaluation and quality improvement activities. AHP satisfaction with education and training was 58%.

Discussion

Results from the evaluation study will soon be available. All evaluation interventions will be repeated in 2 years to measure the impact of framework implementation. A range of strategies are required to measure effectiveness of education programs and the impact the education framework has on improving education efficiency and quality in the workplace.