

# Addressing the challenges of student placement demand

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## Background

The Clinical Education Workload Management Initiative (CEWMI), an outcome of the *Health Practitioner (Queensland Health) Certified Agreement (No1) 2007*, resulted in clinical education resources being allocated to health professions in Queensland Health to address the workload associated with pre-entry and/or new graduate clinical education, and to deliver support for clinical education to pre-entry students and new graduates. A review was undertaken in 2013 to identify the achievements and challenges for CEWMI, and to inform the future direction of the resource.

## Methods

Four key review questions considered the impact of the CEWMI resource on clinical placement capacity and the clinical education workload, and the contribution of CEWMI to continuous improvement and sustainability in the clinical education of pre-entry students and support for new graduates. Data to support the evaluation questions were sourced from existing data sources and documents, and from the results of targeted surveys to key stakeholders within Queensland Health.

## Results

Over the two years from 2010/11 to 2012/13, the number of placement days offered per eligible supervisor increased by 21%. Support from a designated clinical educator was a commonly cited reason by supervisors for taking more students. Profession seniors valued the contribution of CEWMI to increased skill development for new graduates which impacted positively on patient safety. A high level of satisfaction with CEWMI was expressed across all levels of allied health professionals. Meeting increasing demand for placements within existing and/or depleting CEWMI resources was identified as the most significant future challenge.

## Discussion

Despite the challenges of major organisational reform, CEWMI achieved significant outcomes in the four areas considered by the review. Key focus areas suggested for the future direction of CEWMI included further innovation in placement models, ensuring quality as well as quantity of placements, and an increase in interprofessional approaches to clinical education.