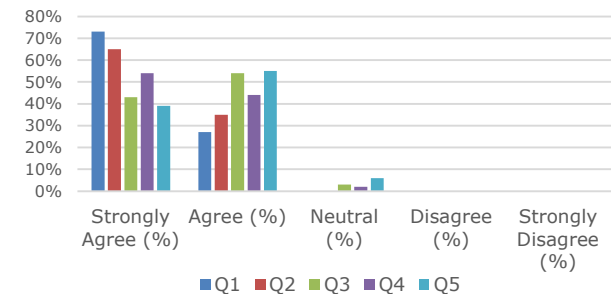


Streamlining tutorials for Allied Health Assistant (AHA) students

2017 Cumulative DATA

Questions	Total	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Total
Q1. This session was relevant to my professional learning needs	68	93	7	0	0	0	100%
Q2. Learning outcomes were made clear from this session	68	76	24	0	0	0	100%
Q3. I have acquired new skills and/or knowledge as a result of this session	68	69	29	1	0	0	100%
Q4. I can identify professional practice scenarios where I will be able to apply what I have learnt today	68	76	22	1	0	0	100%
Q5. As a result of this education session, my attitude or professional behaviour is likely to change	68	38	41	18	3	0	100%



Background: A working party was created in 2016 to help streamline the experience for AHA students on placement throughout Monash Health. Four standardised tutorials were created on the subjects of Delegation, SOAP (Subjective, Objective, Plan and Action) Notes, Manual Handling and Equipment. These tutorials were refined throughout 2017 and 2018 and evaluated by the students who undertook them. Prior to the development of the working party, there was no consistency between sites for what advanced theory or practical tutorials were delivered, by what method or at which point throughout student placements. The tutorials historically were presented by one lead AHA who was knowledgeable in the area.

Aims/Hypothesis: To evaluate the introduction and continued feasibility of a tutorial program for AHA students placed across Monash Health.

Methods: Standard tutorials were designed for four topics: SOAP notes, Delegation, Manual Handling and Equipment. These were evaluated using a 'Growing Through Learning' evaluation template and updated in accordance with Monash Health best practice. The results were collated for the 2017 and 2018 periods.

Results: Throughout 2017, 96% of students responded with an Agree or a Strongly Agree across five evaluation questions (relevance to learning needs, clear objectives, new skills acquisition, applicability of learning, change in professional behaviour) for all four tutorials. The 2018 data shows an increase to 97.8%, with the most notable change relating to attitude or professional behaviour as a result of the tutorials. Feedback from AHA supervisors also suggest that the standardised nature of the tutorials reduced the burden on individual educators and allowed for relatively new educators to be able to run them independently. It would be appropriate to speculate from this data that these tutorials continue to be a valuable resource and that the results validate the ongoing provision and maintenance of the program for future AHA students.

Conclusions/Discussion: The tutorial program has continued to evolve and grow since its inception in 2016. The content and the information presented in the tutorials remain relevant and up to date with best practice to ensure the highest standard of education is delivered. Moving forward into the future, we are looking to identify further learning requirements and create new tutorials as the need arises.

2018 Cumulative DATA

Questions	Total	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Total
Q1. This session was relevant to my professional learning needs	63	73	27	0	0	0	100%
Q2. Learning outcomes were made clear from this session	63	65	35	0	0	0	100%
Q3. I have acquired new skills and/or knowledge as a result of this session	63	43	54	3	0	0	100%
Q4. I can identify professional practice scenarios where I will be able to apply what I have learnt today	63	54	44	2	0	0	100%
Q5. As a result of this education session, my attitude or professional behaviour is likely to change	63	39	55	6	0	0	100%

