

Allied health pre-entry student clinical placement capacity: can it be sustained?

Liza-Jane McBride

Cate Fitzgerald

Claire Costello

Kristy Perkins



Our Context



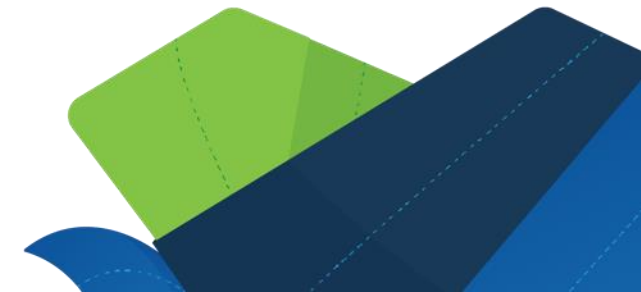
Queensland Health

Clinical Education Workload Management Initiative (CEWMI)

139 FTE allied health clinical educators

Funding for professional support for rural sites

Statewide clinical education program managers

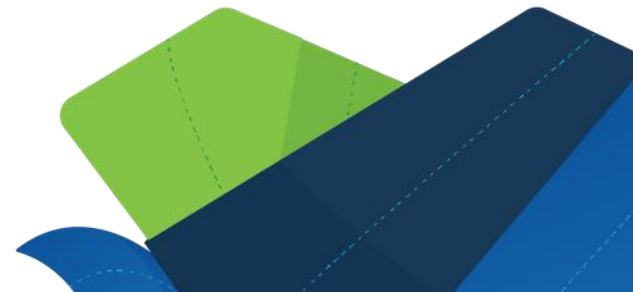


Study aim

- Investigate if clinical placement growth from 2010 was sustained
- Identify factors affecting the sustained efforts to offer placements

Five AH professions (data available for 2010 – 2016)

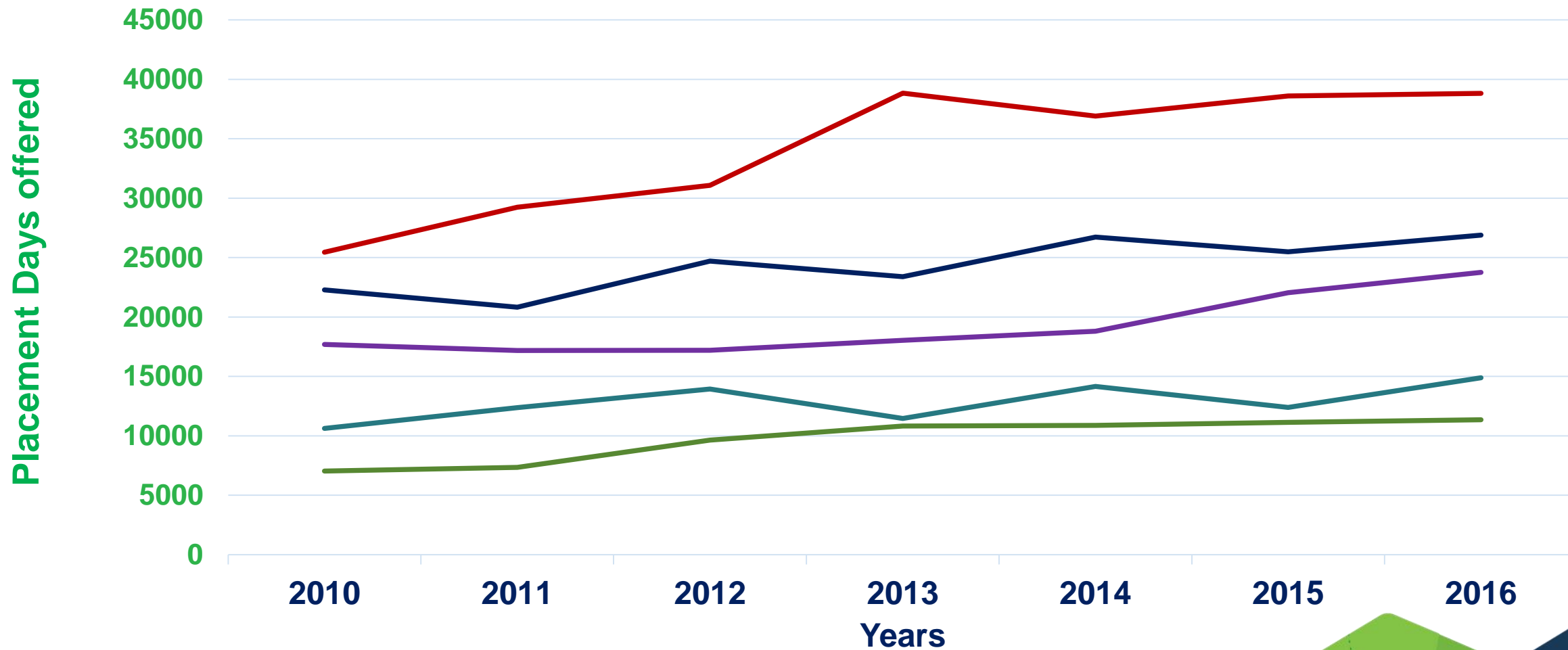
- Medical Radiation Professionals
- Nutrition and Dietetics
- Occupational Therapy
- Physiotherapy
- Speech Pathology



Methods

Quantitative Data	Qualitative Data
<ul style="list-style-type: none">• Clinical placement activity data (days offered)• Allied health workforce full-time staff equivalent (FTE)• Number of university programs• Number of university students	<p>Surveys of key stakeholders:</p> <ul style="list-style-type: none">○ Allied health management○ Allied health workforce○ University staff
Trends in data were appraised for 2010-2016	Response data was analysed thematically (Braun & Clark, 2009)

Clinical placement days offered by the Queensland public health system to pre-entry students of 5 professions NB: one student day is equal to a minimum of 7 hours

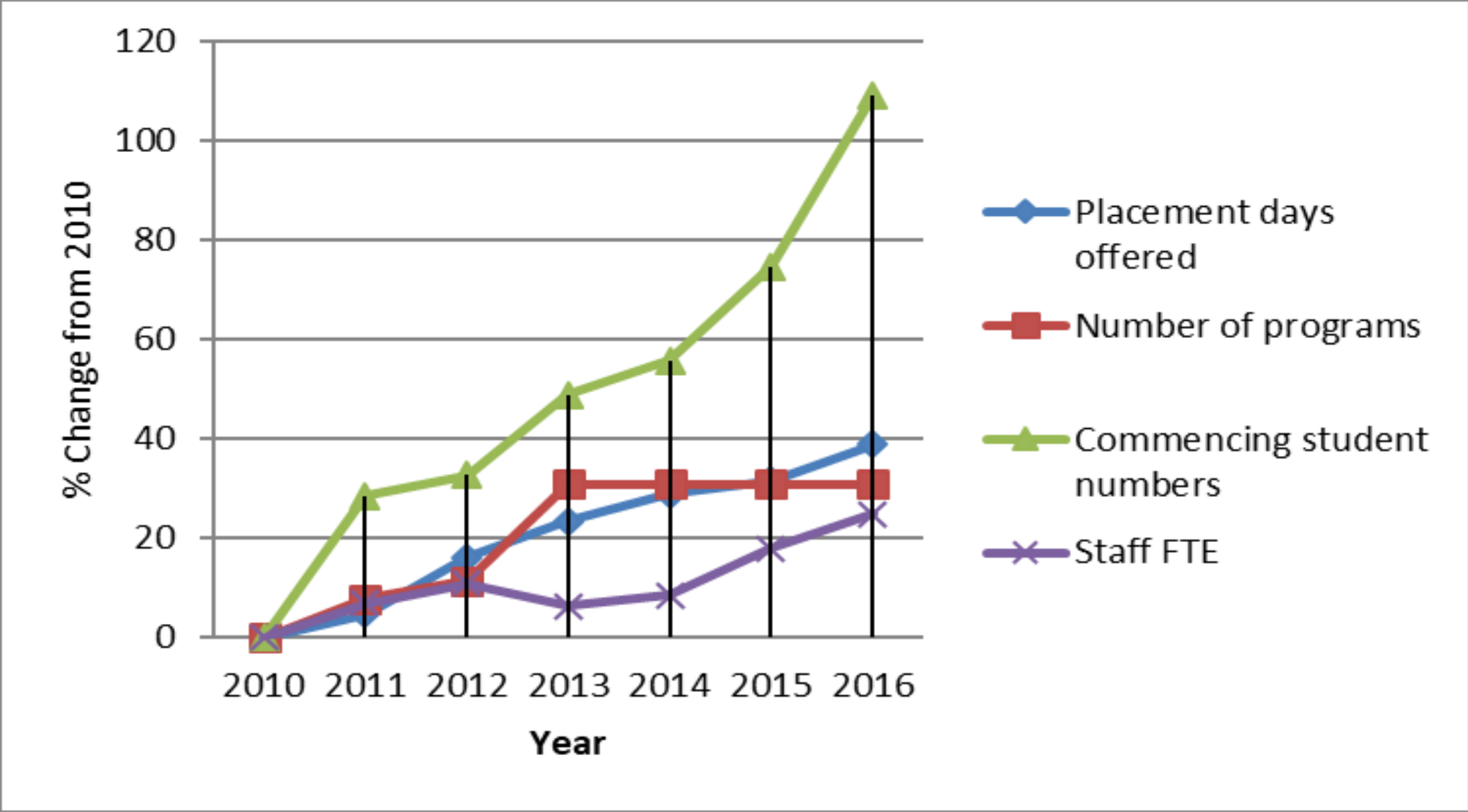


- Medical Radiation Professions
- Occupational Therapy
- Speech Pathology

- Nutrition and Dietetics
- Physiotherapy

Data trends for 5 professions

Graph represents % change and not actual numbers



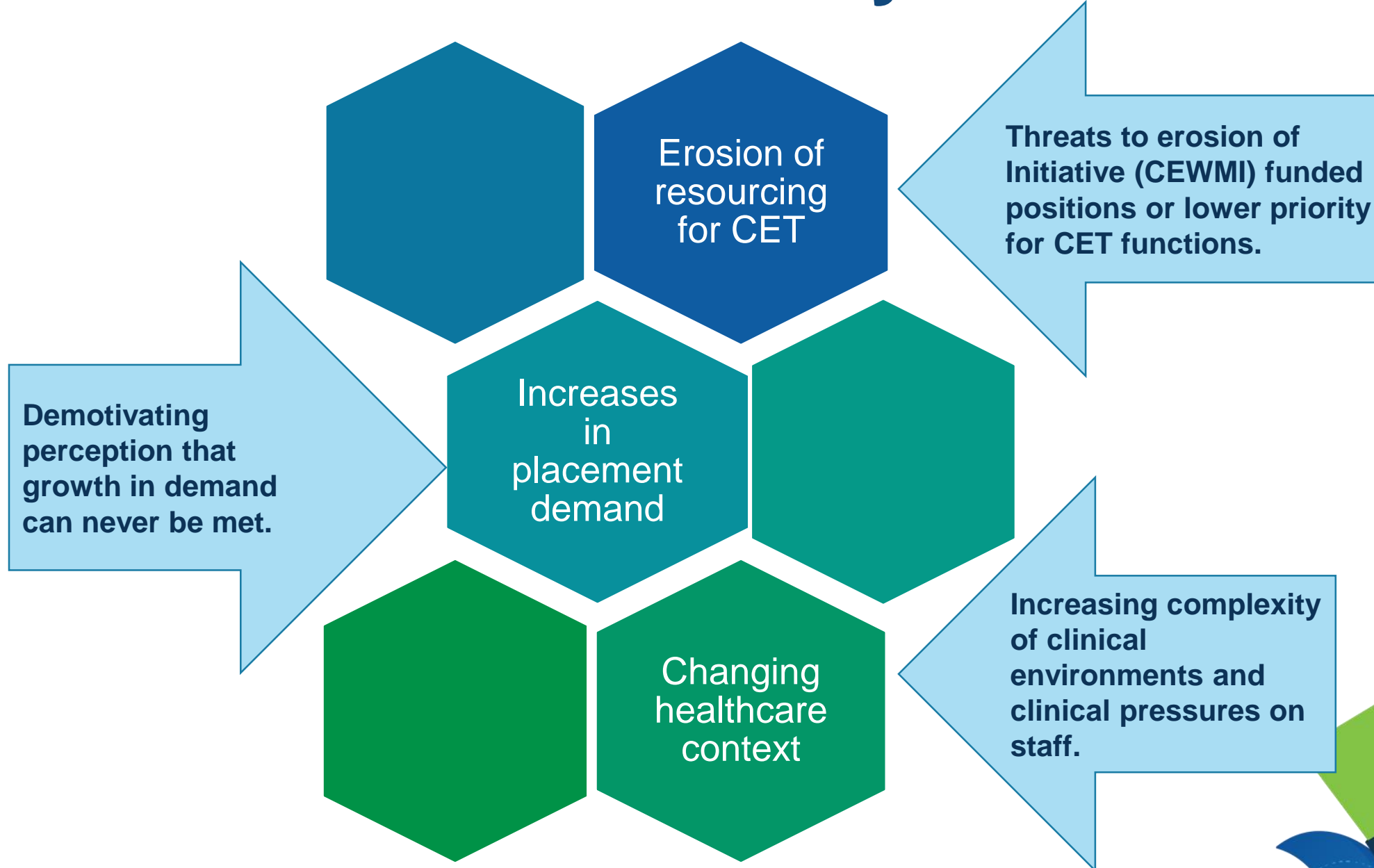
Enablers for sustaining clinical education engagement

Allied Health Management	Allied Health Workforce	University Staff
Leadership and governance for clinical education and the <i>Initiative (CEWMI) funded positions</i>	Collaboration between Queensland Health and Education	Collaboration between Queensland Health and Education Providers
Collaboration between Queensland Health and Education Providers	Leadership and governance for clinical education and the <i>Initiative (CEWMI) funded positions</i>	*Efficiency through coordination of processes for student placement offers and provided
*Demonstration of outcomes of the Initiative responses to meeting placement demand	*Demonstration of outcomes of the Initiative responses to meeting placement demand	The valued efforts of the <i>Initiative (CEWMI) funded positions</i>
Focus of leadership on clinical education capability building for staff educators	*Efficiency through coordination of processes for student placement offers and provided	
*Efficiency through coordination of processes for student placement offers and provided	Focus of leadership on clinical education capability building for staff educators	

Systems or organisational enablers



Barriers to sustainability



Recommendations for sustaining capacity

Partner and collaborate with education providers

- Information and resource sharing within and across professions
- Clinically efficient clinical placement models/approaches
- Staff access to training

Flexibility and responsiveness

Sustain a focus on clinical education:

- Leadership
- Governance
- Co-ordination of student placements
- Data collation and review to demonstrate outcomes

The greater the placement demand the more structured and deliberate the response needed from public health services.

Thank you
Questions?

Liza-jane.mcbride@health.qld.gov.au



References

- Armstrong B, Gillespie J, Leeder S, Rubin G, Russell L. Challenges in health and health care for Australia. *The Medical Journal Of Australia* [serial on the Internet]. (2007, Nov 5), [cited February 20, 2018]; 187(9): 485-489. Available from: MEDLINE Complete.
- Braun V, Clarke V. Using thematic analysis in psychology. *Qualitative Research In Psychology* [serial on the Internet]. (2006, Apr), [cited June 05, 2019]; 3(2): 77. Available from: Complementary Index.
- McBride, L-J., Fitzgerald, C., Costello, C. & Perkins, K. (2018) Allied health pre-entry student clinical placement capacity: can it be sustained? *Australian Health Review* <https://doi.org/10.1071/AH18088>
- McBride L-J, Fitzgerald C, Morrison L, Hulcombe J. Pre-entry student clinical placement demand: can it be met? *Aust Health Rev* 2015; 39:577–81. <https://doi:10.1071/AH14156>
- Romig B, Tucker A, Hewitt A, Maillet J. The Future of Clinical Education: Opportunities and Challenges from Allied Health Deans' Perspective. *Journal Of Allied Health* [serial on the internet]. (2017, Spring2017), [cited June 05, 2019];46(1):43-55. Available from: CINAHL Complete.

