SCHOOL OF HEALTH AND REHABILITATION SCIENCES

CLINICAL EDUCATOR SUPPORT AND RECOGNITION PROGRAM

FACULTY OF HEALTH SCIENCES

THE UNIVERSITY OF QUEENSLAND
AUSTRALIA
INTRODUCTION

Clinicians in the disciplines of Audiology, Occupational Therapy, Physiotherapy and Speech Pathology provide an invaluable contribution to education and research within the School of Health and Rehabilitation Sciences (SHRS) at The University of Queensland. Clinical education is an integral part of the degree programs for all disciplines in this School. Across the four professional disciplines, discipline-specific competencies are required in the areas of assessment, clinical reasoning, problem solving, treatment planning, strategy/technique selection and application, outcome measurement and record keeping, as well as evidence of generic health professional attributes such as communication, professional and ethical behaviour. In addition to placements within internal clinics (staffed by University of Queensland clinical educators), all of the current students within the disciplines (including undergraduate and graduate entry masters) must complete external clinical placements under the supervision of professionals within their respective disciplines and in a variety of settings eg hospitals, educational facilities, community facilities, government departments and private practice.

The contributions of clinicians in providing this valuable input to the education and training of future generations of health professionals in addition to managing their own extremely busy workloads is acknowledged by the School.

The Faculty of Health Sciences in conjunction with the School has developed a support and recognition package that is intended to provide clinical educators with recognition of their invaluable input to student clinical education.

CRICOS Provider number: 00025B
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1. Academic Titles

Academic titles are awarded by the University to provide recognition to health professionals who contribute significantly to the University’s teaching and/or research activities even though they are not paid by the University. All such titles are awarded at a level consistent with that applying to University employed staff. Appointments are made by the Executive Dean of the Faculty of Health Sciences on receipt of a simple application form and curriculum vitae.

A wide range of benefits are available to title holders including:

- Use of title in correspondence
- UQ Email account and web access
- Internet presence
- IT Support and Training
- Library Access
- Continuing Professional Development Opportunities
- Research Opportunities
- UQNNews
- UQSport
- UQ Staff Club

(Note some of the above activities attract a fee but at discounted rates. See following sections for more detail.)

1.1 Application, Levels and Eligibility

Application forms are available from the School and Faculty Offices and downloadable from the School web site (http://www.shrs.uq.edu.au/). A sample of the form is attached (appendix A).

A person is eligible to apply for an academic title if they make a significant and sustained contribution to the clinical education of students and are not paid by the University for this contribution, for example, where an individual clinical educator is able to supervise at least one student for one or more clinical rotations/placements per year. To maintain their title, clinical educators need to undertake such a commitment each year. The duration of a title is three years.

Applicants are also expected to demonstrate a commitment to educational methods in the clinical field, for example have already completed an introductory Workshop on Clinical Education or be participating in the SHRS Clinical Educator Education and Support Program.

Application may be made for appointment at Associate Lecturer, Lecturer, Senior Lecturer, Associate Professor or Professor level. Briefly, clinical educators with a
bachelor degree in the relevant discipline are eligible to apply for a Lecturer A (Associate Lecturer) position. Clinical educators with a higher degree and/or a record of research and publications are eligible to apply for Lecturer Level B or Senior Lecturer Level C as appropriate. Appointment to more senior levels are less common and require applicants to be those who have assumed a leadership role nationally or internationally within the discipline. A full table of criterion and levels is attached in Appendix B and is available on the website.

Appointment is for a period of three years. At the end of the period the appointee’s contribution to clinical education is reviewed and clinical educators may apply for a further three year appointment (see below). Resignation during the appointment would proceed in the normal manner.

1.2 Promotional Opportunities

During the final year of their term, title-holders are contacted by the Faculty to determine whether they wish to apply for reappointment or promotion. Applications are reviewed by the Head of School and the Executive Dean. Provided it is supported, an application for promotion is then made through the normal University promotions process in accordance with criteria applying to University employed staff. Clinical educators are encouraged to seek prior advice from the Head of Division and Head of School if they are interested in seeking promotion.

1.3 Entitlements of Academic Title Holders

Title use

Use of title in any forum and correspondence that doesn’t contravene the University of Queensland Code of Conduct (Policy 1.50.1) (see http://www.uq.edu.au/hupp/index.html?page=24987&pid=24963) and the University’s Internet Code of Practice (Policy 6.10.1) (see http://www.uq.edu.au/hupp/index.html?page=25322&pid=0)

For example, as an inclusion on letterhead: Lecturer of the University of Queensland.
**UQ Email Account and Internet Access**

Title-holders as members of the University are issued with an official University of Queensland Internet account and have access to the web based UQ staff portal called my.UQ. The url is [http://my.uq.edu.au/](http://my.uq.edu.au/)

The internet account provides staff with the following features:
- UQ username and password
- Email address
- Disc space
- National dialup (unlimited dial up hours but restricted to four hour sessions. Download quota will be advised by the School as it is subject to change.)

The UQ portal my.UQ provides the means of access to the University email account as well as other resources such as a personal calendar, contacts list and list of web links.

Title-holders are also issued with a School email address. All School circular emails are sent to this address. School mail can be redirected to be read through another email account of your choice.

Through UQConnect, title-holders can also pay for upgrades to a full commercial internet service, including dial-in or broadband connection, at a discounted rate.

Discounted rates also apply for the hosting of personal web pages. Full information on the services provided by ITS for staff, either associated with work or for personal use, can be found on their web site at the following url: [http://www.its.uq.edu.au/index.html?page=24100](http://www.its.uq.edu.au/index.html?page=24100)

If you are running a research project through the School or one of its divisions, information concerning this project may be published on the School’s own web site. Once you have prepared an electronic version of the information contact the School Administration Officer (Research) for further information (email k.reinhardt@shrs.uq.edu.au).

**IT Support and training**

UQtrain IT (part of ITS) provide non-academic training courses which focus on enhancing the conceptual IT understanding and skill levels of staff, students and external clients. They conduct workshops and courses in selected aspects of computing and information processing, including the use of popular computer packages. Some courses attract a fee but many are complimentary for UQ staff and therefore title-holders.
Library Access

The University of Queensland Library, also known as the Cybrary, has 13 branch libraries including branches in the Royal Brisbane & Women’s, Mater and Princess Alexandra Hospitals and two Cybrary Service Points available from the School of Medicine’s Rural Clinical Division South West Region based at the Toowoomba Hospital and the Rural Clinical Division, Central Queensland based at the Rockhampton Hospital.

The libraries have an exceptional collection of medical, health and allied health resources, including over 3000 health and medical e-journals and relevant databases (eg. Medline, ERIC, CINAHL, Psych abstracts, etc). They run information skills training (eg. how to search various e-journals) and provide expert information retrieval advice (eg. for evidence-based practice).

Some academic title-holders will already have access to the University of Queensland library facilities through Queensland Health or similar institutions. Academic title-holders without this access will need to contact the Loans Desk of one of the University branch libraries following award of their title. They will need to quote their employee number that is provided on the offer of appointment letter and they will then be issued with the appropriate borrowing card. (Clinical educators who do not wish to apply for a title but require access to a library will need to contact the respective Divisional Office in the School to obtain the necessary authorisation for presentation to the library.)

Professional Development Opportunities

Some divisions offer continuing education short courses in varying fields of practice. These are advertised on the Divisions’ web pages, notified to major institutions such as Queensland Health and will from 2006 be circulated on the new School Clinical Educator Bulletin.

Physiotherapy for example, offer continuing education short courses in several fields of physiotherapy practice. Ten percent of course positions will be reserved for academic title-holders, at a 50% reduction in the course fee. The allocated places on the courses will be offered to the first applicants. In order to allow as many educators as possible to benefit from the arrangements, if an applicant has already attended a University of Queensland continuing education course at a reduced rate in the same calendar year, then they may not receive preference for a position on a subsequent course.

For most other divisions such courses are run by the respective professional associations and the School does not wish to duplicate their activities. Members of academic staff in these Divisions frequently present at these events.
Research Opportunities

Since 1999, the School has vigorously pursued the consolidation and extension of its research profile. The Faculty of Health Sciences to which the School belongs, is a leading research sector of the University, attracting more research funding than most Australian Universities. The School of Health and Rehabilitation Sciences is one of the leading schools of its kind in Australia with respect to research outcomes; the quality of research regularly attracting several large nationally competitive research grants.

Academic title-holders are encouraged to submit research grant applications through the University and to tap into the excellent research support network available. This includes:

- Excellent grants administration, including information on all available grants
- Support on grant writing and feedback on applications
- Strong legal services and assistance with preparation of contracts
- Links into the collegial body and opportunities for strengthening liaisons with other key researchers across UQ and many external partners
- Opportunities for cross disciplinary collaborations in innovative projects
- Potential for recognition – both professional and public, via high profile research centres and groups, as well as access to UQ’s media office.

UQ News

The University produces UQ News, news and feature stories in a monthly colour magazine format. This is forwarded by mail once the title-holder registers to be on the mailing list.

Academic title-holders will also receive the UQ Staff Update, a weekly electronic newsletter on matters of interest to UQ staff, as well as the Executive Dean’s Bulletin, a fortnightly electronic bulletin on latest news and events in the Faculty and SHRS Clinical Educator Bulletin listing upcoming events in the School.
**UQSport**

As a title-holder you are eligible to join University’s sports club UQSPORT at the discounted UQ staff rate. Members have access to over 40 sporting clubs and receive discounts to a range of facilities and programs including the UQ Sports & Fitness Centre, UQ Aquatic Centre, UQ Athletics Centre, various courts hire and recreation and adventure courses.

**UQ Staff Club**

The University Staff and Graduates Club provides licensed facilities for members and their guests. To join, a title-holder must be proposed for membership by a current member of the club (as for University employees). A fee applies.

2. **University Clinical Education Staff**

Staff dedicated to the management of external clinical placements are now employed in the majority of divisions within the School. Clinical Education Liaison Managers have been working for some time in Physiotherapy and these positions have now been established in Occupational Therapy and Speech Pathology. They allow the divisions to provide enhanced support to the clinical educators and students during student placements as well as providing continuing advice on clinical education. Regular contact (phone and site visits) between the University and clinical educators is made possible with these personnel, as well as the provision of additional support for at risk students.

All divisions also provide clinical educators with access to other designated staff members (eg Clinical Academic Manager, Clinical Fieldwork Manager, Clinical Course Coordinator) if they have any concerns at any time regarding a student’s performance or ability to successfully complete the placement. Procedures as to how to manage concerns that arise during a placement are documented for each division, and clinical educators receive instruction and support throughout on the management of each situation.
3. Clinical Educator Education and Support Program

SHRS has developed interprofessional clinical educator workshops to complement the existing introductory and advanced clinical educator workshops that have been offered for some time by the divisions.

Interprofessional education (IPE) is a high priority focus within the School. The Divisions of Physiotherapy, Occupational Therapy, Speech Pathology and Audiology have variously provided training in essential aspects of student supervision such as teaching and supervisory styles, learning styles, facilitating student learning and managing barriers to learning.

A project begun in late 2004 sought to evaluate the generic components of all training programs to determine a suitable program to meet the needs of an interprofessional group. A sub-committee of the Clinical Education Committee has been responsible for the planning and implementation of this new model of training in collaboration with the School of Physiotherapy and Exercise Science at Griffith University. Two workshops with attendees from all four disciplines represented within the SHRS have been undertaken to date. Evaluations were consistently high in areas of appropriateness of the workshop components, the relevance of the interprofessional model of training and the additional discussion scope afforded by such a model.

The program for a range of workshops to be presented in 2006 is now under development, as are plans to undertake each introductory clinical education workshop in an interprofessional format with discipline-specific workshops addressing issues of assessment and other more specific needs.

Central to the introductory workshop is the ‘Adult Learning Module’ written by staff member Shelley Allen. This is designed to respond to the identified needs of professional practice educators and to further support their role as educators. It is also anticipated that after completing the module, professional practice educators will find their role more personally rewarding. The module has four sections: the scope of allied health professional practice education; the ways adults learn; ways of supervising and teaching professional practice; and ways of integrating and developing your approach to facilitating learning in professional practice education settings.

The module is sent to workshop attendees as required pre-reading and is now available in PDF format for clinical educators who are unable to attend workshops.

Clinical education resources are already provided to participants in divisional clinical educator workshops and to facilities that take students on placement.
These are being extended to disciplines where they do not currently exist. Individual clinical educators also receive information directly related to student clinical education, provision of feedback to students, how to deal with difficult students, and so forth.

All those who complete the training program will receive Certification of Participation and in most disciplines will earn Continuing Professional Development Points or similar points towards maintenance of association memberships or professional accreditation programs, for example towards the Accredited OT –AccOT- program, membership of the Audiological Society of Australia, or towards the Professional Self Regulation PSR process in Speech Pathology.

4. Professional Development Opportunities

A number of professional development events or activities are held by the School and/or by different divisions and clinical educators will be included in these. Details are provided in the Clinical Educators’ Bulletin and/or via other Email circulars.

Examples follow.

4.1 Discipline specific opportunities

Audiology
Clinical educators are invited to guest lectures by visiting Adjunct Professors. Audiology staff advise clinical educators of any new publications by audiology staff and provide copies of publications on request.

Occupational Therapy
Clinicians are able to attend events run by the Division such as workshops, guest lectures by visiting and adjunct professors, and the Sadie Philcox memorial lecture. Clinical educators are also invited to attend the Annual Fourth Year Student Conference and the GEMS Research presentations.

Physiotherapy
The Division of Physiotherapy offers continuing education short courses in several fields of physiotherapy practice. Academic title-holders receive a discount and preferred access to these courses (refer to Section 1 for details).
Clinical educators are invited to a range of seminars and presentations such as those below:

- Postgraduate coursework student seminars and presentations, postgraduate anatomy project presentations and research reports.
- Research group seminars.
- Guest lectures presented by visiting national and international professorial staff.

Speech Pathology

Clinical educators are invited to a range of seminars and presentations such as those below.

- Division of Speech Pathology Research Seminars highlighting the research initiatives being undertaken within the Division.
- Presentations by academic staff to workplace in service sessions and special interest groups as requested.
- Fourth year student presentations of community education projects.
- Guest lectures presented by visiting national and international adjunct professorial staff.

4.2 School Postgraduate Conference days

The School holds Postgraduate Conference Days biannually, usually in July and December. The day includes 20-minute presentations by Doctor of Philosophy and Master of Philosophy students with plenary and concurrent sessions and a celebration lunch. A feature of the day is to open or close with an instructive plenary session. In the past these topics have included planning a research career post-PhD and media training. The days not only provide students with an opportunity to showcase their research but also facilitate networking amongst participants and raises awareness of the breadth and depth of research occurring across the School.

4.3 School Workshops

In addition to the Clinical Educator Education and Support Program, various divisions in the School offer specific workshops to assist clinical educators in their roles. In many cases these workshops are run by professional facilitators at no charge to the clinical educator participants. Where possible, certificates are presented to participants.

Examples include the recent workshop run by the Division of Occupational Therapy on “Negotiating through Conflict for Clinical Educators”. Another possible topic might be “Research in Clinical Practice”. Suggestions for topics from clinical educators are always welcomed.
4.4 Room Hire

Some clinical educators hire after-hour rooms in the Therapies Building to run their own continuing education programs. Room hire fees will be discounted by 50% (excluding additional audiovisual equipment hire) for clinical educators participating in the School’s clinical education teaching or research programs.

4.5 Graduate Certificate in Education (Clinical Education)

The Faculty of Social and Behavioural Sciences at the University of Queensland offers a fee-based Graduate Certificate in Education with a specialisation in Clinical Education. Comprising two, four-unit courses, this Certificate introduces major conceptual issues, research directions, and innovative practices associated with clinical education. Further information is available through the university’s programs and courses database, http://www.uq.edu.au/study/program.html?acad_prog=5022.

5. Communication and Advisory Bodies

5.1 School Email lists and Bulletin

All clinical educators are placed on the School email circulation list so that all School communications are routinely forwarded. A quarterly Bulletin detailing new initiatives in clinical education, up and coming events, workshops, seminars etcetera will also be circulated electronically from 2006 and by hardcopy to those who so request. This will also be available from the School web site at http://www.shrs.uq.edu.au/.

Also circulated is the Executive Dean’s Bulletin, an electronic newsletter presented fortnightly by the Faculty of Health Sciences.

5.2 Certificates of Appreciation

Certificates of Appreciation suitable for framing and displaying in foyers or offices are sent to all clinical educators and/or to their facility, who have taken students on placement during the year. It is suggested that they form part of the educator’s curriculum vitae.
5.3 Advisory Bodies

Disciplines have a variety of consultative and advisory groups established to ensure clinical educator viewpoints are included in the management of the teaching programs.

A number of collaborative bodies, many encompassing representatives from this University and other teaching institutions and/or health care facilities are also in operation. These provide for regular contact with clinicians and facilitate discussions on the future sustainability of clinical education in Queensland. Examples include the Qld Health Allied Health Education Standing Committee, the Clinical Placement Advisory Committee (Occupational Therapy), Qld OT Fieldwork Collaborative, the Clinical Education Advisory Committee (Physiotherapy), and the Speech Pathology Clinical Forum.