Welcome from the Chairperson — Bronwyn Davidson

Dear Clinical Educators,

Welcome to our first Clinical Educator newsletter of 2009. Semester one is now underway and the School of Health and Rehabilitation Sciences has welcomed a record number of new students into the Undergraduate and Graduate Entry Masters courses in Physiotherapy, Occupational Therapy and Speech Pathology and into the Masters of Audiology program. Indeed, there are 503 students enrolled in first year courses in the above programs this year! As we prepare to introduce these students to clinical practice, we are continually reminded of the need to offer a quality clinical education curriculum and to work together with you our clinical educators to build a positive culture of teaching and learning in practice education. To this end, we look forward to exploring new initiatives and to participating in clinical education research and evaluation of different models of practice.

In January 2009, we went live with our first Interprofessional Videoconference Workshop for Clinical Educators in Mackay, Charters Towers and Bundaberg. You’ll be interested to read more about this in this newsletter and of our plans for future videoconferencing events. Two of our staff, Cate Fitzgerald and Anne Hill, will be presenting a Workshop titled “Building an interprofessional state-wide comprehensive training program for practice educators” at the upcoming ANZAME Conference in Launceston, 30th June- 3rd July 2009. The ANZAME09 Conference is on Bridging Professional Islands and will highlight both the need for and the current focus on a collaborative approach to health professional education.

Again we wish to express our thanks to all clinical educators who are working with our students this year. Please contact us with your feedback and ideas (email me at b.davidson@uq.edu.au or the Clinical Education Committee Administrative officer, Erin Kelly on e.kelly@uq.edu.au).

Best wishes for 2009!
Dr Bronwyn Davidson (Chair SHRS Clinical Education Committee)

Happy Easter!
Innovations in Student Liaison for Placement Courses

One way of helping students prepare for Clinical Experiences

The University has an electronic Learning Platform called Blackboard. From this site, students can access general and specific resources related to their clinical immersions or placements. Appropriate items in an electronic format can be uploaded for students to access.

The Division of Physiotherapy has used a Blackboard site for the last 6 years. As this has been so successful in providing students access with information regarding their immersions and facilities, the Clinical Education Committee has encouraged all divisions to use a similar site for student access.

For 2009, the Occupational Therapy, Speech Pathology and Audiology divisions will have Community Blackboard sites. Clinical Educators and Student Coordinators can provide the Clinical Education Liaison Managers (CELMs) items for students to have access to prior to (and during) the placement.

For Physiotherapy Clinical Educators, please continue to update your resources for the student, each year and provide any new resources when necessary throughout the year.

Some things that you may be able to provide may include:

- An orientation manual
- Details of who and when to contact the facility
- Pre-readings
- Outline of the clients who will be managed
- General Timetable
- Special conditions or requirements (e.g. Blue Card)

Please contact the CELMs (above) if you would like to clarify what might be helpful for you to provide.

Clinical Education Committee (CEC) and Divisional Contacts

The Clinical Education Committee (CEC) comprises representatives from the four divisions within this School. This committee meets on a regular basis to address issues of importance in clinical education and to proactively seek solutions. It is a sub committee of the School’s Teaching and Learning Committee.

Contact details of the discipline representatives to this committee are listed opposite.

Audiologists are asked to contact Wayne Wilson on w.wilson@uq.edu.au
Occupational Therapists are asked to contact Cate Fitzgerald on c.fitzgerald@shrs.uq.edu.au or Wendy Davila on w.davila@uq.edu.au,
Physiotherapists are asked to contact Ruth Dunwoodie on r.dunwoodie@uq.edu.au,
Speech Pathologists are asked to contact Katherine Cooper on k.cooper1@uq.edu.au or Anne Hill on ae.hill@uq.edu.au

General enquiries please contact Erin Kelly on e.kelly@uq.edu.au
Spotlight on UQ Clinics— Audiology Clinic

Audiology Clinic

The University of Queensland Audiology clinic is located on the 7th floor of the Therapies Building on the St Lucia campus. The entire clinic is sound treated to external noise; and each of the rooms is fitted out with modern equipment – similar to that found in other audiological practices.

Student clinics are run throughout the semester under the supervision of experienced Audiologists- Clinical Educators. The students may become involved/ be held responsible for all aspects of the clinic operations including: administration, testing, presentations, reporting, room preparation and shut down.

To ensure that the clinic is maintained at a professional standard; there is a set of guidelines and procedures for students and staff to adhere to. Included in these protocols are a series of customised forms/ files for the services that are provided.

Diagnostic [hearing] tests are available for both children and adults. This includes Visually Re-inforced Observation (Puppet) Audiometry and Play Audiometry for children aged 10 months – 5 years.

Under the guidance of Dr. Wayne Wilson, the clinic has developed a well regarded assessment clinic for Central Auditory Processing. Children from the age of 8 years may be assessed during semester in the student clinics. Assessments are also however available with qualified audiologists for children aged >7 years during the semester break.

Electrophysiological testing [ABR, OAE] is available for more complex diagnostic testing where required.

In 2005, the previous clinic manager established a rehabilitation [hearing aid] service that has since shown steady growth and development. Results from a survey conducted on the course show that this (Rehabilitation Audiology) has been identified as an area of greatest need for students to obtain clinical [hands-on] experience.

At UQ, hearing aids are provided at competitive market prices; however there are no additional professional costs on our aids; as students may be involved in the service delivery (under the direct supervision of an experienced audiologist)– and appointments may take a bit longer than those obtained commercially.

Other hearing aid services/ repairs and accessories (including batteries) may also be arranged through the clinic for private clients. The UQ clinic is however, unable to cater for clients on the OHS (Office of Hearing Services) – government voucher system.

On special request, services for hearing screenings and presentations/ education programs may also be arranged through the clinic.

The costs of services at the UQ clinic are very reasonable; as we are not a specialist ENT service and do not claim a Medicare rebate. Depending on the coverage however, claims may be made by clients on their hearing aids from their private health insurer.
In December, 2008, Matthew Knight joined the clinic as a full-time audiologist. This has enabled clinical services to be offered Monday – Friday, year round.

If you wish to contact the clinic, refer a client or arrange an appointment, phone: (07) 3365 2811; for our reception.

They are very helpful and can arrange parking permits at no charge for our clients on campus.

We look forward to hearing from you soon!

To support the clinical education of our students, the internal clinics of SHRS provide a diverse range of placement opportunities.
Within these clinics, the students provide intervention for clients who are self-referred or referred by family or professional agencies.
These clinics are staffed by academic staff and UQ-employed casual clinical educators.

For further information on UQ SHRS clinics, please visit the web links below.

**Audiology Clinics**

**Physiotherapy Clinics**

**Occupational Therapy Clinics**

**Speech Pathology Clinics**
**Clinical Educator Manuals & Guidelines**

**Clinical educator Manuals and Guidelines**

*Physiotherapy helps to reduce environmental impact!*

The University of Queensland is committed to the reduction of waste and paper usage. Unigreen is a promotional arm of The University made up of both internal and external stakeholders that promotes environmental awareness throughout the University community. For further details regarding this please follow the link to the webpage: [http://www.pf.uq.edu.au/unigreen.html](http://www.pf.uq.edu.au/unigreen.html)

In considering this policy, within the School of Health & Rehabilitation Sciences the Clinical Education Liaison Managers in the Division of Physiotherapy developed an innovative way to distribute the Clinical Educator Resource.

In 2009 the use of The University of Queensland branded USB drives are issued to clinical educators who undertake the facilitation of learning for final year physiotherapy students. Each educator receives the clinical education resources electronically pre loaded on the USB. Advantages in the change to electronic format include storage, portability and ready access to information. In addition, wider dissemination of resources to the clinical educators is anticipated by electronic distribution.

In future years, dissemination of information will occur electronically, reducing the wastage of a lot of paper and storage space in facilities.

**Clinical Educator Rewards and Recognition**

Information on the Clinical Educator Reward and Recognition Program is available in a booklet from your divisional representative.

This booklet is also available as a PDF document on-line at [www.shrs.uq.edu.au/shrs/resources/clineduprog.pdf](http://www.shrs.uq.edu.au/shrs/resources/clineduprog.pdf). One aspect of this support is the Academic Title Scheme.

Those clinical educators wishing to apply under this scheme can obtain information on line at [www.shrs.uq.edu.au/shrs/about_shrs/academic_titles.html](http://www.shrs.uq.edu.au/shrs/about_shrs/academic_titles.html) or contact one of the divisional representatives.
Feedback

“What features of feedback are associated with positive student learning outcomes?”

Think how you might incorporate the following features of effective feedback in your practice.

- **Sufficient** feedback is provided - both often enough and in enough detail.
- Feedback focuses on **students’ performance**, on their learning and on actions under their control, rather than on the students themselves and on their characteristics.
- Feedback is **timely** in that it is received by students while it still matters to them and in time for them to pay attention to further learning or receive further assistance.
- Feedback is appropriate to the **purpose** of the learning experience and to the relevant criteria for success.
- Feedback is appropriate in relation to **students’ understanding** of what they are supposed to be doing.
- Feedback is **received and understood** by students.
- Feedback is **acted upon** by students.

(Gibbs and Simpson, 2004)

**References:**

**Source:**
In January, the SHRS CEC Workshop Committee conducted a Videoconference of the Introductory Interprofessional Clinical Educator Training. In December 2008 we called for expressions of interest for hosting this training as we can accommodate three additional sites per conference. Whilst many sites expressed interest, the three sites chosen were Bundaberg, Mackay and Charters Towers based on their student placement offers and therefore the immediacy of their need for the training. Priority for engagement in this training will always be given to regional and rural locations where the therapists are less likely to have access to face-to-face training on clinical education.

Participants were provided with an informative manual for pre-reading and were required to attend to some activities prior to the workshop. These learning’s were then reflected upon and further developed by the facilitators during the Videoconference. The workshop feedback and evaluations have been very positive and we plan to run another workshop in July so look out for future information on this.
The next scheduled Interprofessional workshop:

**Dates and Details:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| 14th July 2009 | Interprofessional Workshop  
The University of Queensland, St Lucia Campus |
| 15th July 2009 | Discipline-specific workshops for Physiotherapy & Speech Pathology  
The University of Queensland, St Lucia Campus |

**Registration Process:**

There are **50** places in the Day 1 Interprofessional workshop. Places will be allocated to all 4 disciplines in order to maximise interprofessional participation. Each discipline has a limit on the number of participants who can register their attendance. Please ensure you register early to avoid disappointment.

A registration form with details about each workshop will be distributed approximately 6 weeks prior to the workshop date and registrations will open at that time. **No registrations for individual workshops will be accepted until registration opens.** Registrations will not carry over from one workshop to another.

For more information on workshop registration—please contact Erin Kelly on e.kelly@uq.edu.au

**Your Thoughts?**

We are constantly seeking evaluation data from the participants who attend our workshops. We would also value feedback on training needs from those who are unable to attend our face-to-face workshops. Please contact your divisional representative if you would like to offer us your training needs and training delivery preferences.