Greetings to you all from the CEC team in the School of Health and Rehabilitation Sciences at UQ. With the departure of Dr Bronwyn Davidson to take up an Associate Professor and Head position in Speech Pathology at the University of Melbourne, I have been asked to take the reins, so to speak, of this fantastic committee. The shoes Bronwyn leaves for me to fill are huge, but fortunately, they are very stylish, so I am very happy. We wish Bronwyn well in her new post, and thank her for her tireless work for clinical education and interprofessional practice of all rehabilitation science students in our school. So, who am I? Well, it is possible that I am unknown to you, so here is a very brief bio about me, to reassure you that I do know a tiny amount about clinical education. I am an Occupational Therapist, and in the last century, I was Head of the Department of Occupational Therapy at UQ. (No, I am not that old, it was just over a decade ago, but last century sounds so dramatic.) I have been Deputy Head of the SHRS since the beginning of 2010, a position I greatly enjoy, as I get to work with all of the great disciplines in our School. I have chaired the School Teaching and Learning Committee for several years now. As clinical education is such a fundamental part of our student learning, I am delighted to get back into clinical education matters in a big way.

As always, many of our students are out and about in your facilities, working with you for your patients and clients. I thank you for your continued willingness to engage so earnestly, in the education of your future colleagues. As we know, workforce shortages continue to plague us, so keeping the pipeline of new graduates flowing smoothly is so critical for us all.

One new initiative the CEC has been involved in this year is the first inter-professional placement of medical, OT, PT and SP students (2 from each discipline) in Hue Vietnam. We had 30 students apply for the 6 spots for our School, and we are working hard to establish the program as an annual placement. Assoc Prof Lindy McAllister (School of Medicine) and Dr Bronwyn Davidson and I have been working on this project since 2009, so we are delighted that we have got it off the ground. The contribution of the placement to the students’ interprofessional and intercultural competence is being evaluated by a Faculty Learning Enhancement Grant that we obtained. We are sending occupational therapy, physiotherapy and speech pathology Clinical Educators to Hue with the students.
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 of this committee and discipline CELMs are listed below.

**Occupational Therapists**
- Ann-Maree Caine [a.caine@uq.edu.au](mailto:a.caine@uq.edu.au)
- Wendy Davila [w.davila@uq.edu.au](mailto:w.davila@uq.edu.au)
- Frances Millar [f.millar@uq.edu.au](mailto:f.millar@uq.edu.au)

**Physiotherapists**
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- Rodney Wenceslao [r.wenceslao@uq.edu.au](mailto:r.wenceslao@uq.edu.au)

**Audiologists**
- Wayne Wilson [w.wilson@uq.edu.au](mailto:w.wilson@uq.edu.au)
- Lucy Hunter [l.hunter1@uq.edu.au](mailto:l.hunter1@uq.edu.au)
- Dani Cain [d.cain@uq.edu.au](mailto:d.cain@uq.edu.au)

**Speech Pathologists**
- Lucy Hunter [l.hunter1@uq.edu.au](mailto:l.hunter1@uq.edu.au)
- Anne Hill [ae.hill@uq.edu.au](mailto:ae.hill@uq.edu.au)
- Dani Cain [d.cain@uq.edu.au](mailto:d.cain@uq.edu.au)

**General enquiries** please contact
Karen Poole on [adminshrs@uq.edu.au](mailto:adminshrs@uq.edu.au)

SHRS Website and Clinic Links

This site is continually being updated and is hoped to contain specific resources to assist Clinical Educators in the near future.

Please click on the Clinical Educators button on the [home page](http://www.shrs.uq.edu.au) (www.shrs.uq.edu.au) to view information and current contact details. Don’t forget to return to this site regularly for updates.

**Clinic Links**
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.

**Audiology, Occupational Therapy, Physiotherapy and Speech Pathology Clinics**
can now all be accessed through the link:
The University of Queensland Audiology Clinic is currently expanding its services. We have always had a strong focus on Central Auditory Processing assessments and will continue to further this service for both children and adults. However, we are also developing additional clinics particularly in the areas of paediatric hearing assessment and adult rehabilitation.

We are now providing a hearing screening service for daycare facilities, schools and colleges across Brisbane and the Sunshine Coast. Through this program we hope to provide our students with more paediatric experience as well as increasing awareness of hearing and hearing loss through parents, the school staff and the wider community. It is known that hearing difficulties may have a significant effect on a child’s ability to learn. Children with a hearing loss may experience speech and language delays, educational difficulties, behavioral problems and often require increased educational support. This program was designed to initially identify a child’s basic hearing sensitivity and middle ear status. The ultimate aim of such a program is to recognise those children who may have difficulty hearing so that further action can be taken to make learning easier for that child. If you know of any school that could benefit from this service please encourage them to contact our clinic for further information.

The UQ audiology clinic is also growing its adult rehabilitation program. This is a major area where students have requested more hands on experience and it is an area of audiology that the staff are equally passionate about. The clinic provides extensive and up-to-date rehabilitative services (hearing aids and communication programs) for adults with hearing difficulties. From comprehensive hearing assessments right through to hearing aid evaluations, fittings and follow-ups we believe in providing an independent and individualized aural rehabilitation program for each client. We also offer free hearing checks and aid adjustments for the lifetime of the UQ aid warranty. We currently see private clients and no referral is necessary to access our clinic.

It is hoped that through the development of our internal clinics we will provide the audiology students with the best learning experience possible and continue our strong focus on the early identification, prevention and treatment of hearing disorders.

If you would like any further information on any of our services please contact the clinic on 3365 2811.

Joshua Flett
The University of Queensland
Audiology Clinic Manager
BSpchPath, MAudSt, MAudSA(CCP)
January Floods

Like many homes and businesses in Brisbane, parts of St Lucia campus at the University experienced flood damage. After a period of initial disruption The campus recovered well and normal operations resumed. Below are some images of some affected areas on campus and the extent of the flooding.

The University’s St Lucia campus sustained damage in low-lying areas such as, sporting facilities, some research infrastructure, two childcare centres and International House during the flooding. Most of the University’s teaching and research buildings were unaffected. Photo by Aleks Atrens

Low lying residential areas surrounding UQ were inundated including the shops on the corner of Sir Fred Schonell drive and Mitre Street. Unknown photographer
The top end of Glasshouse road where it becomes Services road. The glasshouses were almost completely submerged. The boats belong to the Faculty of Science Marine studies and are normally housed in a compound behind the glasshouses. International House is the left of this photo, the lower floor student accommodations were damaged by floodwater.

Photo by Geoff Dennis

The City Cat terminal was almost completely destroyed during the flooding, this image was taken in the early morning on Wednesday 12th January. Once floodwaters receded what was left of the terminal was dismantled. At the time of producing this newsletter the terminal has resumed operations. Extra buses have been scheduled to run from UQ to West End to transport staff and students who would usually travel by ferry.

Photo courtesy UQ Security

Property & Facilities grounds compound. The School of Health & Rehabilitation Sciences, Therapies Building is just to the right of this picture. The Clinical Education Team are mostly housed on the ground floor at road level. Had the flood peaked at the predicted 1974 levels we may have had a new water feature in our office.

The school has been providing temporary accommodation to staff from Human Movement studies who’s offices and labs were flood affected. Photo courtesy UQ P&F
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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.

In response to the feedback received from attendees, the clinical education team have reviewed and fine-tuned the introductory workshop to better meet the needs of clinical educators. In addition we have also introduced the advanced workshops to expand the skills and knowledge already gained during the introductory sessions.

Please contact your Divisional representative if you would like more information or to provide us with your feedback.

Clinical Educator Support and Recognition

Information on the Clinical Educator Support and Recognition Program is available in a booklet from your divisional representative. This document is currently being reviewed and is anticipated that an updated version will be available later in the year.

This booklet is also available as a PDF document online at http://www.shrs.uq.edu.au/docs/CEd/Support-Recognition-Program.pdf

One aspect of this support is the Academic Title Scheme. We would like to encourage as many clinical educators to take advantage of this UQ benefit. CE’s who obtain titles will have access to many benefits including discounted software, IT support and library access. A new online application process is about to be launched making the application more efficient.

Those clinical educators wishing to apply under this scheme can obtain information online at http://www.shrs.uq.edu.au/docs/CEd/acad-title.pdf or contact one of the divisional representatives.

WISE WORDS

The mediocre teacher tells.
The good teacher explains.
The superior teacher demonstrates.
The great teacher inspires.

William Arthur Ward
In my years of experience assisting and observing clinical educators; I have come to appreciate that experienced clinicians stepping in the clinical education arena not only need to be passionate and committed to their new role, but will also require good management skills.

Being an effective clinical educator means being able to educate and manage students in a setting that is constantly changing. Educating students optimally in a professional setting is perhaps one of the most challenging tasks a clinical educator will face. To become an effective educator of students we need to equip ourselves with set of skills that we may not usually acquire when practicing as a clinician. Yes our technical skills and our clinical reasoning may have reached advanced level but this does not mean that we will always be able to effectively articulate or impart this to our students.

Maslach, Schaufeli and Leiter (2001) describe job burnout as a psychological syndrome that occurs in response to chronic interpersonal stressors on the job. It has three key dimensions.

- Overwhelming exhaustion, which represents the basic individual stress dimension and includes feelings of being overextended and depleted of one’s emotional and physical resources.
- Feelings of cynicism, depersonalisation and detachment from the job, which represents the interpersonal, contextual dimension, and includes a negative, callous or excessively detached response to various aspects of the job.
- A sense of ineffectiveness and lack of accomplishment, which refers to the self-evaluation dimension, and includes reduced feelings of efficacy and accomplishment, feelings of incompetence, a lack of achievement and a lack of productivity. (http://www.mindmatters.edu.au/resources_and_downloads/staff_matters/about/useful_information_job_burnout.html downloaded 18042011)

In an organisation that constantly demands to deliver service and care. Health professionals are considered to be high risk for burnout due to the role they play in the health care system. “Burnout has been described as a cognitive-emotional reaction to chronic stress in human service settings” (McAllister 2005 p.275).

According to McAllister on her study on the dilemmas clinical educators faces, the most crucial skills for effective clinical education are those related to managing self and managing others (p.284). Burnout is a failure to be authentic and true to one’s sense of self, to manage one’s self and others, and to manage the dilemmas of time, purpose and control inherent in clinical education (Edwards 1996, McAllister 2004, (B&R ch17) 2005 p276).

The two crucial skills a clinical educator must adopt in order to have meaning and prevent burnout as summarized by Lindy McAllister based on her phenomenological studies of five experiences of speech pathology clinical educators are detailed below.

Managing your self:
- Develop your sense of self, as this lies at the core of being a clinical educator. Explore your motivations for a range of life activities, your values, your various
- Be yourself- seek authenticity in your work as a clinical educator in finding meaning and sustainability in the role. Not being yourself seems to hasten burnout.
- Make time to work alongside your critical friend and obtain feedback on your performance; use reflective journaling; audio or video – record and review samples of your work with students, with or without a critical friend present. (See McAllister 2003)
- Learn to juggle! Accept that there are more tasks to do than hours in the day. Accept that you can’t be everywhere all the time, and you can’t watch or pick up on everything that’s happening.
- Recognise the warning signs of burnout. If you are engaged in external supervision, or have a critical friend or mentor, these relationships will help both buffer and alert you to the warning signs.
Managing others:

- Affirm with yourself and your students the centrality of the relationship with them in your role as a clinical educator. Resist the time pressures to become task and outcome focused, and find meaning and satisfaction in the person- and process-focused aspects of the work. Clearly convey your expectation that it will be beneficial relationship.
- Explore your relationship with control. If you are by nature “controlling” practice “stepping back”; if you are disinclined to exert control when you should, set yourself challenges to be more assertive when called for, practice “stepping in”
- Be self-accepting; the clinical education environment is complex and volatile; Its not possible to “get it right” all the time; sometimes the best clinical educators “stuff up”; be open with your students when this happens, make amends and rebuild bridges, and then forgive yourself.
- Manage the emotional labour involved in intense human interactions such those in clinical education. Find opportunities to let off steam safely, to debrief with colleagues; tell students when you are unhappy or displeased with how things are progressing (in ways that are respectful and preserve their dignity); don’t allow yourself to be sucked into ‘games’ with students.
- Insist that your colleagues and managers support you when you have students. Negotiate with colleagues to share the student and the associated workload. If you’re the designated student supervisor in your workplace. Ask your manager for time and funds for personal development, and paid external supervision.

Hone the various skills required to be a successful clinical educator, so that you can more effectively manage the dilemmas of time, purpose and control.

Learn to manage yourself, your time and your tasks; only then can you support this learning in your students.

As a clinical educator, you are making an invaluable contribution to the continuity of your profession, to quality of care of clients, to the standing of your workplace, to the growth and development of your students and to yourself. Those contributions deserve to be recognized and savoured.

Excerpt from:
Lindy McAllister’s “Finding meaning and preventing burnout”

Chapter 17-Transforming practice through clinical education, professional supervision and mentoring (Best and Rose pp. 275-289, Elsevier 2005)

References:

Preventing clinical educator “burnout” - cont’
Advanced Workshops—Update!

We are pleased to report on the successful pilot of our newly developed advanced workshop series. Three workshops were run as pilots within SHRS towards the end of 2010. The workshops are designed to enhance clinical educator skills in the areas of

- Facilitating clinical reasoning
- Peer assisted learning
- Providing effective feedback

A few experienced clinical educators from the professions of Audiology, Occupational Therapy, Physiotherapy and Speech Pathology were invited to participate and provide feedback regarding the content and format of the workshops. Positive feedback has been received and the advanced workshop series may now be offered in 2011 to clinical educators who have already completed the Introductory workshop and undertake The University of Queensland student placements within our professions.

Advanced Workshop—Clinical Reasoning
Tuesday 11th October 2011
The University of Queensland
St Lucia Campus

Registration forms will be sent out approximately 6 weeks prior to the workshop.
For further information regarding these workshop offerings please contact the discipline specific CELMs.

Spotlight on Staff—Daniella Cain, Speech & Audiology CELM

Hi All
As of 28th February 2011 I am pleased to have started in a part-time CELM role for the Speech Pathology and Audiology departments. I have been welcomed warmly by the departments and am happy to be helping out Lucy Hunter in her busy role. I am also employed part time as a Clinical Educator in the Speech Pathology department.
I studied my undergraduate degree in Speech Pathology here at UQ and came back to work as a Clinical Educator and research assistant in the Speech Pathology Department in 2005. As part of my clinical experience I have worked in the Education Department, private practice and in the UK as well as providing clinical education sessions for internal and external UQ clinics.
I look forward to forming new contacts regarding clinical education in speech pathology and audiology. My contact details are 3365 4526 and d.cain@uq.edu.au
The School of Health and Rehabilitation Sciences, The University of Queensland in collaboration with the School of Physiotherapy and Exercise Science, Griffith University is offering a series of introductory clinical education workshops in an interprofessional format.

The 2011 series offers reviewed material and updates on the topics listed below:

- Elements of adult learning
- Appreciation of learning styles and the influence on learning
- The learning environment
- Positive relationships for learning
- Importance of feedback
- Learning challenges and strategy development

This workshop is open to clinical education providers from the allied health professions of: Audiology, Occupational Therapy, Physiotherapy & Speech Pathology.

In 2011, four (4) face to face Introductory workshops are offered. Part 1 of these workshops will be offered in an **interprofessional** format and will be followed in part 2 with a discipline specific workshop immediately after or on a subsequent day (check with your divisional representative for dates). Professions will be given the opportunity to explore specific discipline contextual and assessment issues during part 2 of the workshop.

**We strongly encourage staff to attend both the introductory and discipline specific workshops to be prepared for their role as educators.**

Places are allocated to all 4 disciplines in order to maximise inter-professional participation and each discipline has a limit on the number of participants who can register their attendance. Priority will be given to clinical educators providing placements for UQ or Griffith students in 2011. Registration opens approximately 6 weeks prior to the workshop date. For further information on the workshops, please visit the [website](#) or [email us](#).

**Tuesday 12th July 2011**
Wednesday 13th, Physio

To be held at Griffith University, Gold Coast Campus.

**Monday 12th September 2011**
Tuesday 13th, Physio & Speech Pathology

The University of Queensland , Venue to be confirmed.

The CEC committee would like to wish everyone a happy and safe Easter break.