



**HEALTH
EDUCATION
& TRAINING**

WHERE INNOVATION DRIVES
EXCELLENCE IN EDUCATION AND TRAINING
FOR IMPROVED HEALTH OUTCOMES

Applying for a Workplace Learning Grant Webcast

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Webcast Panel

Renée Petit – Physiotherapist Balmain Hospital

Megan Kurtz – District Allied Health Educator – Southern NSW

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Overview

1. WPL outcomes
2. Learning across borders
3. Key elements for applications
4. New processes
5. Support for local applications
6. Evaluation 'down the track'
7. Workshop – changing practice
8. Questions





WPL Outcomes (2014 – 2016/17)

Wide Reaching
Cost Effective
Program

Over **665** training activities

16,128 participants

\$2,648,676 total cost

\$164 per participant



Top 10 training themes

Thematic analysis of applications across 4 rounds:

- 793 eligible applications

28% activities involved 3 or more AH disciplines

| Themes | Number |
|-------------------------------|--------|
| Specific Clinical Skill | 301 |
| Mental Health | 116 |
| Non-clinical workplace skills | 88 |
| Communication | 67 |
| Counselling | 48 |
| Trauma | 45 |
| Rehabilitation | 41 |
| Knowledge sharing | 32 |
| Clinical Supervision | 28 |
| Research | 27 |





Does WPL increase PD opportunity in the workplace?

91% Strongly agreed/Agreed

4% Neutral

5% Disagreed/Strongly disagreed

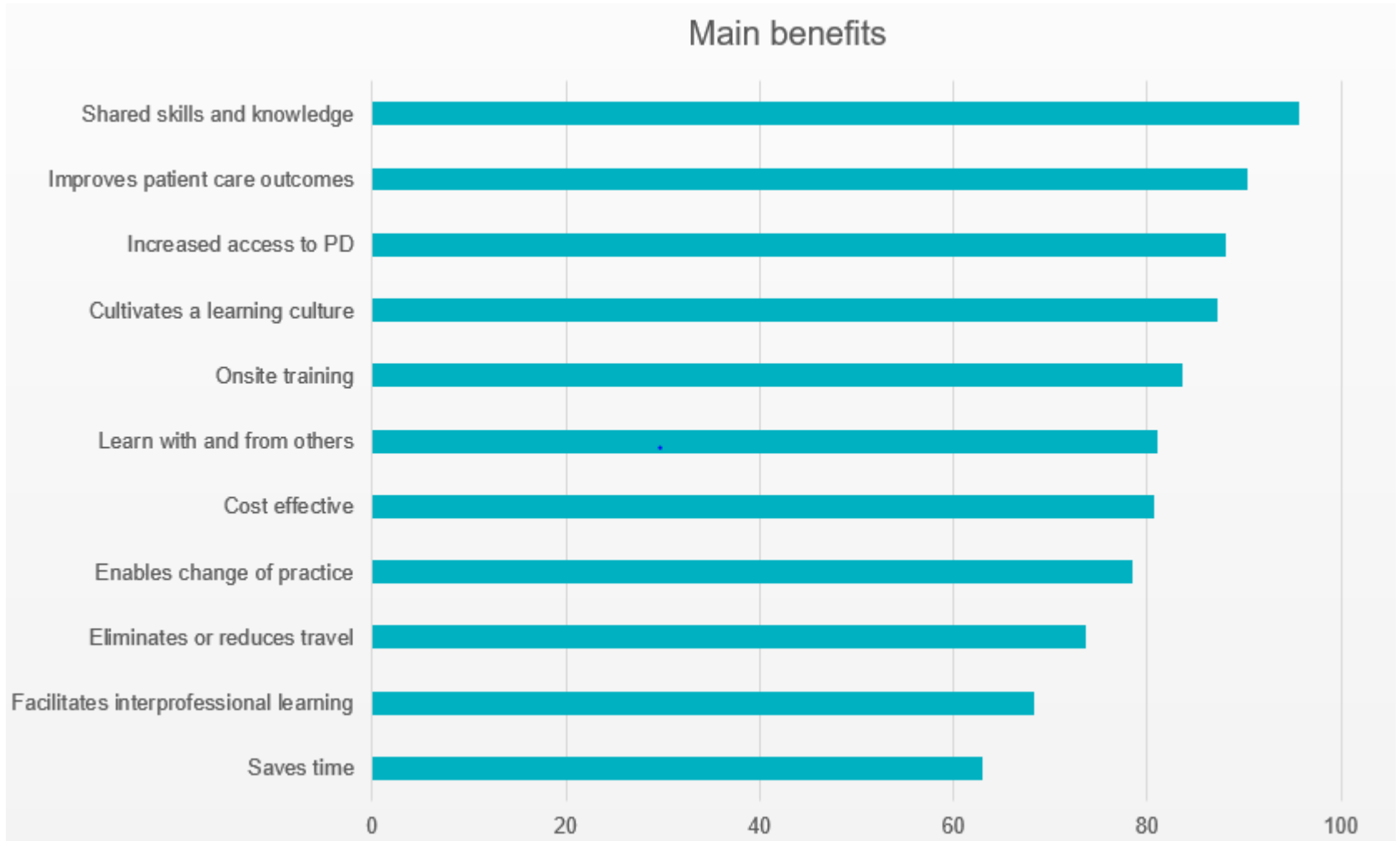
“We would have virtually no capacity for significant professional development without this grant”

“We are able to access the best presenters in each topic which we couldn't do as we have no education budget”





What are the main benefits of the program?





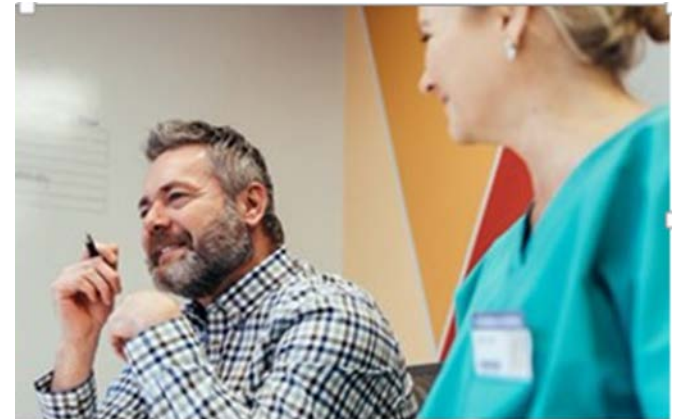
Learning across borders

- Shadow placement to Cairns and Hinterland Hospital
- Comparison of St George and Sutherland Service
- Evaluation plan
- Evaluation outcomes
- Reflections on the value of this style of WPL and impact to service



Key Elements for Applications

- Eligibility criteria
- Selection criteria
 - Description of proposed WPL activity
 - Justification based on evidence
 - Learning objectives
 - Evaluation strategy
 - Budget





Eligibility criteria – all important

- At least 60% AHP and/or AHAs
- Currently employed by NSW Health
- Learning must occur onsite in the workplace
- At least 3 people
- Timing of activity within current financial year
- Activity supported by external presenter
- Quote included
- Supported by allied health director or equivalent position

The application needs to meet all eligibility criteria to be considered for funding



Selection criteria - Description

- A clear description of proposed WPL activity that is understandable by an AHP unfamiliar with the training topic
- Detailed plan and purpose of the activity
- An outline of training
- Name of the presenter
- Include the location, audience and timeframe of the planned learning





Selection criteria - Justification

- This section should include the potential improvements to workplace/clinical practice or patient outcomes
- Include the relevance and appropriateness of the activity to the work team
- Include specific detail about the value to the workplace/clinical practice or patient outcomes
- Present clear justification with reference to evidenced based practice, literature, data and/or links to NSW Health documents



Selection criteria – Learning Objectives

- Clear learning objectives directly related to the workplace learning activity
- Ensure learning objectives are specific and measurable
- Where appropriate link to evaluation
- See page 31 of “The Learning Guide” – HETI
 - Action
 - Content
 - Condition
 - Criteria



Selection criteria – Evaluation strategy

- A clear and comprehensive evaluation plan of the impact of the proposed WPL activity
- Consider an evaluation approach that includes both short term (within 3 months) and longer term (more than 3 months)
- Include purpose, evaluation focus questions, data sources and methods, usage and dissemination
- Example evaluation survey or focus questions and/or sustainability considerations
- Consider completing the HETI module – “Evaluating Education and Training”





Selection criteria – Budget

- Clear, detailed and accurate
- All items included are relevant and/or necessary to supporting WPL activity
- Specific items listed separately
- Quotations provided for all necessary items
- Describe clearly how any potential gap in funding will be covered
- The budget and quote figures need to match

Description of value for money



General suggestions

- Minimise use of acronyms
- Backfill – “ utilisation of funds for the backfill of NSW Health AHA/AHPs will only be considered for shadow placement WPL activities”
- Read the terms and conditions and do not request funds for activities that the terms and conditions exclude.
- One application per team – clearly describe the team
- Late submissions are never accepted



As a Grant Recipient

- Management of grant
 - Acceptance
 - Invoice raising
 - Arrange training
 - Run training
 - Complete evaluation
- Important to notify HETI asap if program can not go ahead





WPL Evaluations

Online via Survey Monkey

- Description of WPL activity – from application
- Brief justification of WPL – from application
- Key learning from WPL
- Methods of Evaluation
- Evaluation results
- Description of how the WPL activities changed or improved workplace/clinical practices
- Future directions with workplace learning for the team

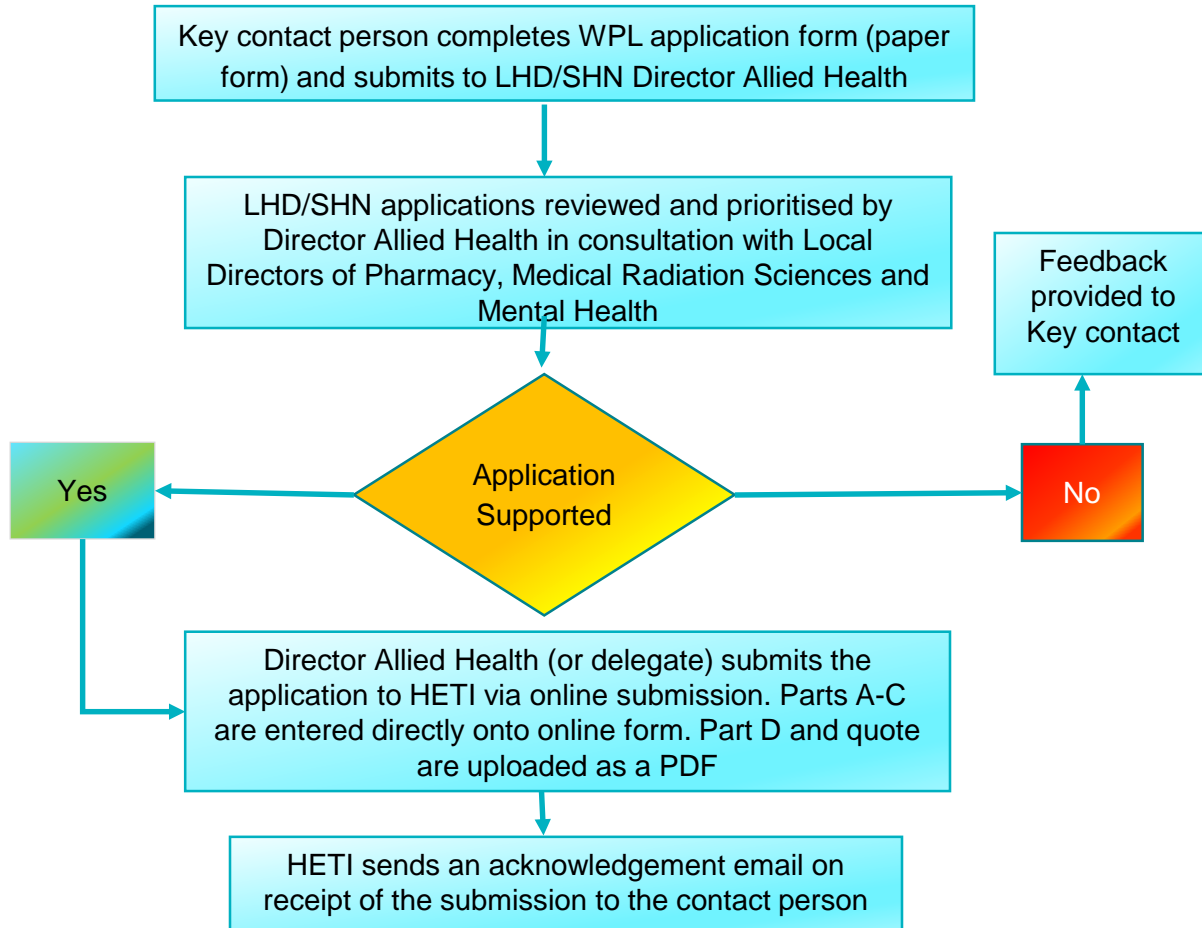




Workplace Learning Changes in 2018

- Online application process
- Approval and prioritisation
- Submission caps
- Aboriginal and Torres Strait Islander impact statement
- Cross boundary applications







Support for Local Applications

- Existing support structures
 - Key contacts in LHD's – experts in grant application writing and education, teams who have been successful in the past
 - In SNSWLHD Allied Health Advisors and Educator provide co-ordination role and assist with application process
- New structures to support 2018 changes
 - Key person to co-ordinate all applications for the LHD
 - Prioritisation at local level due to application cap per LHD
 - LHD committee to assist Director Allied Health to review and prioritise the applications prior to submission





Evaluation down the track

Assessment of changes to workplace/clinical practice

Example 1: 6 month follow up Evaluation of Participant Goals set at a Person Centred Workshop

- 100% of participants achieved one of their goals
- 94% partially or totally achieved their 3 goals
- 83% of all the goals set by participants were fully achieved.

Barriers: time constraints, competing demands, the rigidity of system processes, needing the consensus of the team and forgetting.

Participants who attended a 1 day person centred practice workshop report a change in their practice 6 months later



Evaluation down the track

Example 2 – Did SPs implement skills learnt in a workshop on early language intervention and run parent groups, 6 months later?

- One group was run at one site with ten parent participants
- 46 children received early language intervention in one-on-one setting totaling 189 consultations

Barriers – staffing, lack of planning before and after the education about how model could be implemented

Long term evaluation: annual assessment of the number of parent groups and one on one consultations conducted using the approach

Lessons learnt from Evaluation

- Consider in detail how the education will be used in the workplace - the enablers and barriers to implementing skills
- Is this the right time to run this education? staffing, major organisational change, re-developments
- Ensure at end of activity there is time to plan how learnings will be translated into practice – individual and team level
- Supports that enable implementation
 - high priority education need
 - planning before the activity re implementation
 - longer term follow up - keeps participants accountable





Workshop – Changing practice

Parkinson's Disease (PD) Warrior

Aged Care and Rehabilitation Physiotherapy team

Balmain Hospital

- Brief description of WPL activity
- Justification and description of how this met workplace need
- Evaluation plan
- Evaluation outcome
- Reflection on the value of this style of WPL
- Clinical impact





Description of PD warrior

- Exercise program specifically designed to treat PD
- Developed by
 - Melissa McConaghy (Specialist Neurological Physiotherapist and author of- *The New Parkinson's Treatment: Exercise is Medicine*)
 - Lyn Tullock (Neurological Physiotherapist and Clinical Director of Advance Rehab Centre, Sydney)
- 8 module (5 week) online course
- 1 day practical workshop
- 10 core PD Warrior exercises





Workplace need

- 1 in 340 Australians have PD
- 32 people diagnosed daily in Australia
- Increasing age = increased risk
 - 1:1000 >65 years of age
 - 1:100 >75 years of age
- Approx 10,000 geriatric patients admitted to SLHD annually
- Balmain is an Aged Care and Rehab hospital
- PD is a common condition seen at Balmain Hospital





Evaluation Plan

- Keep it simple and not too onerous
- Short term evaluation
 - Pre and post knowledge tests
- Mid to longer term evaluation
 - Current treatment (pre course), then surveys at 3 and 6 months
 - 6 month record of PD patients and which of the 10 PD Warrior core exercises were prescribed





Evaluation Outcome

- Knowledge test improved from 67% pre course to 78% post course
- Outcome measures

| Pre course | Post course |
|--|---|
| 10MWT, Berg Balance Scale (BBS), Timed Up and Go (TUG) | 10MWT, BBS, TUG Additional 6MWT, Mini Best Test, PDQ-39 questionnaire, 10MWT with cognitive task |



Evaluation Outcome

- Top 5 exercises prescribed to PD patients

| Pre course | Post Course |
|---|-------------------|
| Gait training with cues | Squat and Stop* |
| Sit to stand | Over the River* |
| Gen LL exercises | Banded side step* |
| Gen balance exercises | Sit to stand |
| Stepping forwards and backwards with cues | Stair practice |

* PD Warrior core exercise





Reflection

- Online module- covered all the theory
- 1 day practical workshop
 - Morning- assessment of patients, 10 core exercises
 - Afternoon- practical session with 2 outpatients, 1 inpatient
- Much more meaningful seeing it in practice with actual patients
- Practical workshop showed it can be modified to fit our inpatient population





Clinical Impact

- Shift from traditional PD exercises to PD Warrior exercises
- Implementation of more outcome measures
- Feedback from participants
 - Improved knowledge
 - Able to provide more targeted exercises
 - Break up the exercises into smaller components or simplify for the patients regularly seen in our inpatient setting
- Difficult to implement in the later stages of PD
 - but this WPL activity has **changed** participants thinking and treatment of people with PD



Questions





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