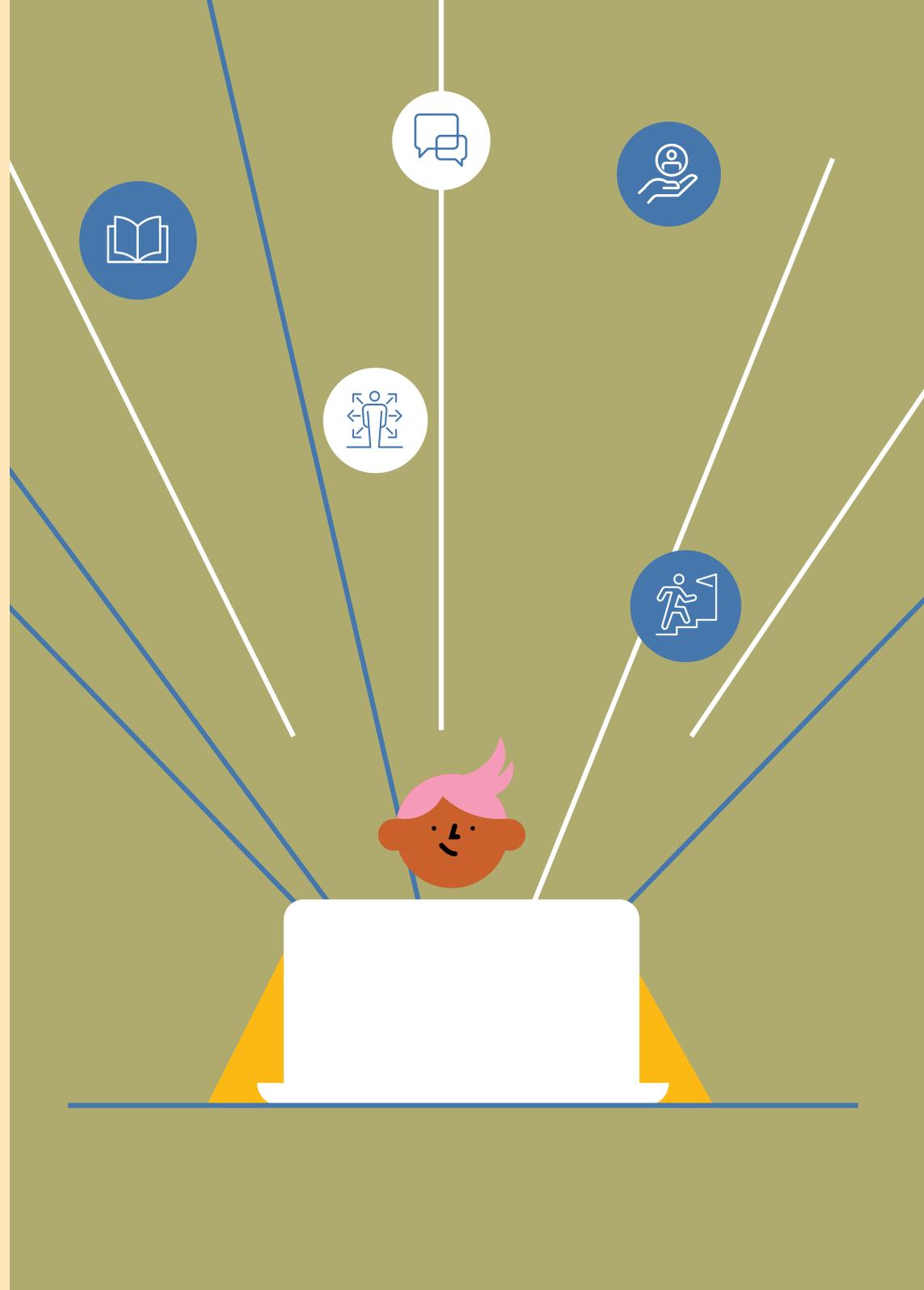




# Supporting the development of allied health educators

**Evaluation summary** of educator supports provided through the 2023 Allied Health Entry Level Training Series





The CMHL Allied Health Entry Level Training Series (AH ELTS) training program supports clinicians commencing in Victorian public mental health roles.



In 2023, the AH ELTS was redesigned to meet the growth in demand from a rapidly expanding entry level workforce, expansion of a relatively new educator workforce, and the common capability and support gaps that educators were experiencing.



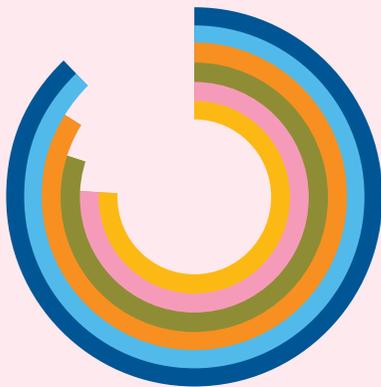
The AH ELTS redesign incorporated the development of educational resources for educators to deliver in-service training on AH ELTS topics, monthly educator support meetings, professional development workshops and an option to participate in peer-led group supervision.



This short report summarises the role of the AH ELTS in supporting educators.

## Educator skill development

Educators reported that the AH ELTS supported their skill development, including:



- 88%** Better able to **support their learners**
- 88%** Better able to tailor education to **local contexts**
- 84%** Better understanding of **clinical educator role**
- 80%** Better equipped for **challenges**
- 76%** Better understanding of **educational approaches and theories**
- 76%** Better at tailoring education to **different learners**

*“It’s helped with my broader understanding of what it is to be an educator, so that I’m not just discipline specific but my role is to enhance learning, and to do it in a way that appeals to completely different learning styles.”* – Educator

## Impacts on educators and their services

As a direct result of participating in the AH ELTS educator supports and resources, educators reported feeling:



- 88%** More **supported** in the role
- 84%** More **connected** to peers
- 84%** More **established** as an educator
- 84%** More **confident** in educator role
- 84%** More **capable** overall as an educator
- 80%** More **sustained** in educator role
- 80%** **Reduced burden** on their service
- 72%** More **collaboration** within their service

*“This course has created a virtual team for me, even just to absorb different ways of doing, unknowns. To talk to other educators who have been through it is amazing”* – Educator

# About the Allied Health Entry Level Training Series (AH ELTS)

The Allied Health Entry Level Training Series (AH ELTS) delivers a Victorian statewide program of training for allied health clinicians commencing in roles at public Area Mental Health Services (AMHS). Originally developed by the regional LAMPS and NEVIL training clusters, the AH ELTS has been coordinated by CMHL since 2020 and became a statewide offering in 2021. Since then, participation has increased rapidly, from an average of 19 registrants per session (2020), to 51 (2021), 85 (2022) and 140 (2023).



This increase in demand reflects the growing allied health workforces, increased visibility of the program, and increased usage of AH ELTS among services. The AH ELTS topics were based on identified priority learning areas and are listed on CMHL's website (<https://cmhl.org.au/statewide-allied-health-entry-level-training-series-2023>).

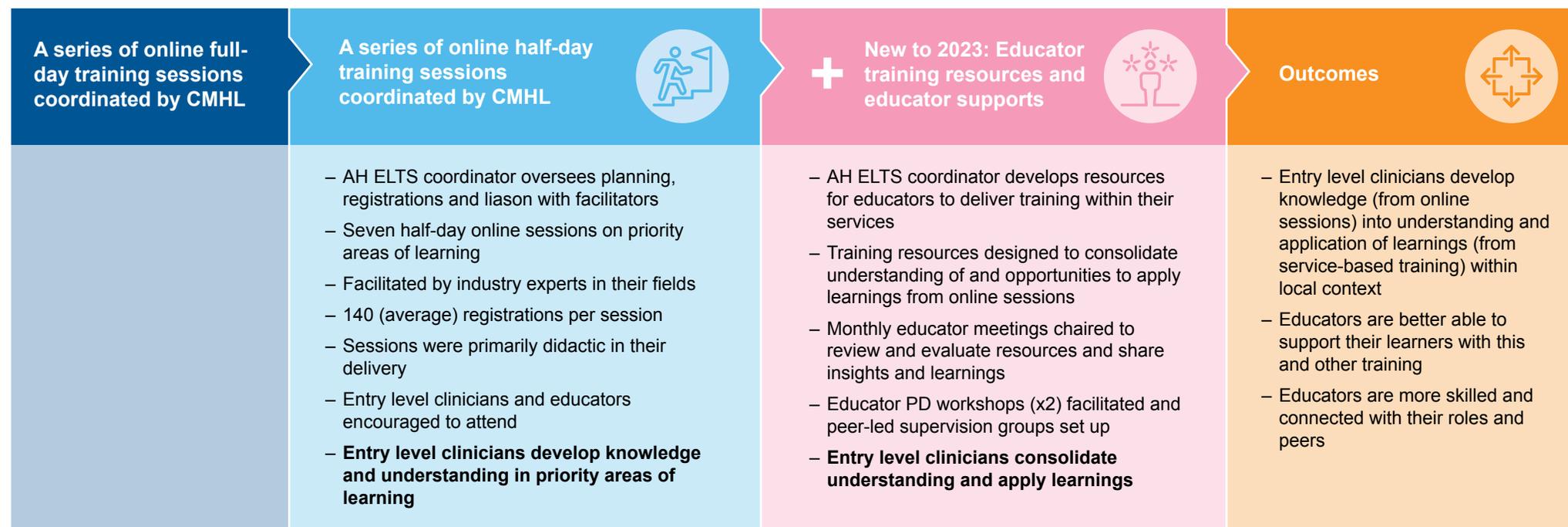
## Allied health educators represent a new and expanding discipline.

The majority of educators are new to education roles, with most transitioning from clinical roles without formal training or experience in the design and delivery of education. Organisational structures have been changing around them to keep up with mental health reforms. There is a clear need to support educators to develop in these roles.

In 2023, the AH ELTS was redesigned to meet the increased demand from entry level clinicians and the needs of the growing number of allied health educators. Each session was redesigned to include half a day of online training per topic to all participants (as opposed to a full day in previous years) and a suite of resources and supports to build the capabilities of educators to deliver the remaining content locally at their services. The resources and supports provided to educators included educational resources, session plans, monthly support meetings, optional peer supervision and PD sessions.

### Pre-2023

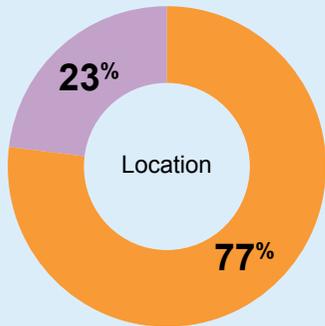
### 2023 redesign



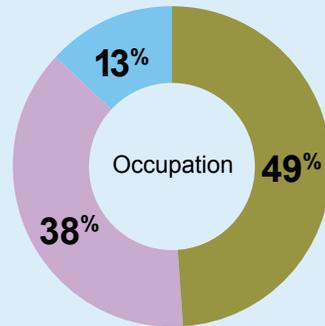
# Educator participation and satisfaction

## Educator participation

Educators were:



- 77% metro
- 23% regional



- 49% social worker
- 38% OT
- 13% other

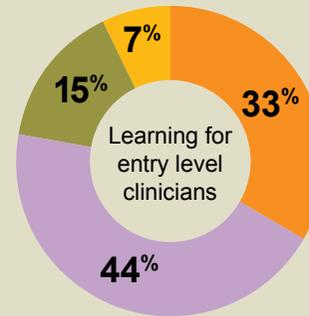
### Educators engaged in AH ELTS by:

### Cited as helpful

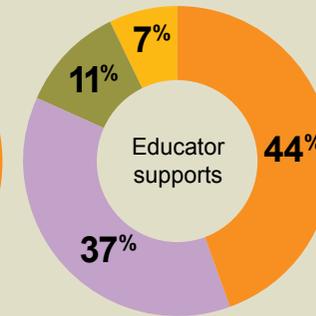
64% Using the custom-developed written resources	100%
64% Attending monthly educator support meetings	94%
61% Delivering follow-up sessions within service	(n/a)
50% Attending first half of training (online)	100%
50% Attending additional PD sessions	92%
32% Participating in peer-led group supervision	78%

(Cited as helpful: Selected 'very helpful', 'moderately', or 'somewhat' (except PD sessions, see later). Only among those who engaged with respective support. Small base sizes, n=9 to n=18).

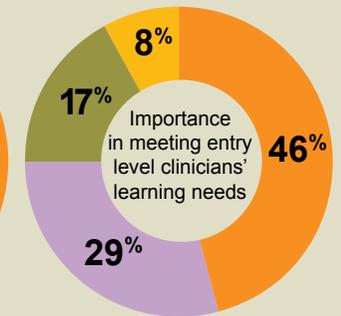
## Educator satisfaction



- 33% Very satisfied
- 44% Satisfied
- 15% Neutral
- 0% Dissatisfied
- 0% Very dissatisfied
- 7% Not sure/NA



- 44% Very satisfied
- 37% Satisfied
- 11% Neutral
- 0% Dissatisfied
- 0% Very dissatisfied
- 7% Not sure/NA



- 46% Very important
- 29% Moderately
- 17% Somewhat
- 0% Not very
- 0% Not at all important
- 8% Not sure/hard to say

### Barriers to engaging

(monthly meetings, facilitated sessions, educator resources, educator led sessions)

61% My EFT, time or workload

32% Clashes with other priorities

29% The internally delivered education at my service is more of a priority

21% AH ELTS gets a bit lost with other programs going on

7% I didn't know enough about it

4% It wasn't a big priority for my role

## Where to from here?

Educators perceived the additional components the AH ELTS offered in 2023 as beneficial to their practice and development, suggesting that these should be continued.

Educators also identified the following priority areas for additional professional development which can inform the planning of new training packages for this workforce.



Fostering an environment which promotes self-directed learning



Designing learning experiences which promote learner participation, peer interaction and reflection



Designing educational programs to improve efficiency and reduce burden on staff



Approaches for supporting struggling learners



Understanding learning theory and how this can be applied

## About the evaluation

AH ELTS was evaluated to help understand the impacts of the educator supports provided through the program on educators' skills, practices and wellbeing. At the time of evaluating, there were 48 educators connected with the program. Eight participated in qualitative interviews with the aim of understanding their experiences and those of their learners. Interview responses were analysed and key themes were adapted into a questionnaire to measure the extent to which these themes were occurring across the wider group. Twenty-nine educators participated in the survey.

This infographic summary provides some of the key data from both the interviews and survey responses. Questions asked of educators in the interviews and surveys but not shown in this report include suggestions for how AH ELTS could be improved. There were some minor suggestions relating to content, communications and practicalities, with each being suggested by one educator only. Most educators expressed gratitude and positivity around the program when asked about how it could be improved.

For further information please contact us at the Centre for Mental Health Learning.

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