



ascia

australasian society of clinical immunology and allergy

**anaphylaxis refresher e-training for schools,
children's education/care and community**

2023 REPORT



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INTRODUCTION

From December 2022 to December 2023, ASCIA included a post-training survey in the *ASCIA anaphylaxis refresher e-training for schools, children's education/care and community* course for Australia and New Zealand.

It was mandatory for each course participant to complete the survey which comprised eight questions. There were 3,210 surveys completed as follows:

- 3,193 respondents from Australia.
- 17 respondents from New Zealand.

Responses from the surveys were analysed in 2024, providing the following valuable insights:

- Information about the survey respondents including their geographical region and type of work they are currently engaged in.
- Whether survey respondents felt the training was relevant to their work.
- Whether respondents have suggestions about how the *ASCIA anaphylaxis refresher e-training for schools, children's education/care and community* could be improved.

About ASCIA

ASCIA's purpose is to advance the science and practice of allergy and clinical immunology.

ASCIA achieves this by promoting the highest standard of medical practice, training, education, and research to improve the quality of life and health of people with immune system disorders. These include allergies, immunodeficiencies and other immune diseases.

An integral component of this is the provision of high-quality allergy and immunology education resources, including e-training courses for schools, children's education/care (CEC) and community.

ASCIA anaphylaxis e-training courses for schools, children's education/care (CEC) and community were first developed in 2010. The courses provide accessible, consistent, and evidence-based training on recognition, emergency treatment and prevention of anaphylaxis. To facilitate access, ASCIA e-training courses are available at no charge to the user.

ASCIA anaphylaxis e-training is important for the following reasons:

- Anaphylaxis is the most severe type of allergic reaction and should always be treated as a medical emergency.
- Anaphylaxis requires immediate treatment with adrenaline (epinephrine), which is injected into the outer mid-thigh muscle.
- If treatment with adrenaline is delayed, this can result in fatal anaphylaxis.



METHOD AND ANALYSIS

Both quantitative and qualitative analyses of the responses was undertaken by an ASCIA Project Officer who had no prior involvement in the development or delivery of the survey.

Respondents were presented with eight survey questions comprising of;

- Three demographic questions.
- Four multiple choice questions.
- One open ended question (optional).

The three demographic questions asked respondents to provide some basic information about the work they are currently undertaking where relevant.

1. Geographical region(s).
2. If the respondent is currently employed, studying or is a member of the community.
3. Where the respondent works or studies.

The four multiple choice questions were designed to obtain information about the type of device used to complete the training module, to indicate how relevant the course material was to their work, and to determine what aspects of the course the respondents liked. Respondents were asked to indicate if there **“Was something you expected or wanted in the course, and it wasn't included?”**. Respondents who indicated “Yes”, were encouraged to provide details free text response. These responses were reviewed and analysis for themes was undertaken.

The open ended question **“Do you have any comments about how we can improve the course?”** was not compulsory for respondents to answer, however where a response was provided underwent review and analysis for the presence of themes, of which 2 were identified:

- Improve the user experience
- More visual elements

FINDINGS

Overall, the information provided in *ASCIA anaphylaxis refresher e-training for schools, children's education/care and community* was well received by those who completed the course.

Region of Practice:

- **66.7%** work/live in a metropolitan area (in or near a major city).
- **20.3%** work/live in a regional, rural or remote area.
- **4.2%** work/live in both a metropolitan area (in or near a major city) and a regional, rural or remote area.

Type of school:

- **23.9%** work in an independent school.
- **15.8%** work in a catholic school.
- **16.2%** work in a public school.
- **34.9%** are not currently working in a school.
- **9.2%** are currently training to work in a school.

Professions:

- **36.6%** were teachers.
- **16.5%** were teacher's assistants.
- **5.9%** were working in school administration.
- **41.0%** were either working in other roles within the education discipline or were members of the community.

Relevancy to current practice:

- **86.3%** found the course entirely relevant to their role.
- **11.4%** indicated that the course was partially relevant.
- **<1.0%** did not find the course relevant to their role.
- **4.2%** were unable to assess relevancy of the course to their role as they were
 - currently training to work in a school (2.4%)
 - not currently working in a school (1.8%)

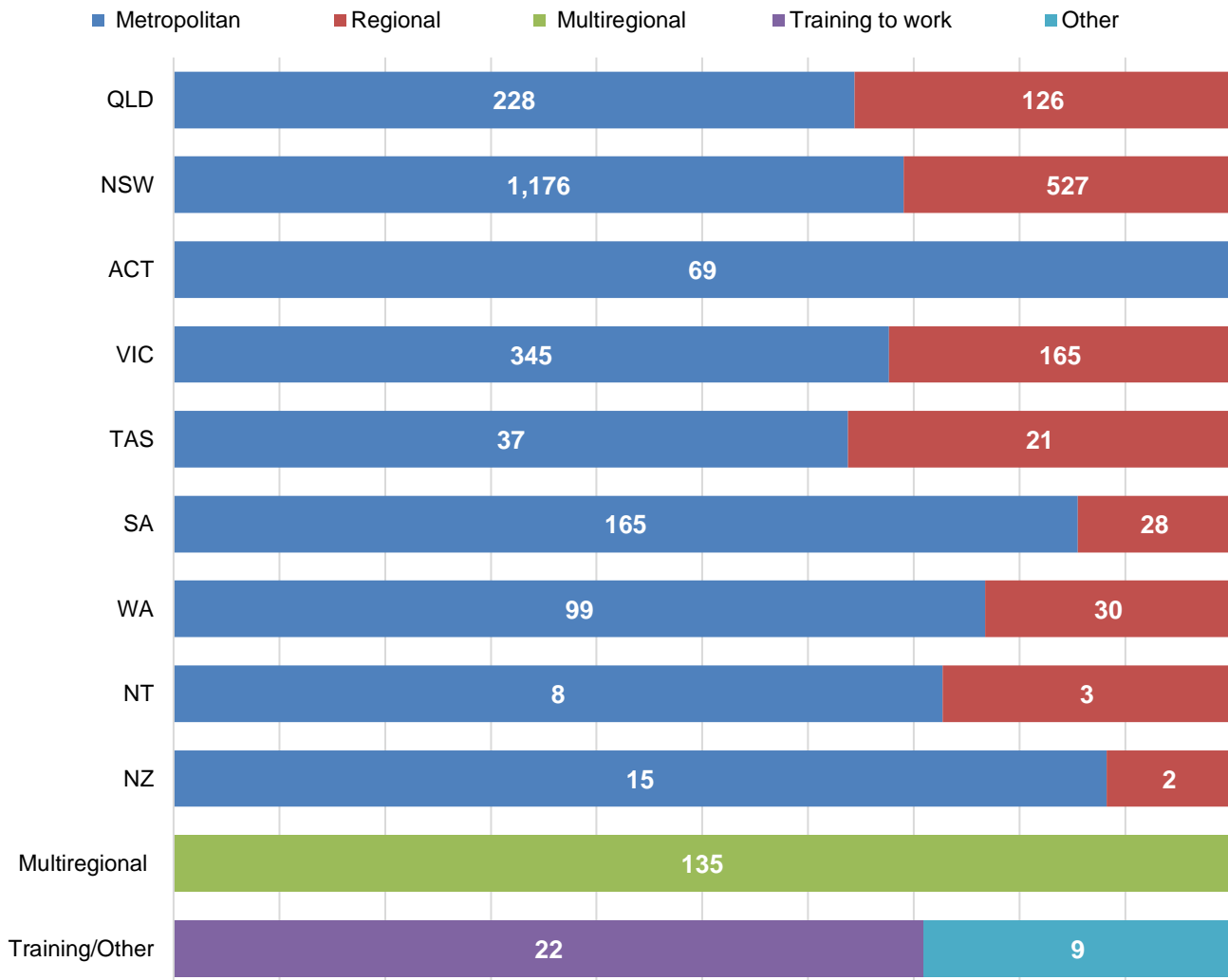
Course content:

- **99.7%** indicated nothing was missing from the course.
- **97.8%** indicated the course did not need to be improved.

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“In what region do you work?”

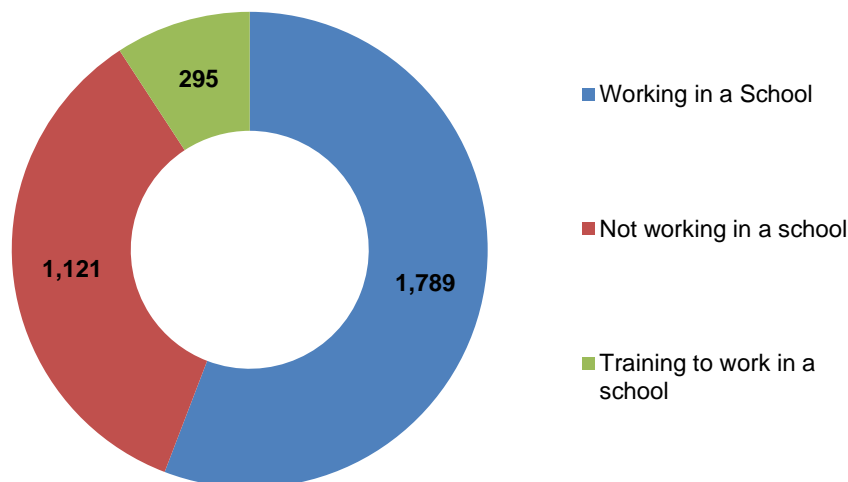
Respondents were asked to select the state or territory in which they worked, and to identify whether the region they worked in was a metropolitan area (in or near a major city), or a regional, rural or remote area. Respondents who selected more than one answer have been categorised as multiregional.



There were 3,210 responses to this question.

- 11.0% (n = 354) from Queensland
- 53.1% (n = 1,703) from New South Wales.
- 2.1% (n = 69) from Australian Capital Territory.
- 15.9% (n = 510) from Victoria.
- 1.8% (n = 58) from Tasmania.
- 6.0% (n = 193) from South Australia.
- 4.0% (n = 129) from Western Australia.
- The remaining 5.7% comprised:
 - Northern Territory (n = 11).
 - New Zealand (n = 17).
 - Multiple regions (n = 135).
 - Respondents who selected “Other – please provide details”

“Where do you work?”

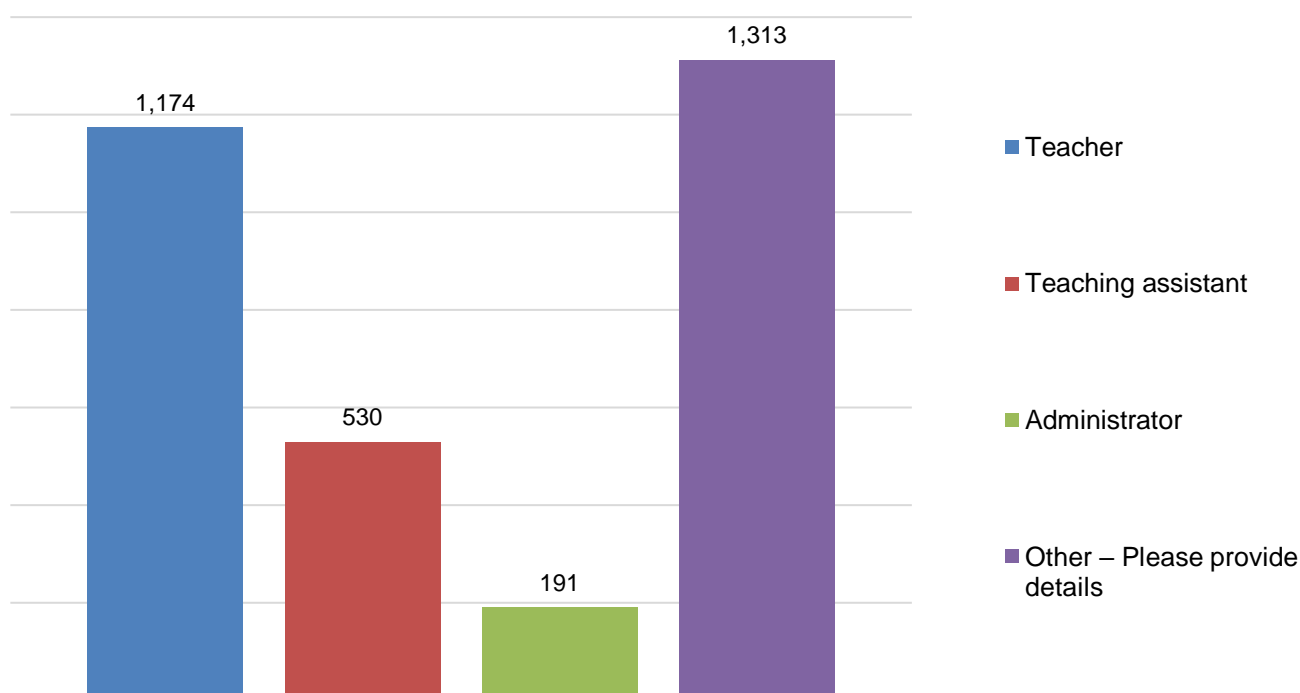


There were 3,205 responses to this question.

- 55.7% (n = 1,789) respondents indicated that they are working in a school.
 - 42.8% (n = 765) work in a Catholic School
 - 29.0 % (n = 519) work in an Independent School
 - 28.2% (n = 505) work in a Public School
- 35.0% (n = 1,121) indicated that are not working in a school.
- 9.2% (n = 295) indicated that they are training to work in a school.

“What is your main role?”

Respondents were asked to select from a choice of three education roles. This who did not identify with either of the choices could provide further details in a subsequent question.



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There were 3,208 responses to this question.

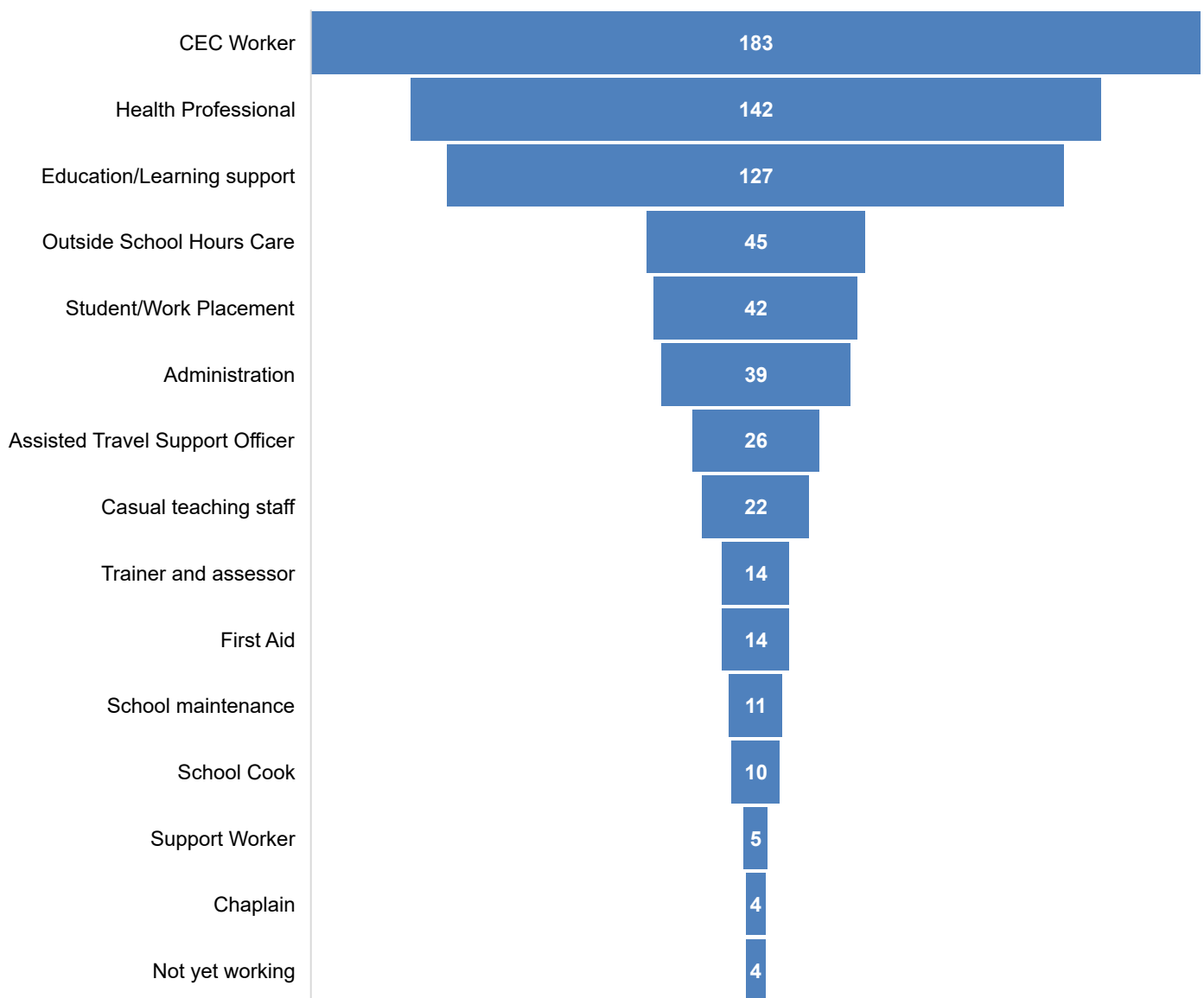
- 36.6% (n = 1,174) respondents identified as teachers.
- 16.5% (n = 530) respondents identified as teacher's assistants.
- 5.9% (n = 191) respondents identified as working in school administration.
- 41.0% (n = 1,313) respondents selected "Other – Please provide details".

In the absence of a more suitable option, respondents were given the opportunity to provide further details.

- 45.8% (n = 602) of respondents did not provide any further details.
- 54.2 % (n = 711) provided a free text response.

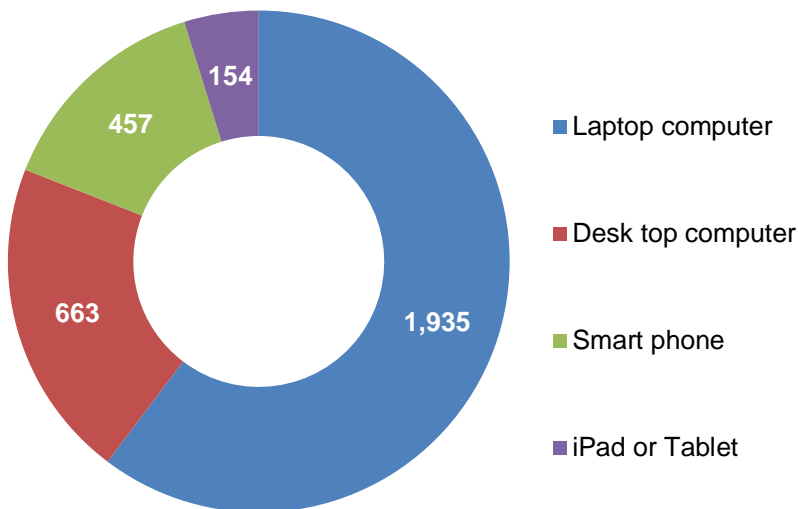
Free text responses were analysed and where possible, grouped together in similar categories.

Details of "other" role.



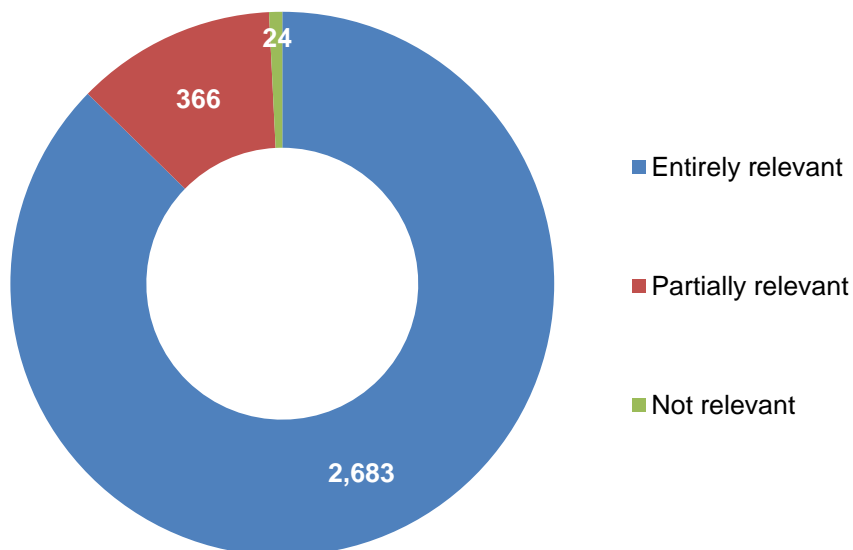
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“What device did you use mainly to complete the course?”



Laptop computer	Desktop computer	Smart phone	iPad or Tablet
1,935	663	457	154
60.3%	20.7%	14.2%	4.8%

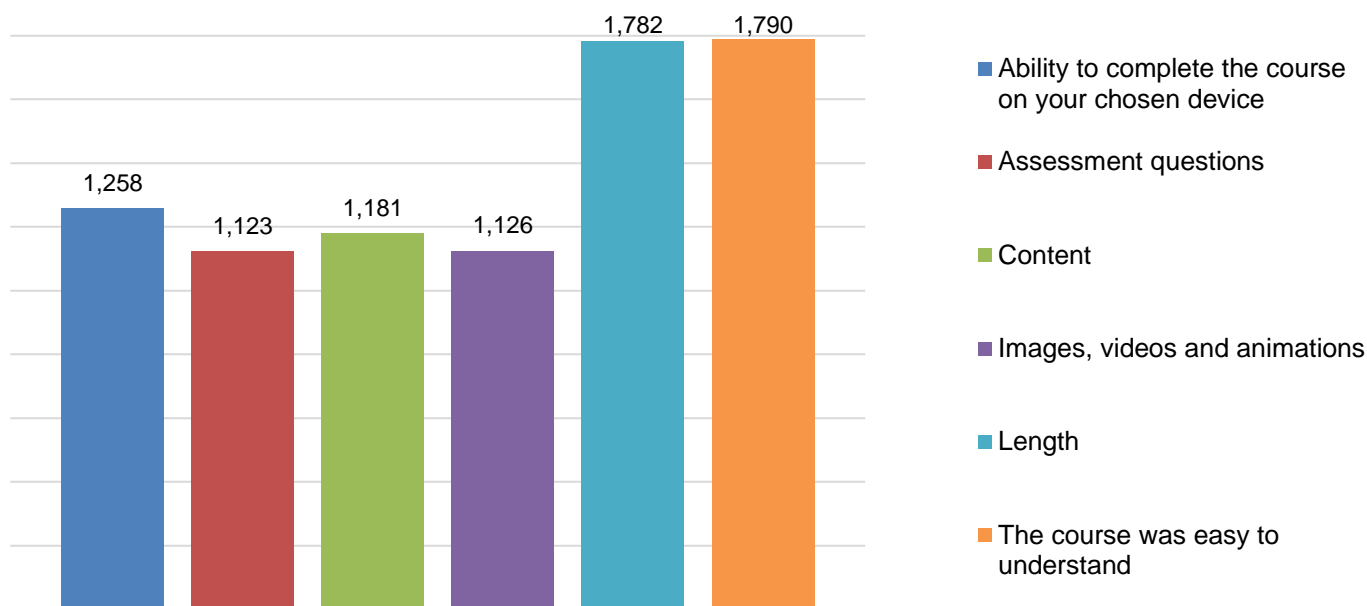
“How relevant was the course content to your work?”



Entirely relevant	Partially relevant	Not relevant
2,683	366	24
87.3%	11.9%	0.8%

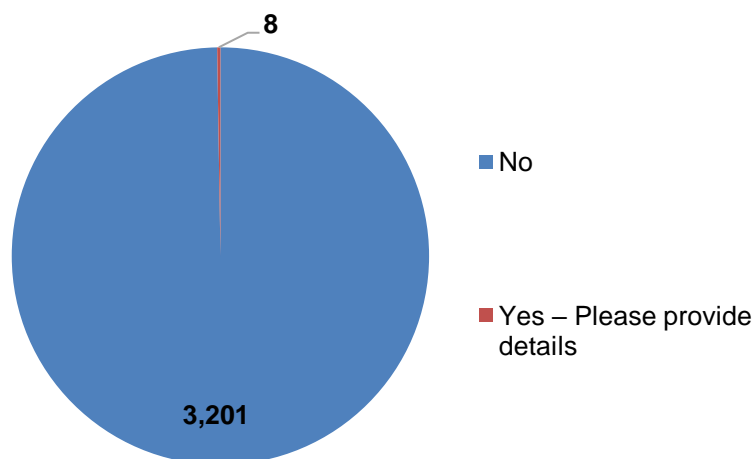
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“What did you like about the course?”



Ability to complete the course on your chosen device	Assessment questions	Content	Images, videos and animations	Length	The course was easy to understand
1,258	1,123	1,181	1,126	1,782	1,790
40.9%	36.4%	38.4%	36.6%	57.9%	58.2%

“Was there something you expected or wanted in the course, and it wasn’t included?”



There were 3,209 responses to this question.

- 99.7% (n = 3,201) of respondents selected “No”, indicating there was nothing missing from the course.
- 0.3% (n = 8) of respondents selected “Yes” and were invited to provide further details.

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There were only 8 free text entries therefore analysis for recurring themes was not warranted.

Half of the respondents (n =4) suggested potential improvements that could be made to the overall course, rather than elements that were missing from the training.

“The course is not set out very clearly – navigation difficult, previously finished modules not obvious”

“The quality for the red ASCIA Action Plan is a little blurry”

“Being forced to provide feedback when I am already time poor”

“Make it clearer that there are 2 answers required in the question – put it in bold and red”

The remaining half (n = 4) identified elements they expected in the training but were missing.

“Advise on whether larger dose injectors can be used for smaller children i.e. green pen for a child under 5 years.”

“I feel there still needs to be education in this course about being “allergy aware” and what this means in educational settings.”

“I had trouble finding a health practitioner refresher course so did this one which didn’t discuss using ampoules for administering adrenaline, or the dosage....”

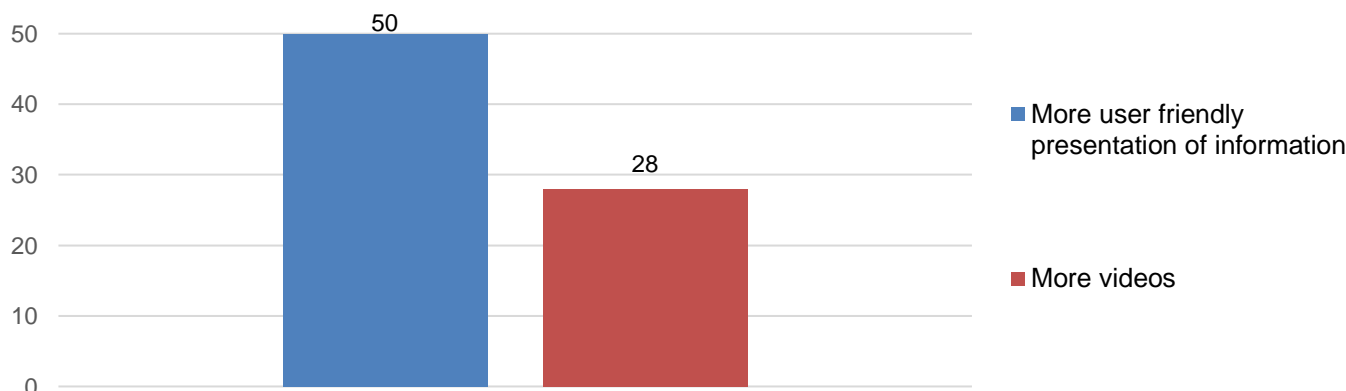
“It is still unclear (and the course does not cover it) if we can give adrenaline when a person is having moderate allergic reaction....in other words, what is the sign that will give us the green light to administer adrenaline? I always thought adrenaline can be administered during severe swelling but not necessarily when breathing problems have begun.”

“Do you have any comments about how we can improve the course?”

Of the 3,210, 97.8% (n = 3,132) of individuals provided either no response, or entered “No”, “N/A”, “Nil” or similar in the text field. The remaining 78 respondents offered suggestions about how the training modules could be improved.

Suggestions were then analysed and there were two main themes identified:

1. Improve the user experience (n = 50)
2. More visual elements (n = 28)



1. More user-friendly presentation of information (n = 50)

Comments in this theme suggested making changes to aspects of the *ASCIA anaphylaxis refresher e-training for schools, children's education/care and community* course to enhance the user experience.

"The questions seem to want to try to catch you. Maybe ask improved questions that don't try to confuse."

"I was unaware this course was available until December last year. Maybe a letter or poster/card sent to schools and preschools would be a great way to inform education workers about these courses."

"Maybe an option to have larger fonts for easier reading?"

"Clear guidance from section to section, instead of finding the small and grey hyperlink at the bottom. Slightly difficult to know where to click next, particularly after the questionnaire."

"I did find it hard to find how to find previous certificates."

"The course is good, the log in portals need more attention as I had to create a new user every time I do a refresher."

"When you provide a course specific to Early Childhood, it would be good if the feedback questions reflected that...I don't work in a school, I work in early childhood, but that was not given as an option."

2. More visual elements (n = 28)

In addition to comments about improving the user experience, more targeted comments suggesting more visual elements be included throughout the *ASCIA anaphylaxis refresher e-training for schools, children's education/care and community* course were noted.

"More videos would be great."

"More visual questions in assessment."

"If you can display relevant videos, it can help more people to understand the instructions."

"More demonstration videos."

"Show real human examples of reactions in the videos e.g. hives on skin and how to freeze a tick off skin etc and act out the following treatments."

"Videos rather than pure text."

"Demonstration of real people administering the practice (or real) EpiPen."

ACTIONS that ASCIA will take as a result of e-training surveys

ASCIA will:

- Review and update the *ASCIA anaphylaxis e-training for schools, children's education/care and community* course to improve the user experience based on feedback. In 2024-2025 ASCIA will achieve this by developing:
 - An animated webcast version of the short refresher anaphylaxis course for schools, CEC and community.
 - Professional videos of adrenaline injectors being used.
 - Professional videos and/or animations of case studies and scenarios will be considered.
- Make existing questions at the end of each module optional.
- Promote regular training by encouraging participants to make a reminder note in their calendars to complete the refresher training in 12 months, with a web link to the course.
- Continue to mandate the *ASCIA anaphylaxis e-training for schools, children's education/care and community* course post-training survey and review survey results on a 12 monthly basis and update questions based on previous results.

SURVEY QUESTIONS (2022 – 2023)

Evaluation survey 2023: ASCIA anaphylaxis e-training for Schools

ASCIA has provided accessible, consistent and evidence-based anaphylaxis e-training courses for schools since 2010, which are regularly reviewed and updated.

To help ASCIA to improve this course, please complete this short survey which will only take a few minutes. All information collected will be anonymous.

Question 1. [compulsory]

In what region/s (listed below in alphabetical order) do you work?

- Australian Capital Territory
- New South Wales - Metropolitan area (in or near a major city)
- New South Wales - Regional, rural or remote area
- New Zealand - Metropolitan area (in or near a major city)
- New Zealand - Regional, rural or remote area
- Northern Territory - Metropolitan area (in or near a major city)
- Northern Territory - Regional, rural or remote area
- Queensland - Metropolitan area (in or near a major city)
- Queensland - Regional, rural or remote area
- South Australia - Metropolitan area (in or near a major city)
- South Australia - Regional, rural or remote area
- Tasmania - Metropolitan area (in or near a major city)
- Tasmania - Regional, rural or remote area
- Victoria - Metropolitan area (in or near a major city)
- Victoria - Regional, rural or remote area
- Western Australia - Metropolitan area (in or near a major city)
- Western Australia - Regional, rural or remote area
- Other - Please provide details:
- I am currently training to work in a school

Question 2. [compulsory]

Do you work in a:

- Public school
- Catholic school
- Independent school
- I am not currently working in a school
- I am currently training to work in a school

Question 3. [compulsory]

My main role in the school is:

- Teacher
- Teaching assistant
- Administrator
- Other – Please provide details:

Question 4. [compulsory]

What device did you use to complete the course?

- Desktop or laptop computer
- iPad or tablet
- Smart phone

Question 5. [compulsory]

How relevant was the course content to your work?

- Entirely relevant
- Partially relevant
- Not relevant
- I am not currently working in a school
- I am currently training to work in a school

Question 6. [compulsory]

What did you like about the course?

Select one or more of the following:

- Content
- Length
- Images, videos and animations
- Assessment questions
- Ability to complete the course on your chosen device
- The course was easy to understand

Question 7. [compulsory]

Was there something you expected or wanted in the course, and it wasn't included?

- Yes – Please provide details:
- No

Question 8.

Do you have any comments about how we can improve this course?

Please provide details: