



West Moreton Hospital and Health Service

# Clinical education and learning strategy

2015–20

*Growing our own*

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Growing our own



## A message from Dr Mary Corbett Chair West Moreton Hospital and Health Board

West Moreton's community is growing rapidly over the next 10 to 15 years requiring significant investment in developing our workforce's knowledge, competencies, and attitudes to meet the current and future demand. In order to do this, we must focus our education, training, and learning activities that facilitate will swift translation between learning and practice, within a robust evaluation and outcome focused environment.

The West Moreton Clinical Education and Learning Strategy, Growing Our Own aims to create an environment of continuous learning where clinicians can develop and experience new ways of working, with the aim of aligning workforce knowledge, skills, and competence to meet our triple aim of better care, better health and better value.

Our mission through this strategy is to:

- promote a shared commitment between managers, clinical educators, and clinicians in ensuring education and training is profiled and supported, resourced, and evidenced to showcase outcomes
- ensure education and learning activities and initiatives are evidence based and inter-disciplinary to reflect patient-centred health care environments
- partner with our patients, carers, and their families in developing education programs to encourage the sharing of knowledge and experiences that can be incorporated in improving care through learning
- promote and strengthen collaboration with our education partners to facilitate the swift translation of evidence into high quality care and ensure innovative models are evaluated and contribute to the broader clinical education community.

Dr Mary Corbett  
Chair  
West Moreton Hospital and Health Board

# Executive summary

Creating and sustaining a quality learning environment is vital to ensuring contemporary and safe healthcare. An environment that enables our staff to practice evidence-based care and learn from clinical incidents aligns with West Moreton's philosophy of becoming a "high reliability" organisation.

The West Moreton Clinical Education and Learning Strategy 2015–20 Growing our Own presents the strategic goals to maximise and "future proof" the capability of our staff to deliver safe, effective, patient and family centred care. In order to do this, we must focus on education, training, and learning which can be delivered at the point of care, utilising multiple modalities that facilitate the swift translation between learning and practice, within a robust evaluation and outcome focused environment.

This strategy therefore proposes five overarching goals:

1. Align education and learning activities with West Moreton's model of care and organisational objectives
2. Demonstrate a commitment to education and learning
3. Create evidence-based collaborative and interdisciplinary learning environments
4. Promote and strengthen partnerships to advance our learning culture
5. Translate learning into best practice

This Clinical Education and Learning strategy enables West Moreton's Strategic Plan: Path to Excellence 2015–19.

There are six strategic priorities:

1. Excellence in patient- and family-centred care
2. Excellence in service delivered through innovation, research and lifelong learning
3. Provide an agile, resilient health service that anticipates and responds to need
4. Enable staff to be their best and give their best
5. Remain commercially astute
6. Implement integrated systems that transform the delivery of healthcare excellence now and in the future.

Priority four – "Enable staff to be their best and give their best" resonates most strongly with this Clinical Education and Learning Strategy, but all will benefit from having capable and well educated staff.



# Background

## What is clinical education and learning?

Learning is defined as the acquisition of knowledge or competencies through study, experience, or being taught. In this context clinical education and learning refers to the activities that continually develop our current and future clinical workforce's knowledge, skills and attitudes to provide effective and safe care within a changing healthcare environment.

## The clinical education and learning policy context

Clinical education and learning in health care has multiple drivers including:

- the Queensland Department of Health Clinical Senate has recognised that training and development are critical elements to overall health system quality and with the following recommendations to Hospital and Health Services were made:
  - HHS Board responsibility for clinical education and training activity
  - Improved transparency in expenditure through dedicated funding
  - Annual reporting on clinical education and training activity
  - Inclusion of simulation based training in strategic policies
  - Use of employment satisfaction as an indicator of how clinicians feel about clinical education and training in their workplace (eg clinician engagement survey)
- individual profession-specific training (pre-entry, post-graduate, and college), practice standards, and regulation requirements
- accreditation against the National Safety and Quality Health Service Standards
- translation of research into clinical guidelines at the point of care delivery
- organisational mandatory and requisite training requirements including the Fundamentals of Highly Reliable Care
- the Commonwealth Government Policy context under the National Partnership Agreement (NPA) recommended reforms focused on improving health workforce capacity, efficiency and productivity primarily through:
  - improving the capacity of the health sector to provide clinical training
  - facilitating more efficient workforce utilisation through developing, trialing and evaluating new workforce models
  - developing employment structures and funding / payment mechanisms to support contemporary models of care, and new and expanded roles.

# The West Moreton HHS context

## West Moreton community profile (WMHHS Workforce Plan 2012–17)

West Moreton services a population of approximately 249,000 people. The region's demographics are diverse and include metropolitan and small rural community settings, with a strong Aboriginal and Torres Strait Islander heritage and growing cultural diversity. West Moreton provides a mix of regional and rural acute and community services, mental health, and offender health services. West Moreton has a major teaching role, providing both undergraduate and postgraduate clinical experience for the future members of the multidisciplinary healthcare team.

The drivers of demand for health services in the West Moreton include:

- a growing community with projected increases to 350,000 people by 2017 and 440,341 people by 2022, which will result in greater demand for all services and increasing specialization in key areas
- the greatest population growth is in our senior citizens with increasing life expectancy
- an increasing rate of chronic disease across all ages
- innovative medical technologies are creating changes in the way we provide services, including a reduction in length of hospital stays and increasing day only procedures.

## Reasons to invest in clinical education and learning

The first reason to invest in the education and learning of our staff is to ensure that West Moreton continues to provide high quality care and become a High Reliability Organisation, with a commitment to organisational learning. This is outlined in detail in the Quality Improvement Strategy 2015.

Similar to the rest of Australia, there are changes in clinical workforce supply including a combination of workforce shortages and changing working intentions. Attracting and retaining high quality staff is another reason to have a robust clinical education and learning program. High staff turnover is not only disruptive but it is costly, so it is important that we invest in our current staff.

## West Moreton HHS strategic direction

The Clinical Education and Learning strategy sits alongside the Research and Innovation Strategy and the Quality Improvement Strategy. Taken together they make West Moreton HHS an attractive place to work and give staff confidence that they are able to provide high quality patient care.

## Current clinical education and learning resources

West Moreton has dedicated clinical education staff across the streams of nursing and midwifery, medicine, and allied health. There are a number of operational models employed including distinct education units, positions embedded within teams, and/or backfill models employed to release senior clinicians for clinical education and training. It is noted that a range of clinicians are also actively engaged in education and/or research activities outside these formal clinical education roles.

In early 2016, West Moreton will release a new Learning Support System. It is envisaged that the system will make learning opportunities more easily accessible to staff as well as recoding and reporting learning that occurs in West Moreton. West Moreton intends to fully utilise the available functioning of the system for clinical education and learning, particularly to ensure we have a central point of reference to report activities undertaken by staff.

## Clinical education and learning activities and initiatives

The West Moreton learning pathway supports the professional and clinical development of future, new, and existing clinicians across all professional streams. Each stage of learning focusses on orientating, inducting, and developing clinicians to working safely and to the highest standard. Table 1 outlines the training that occurs along the learning and development pathway, and Table 2 outlines the type of clinical education activity available in West Moreton.

The West Moreton HHS includes the Queensland Centre for Mental Health Learning (Learning Centre), a Queensland Health state-wide initiative created to support the strategic development and reform agenda of the mental health workforce. It is a program designed to develop and deliver core mental health skills and education initiatives.

**Table 1. West Moreton HHS learning pathway**

Orientation to organisation	Induction to local working site	Ongoing professional development
<ul style="list-style-type: none"> <li>• Introduction to West Moreton HHS</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory training</li> <li>• Role specific learning</li> <li>• Performance planning and appraisal</li> <li>• Profession specific</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching and mentoring</li> <li>• Technical / role specific development</li> <li>• Personal and career development</li> <li>• Clinical leadership skills</li> </ul>

**Table 2. The range of clinical education and training activities available in West Moreton HHS**

On the job	Formal learning programs	Professional
<ul style="list-style-type: none"> <li>• Supervision, coaching, mentoring</li> <li>• Work shadowing</li> <li>• Case review and consultation</li> <li>• Interest and knowledge groups</li> <li>• In-services and grand rounds</li> <li>• Journal clubs</li> <li>• Participation in working parties and committees</li> </ul>	<ul style="list-style-type: none"> <li>• Internal education programs</li> <li>• Clinical education training programs</li> <li>• External accredited courses</li> <li>• Tertiary courses</li> <li>• Virtual learning online</li> <li>• e-learning</li> </ul>	<ul style="list-style-type: none"> <li>• Formal industry and college accreditation</li> <li>• Simulation</li> <li>• Continuing profession specific training provided by professional associations</li> </ul>

# The West Moreton clinical education and learning strategy

This strategy provides the vision and direction for clinical education and learning services to embed a learning culture thereby supporting West Moreton in meeting current and future healthcare delivery challenges. The scope of the strategy therefore is to provide governance regarding activities, resources and processes relating to education and learning, to ensure:

- a strong alignment to the West Moreton Clinical Governance framework which promotes patient safety, dissemination of learnings from clinical incidents, and education around new procedures and equipment
- strong links with West Moreton’s overall strategic and workforce planning to grow our own workforce and align initiatives to organisational objectives
- integration of clinical education and learning strategy with the research strategy to support the translation of evidence into practice
- an interdisciplinary and centralised approach to the management of education resources
- a focus on contemporary, simulation, and innovative education and training programs that reflect the health care environment
- strong links with our university and registered training organisation partners to share resources and bridge the gap between knowledge and practice.

## Vision

To embed a culture of lifelong learning that enables our clinicians to provide the best care, every day, to every patient.

## Mission

Supporting the clinical workforce through the provision of contemporary, evidence-based education and learning services.

## Strategic goals





## Strategic goal 1: Align education initiatives with organisational objectives

Objectives	Outcomes
<ul style="list-style-type: none"><li>• Activities and initiatives that improve the safety and quality of our services are prioritized against organisational objectives and models of care</li><li>• Education and learning priorities are aligned and integrated in annual service planning across the divisions</li><li>• Service targets for clinical education and training investment are measurable and outcome driven</li><li>• Education and training programs continuously improve through clinician feedback and clinical outcomes</li></ul>	<ul style="list-style-type: none"><li>• Learning and development staff contribute to annual service planning</li><li>• A high % of operational plans with learning and development initiatives</li><li>• Clinical mandatory training completion rates &gt;85 per cent at 90 day cycle reviews and 100 per cent at by 120 day cycle</li><li>• Formal quality improvement and safety initiatives outline the methods of feedback and education to support effective implementation</li><li>• 100 per cent of learning programs contain evidence-based evaluations of competence</li></ul>



## Strategic goal 2: Demonstrate a shared commitment to education and learning

Objectives	Outcomes
<ul style="list-style-type: none"> <li>• Initiatives will address the continuum of clinical and professional learning phases from initiating, developing, maintaining, to advancing clinical competence</li> <li>• The organization provides educational activities to continually enhance the skills and expertise of educators</li> <li>• Staff have access to timely, well resourced, and best practice learning resources and accommodation</li> <li>• Workforce planning informs training and education initiatives</li> <li>• Clinical Education and learning resources are centralised and equitably distributed</li> </ul>	<ul style="list-style-type: none"> <li>• Establish the West Moreton Centre for Learning with dedicated space for education and learning</li> <li>• An inter-professional training mapping and needs analysis is undertaken to identify needs and prioritise resources and initiatives</li> <li>• Establish annual Awards for Excellence in Clinical Education and Teaching</li> <li>• % PPAs that contain Learning and Development plans</li> <li>• Partner with Division of Workforce to develop a sustainable learning management and reporting system</li> </ul>



## Strategic goal 3: Create collaborative learning environments

Objectives	Outcomes
<ul style="list-style-type: none"> <li>• Embed an inter-disciplinary approach to education planning</li> <li>• Expand inter-professional learning opportunities</li> <li>• Involve patients and their carers as educators</li> <li>• Sustainable, well equipped, and contemporary services, systems, and internal infrastructure, and where appropriate and required, we will source external learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the current number of inter-professional learning opportunities and determine future target increase</li> <li>• Increase the number of simulation training programs provided</li> <li>• Patients, carers, and their families are represented with membership on the HHS Education and Learning committee</li> <li>• The number of patients, carers, and families involved in learning and training activities</li> <li>• % quality improvement initiatives with completed education plans</li> </ul>



## Strategic goal 4: Promote and strengthen partnerships to advance our learning culture

### Objectives

- All education activities are evidence informed and evaluated
- Partnerships align with organisational goals and profession specific priorities across the learning continuum
- Investment in clinical education and training is maximised through our partnerships

### Outcomes

- Establish baseline of number of collaborative teaching partnerships to determine future target
- Set target for the number of major organisation-wide education programs that are delivered in partnership with our education partners
- Increase number of clinical staff with post-graduate qualifications
- Develop an annual Education Day in conjunction with our education partners
- Growth of clinical student placement capacity
- Increase number of jointly funded training programs / positions



## Strategic goal 5: Translate learning into best practice

### Objectives

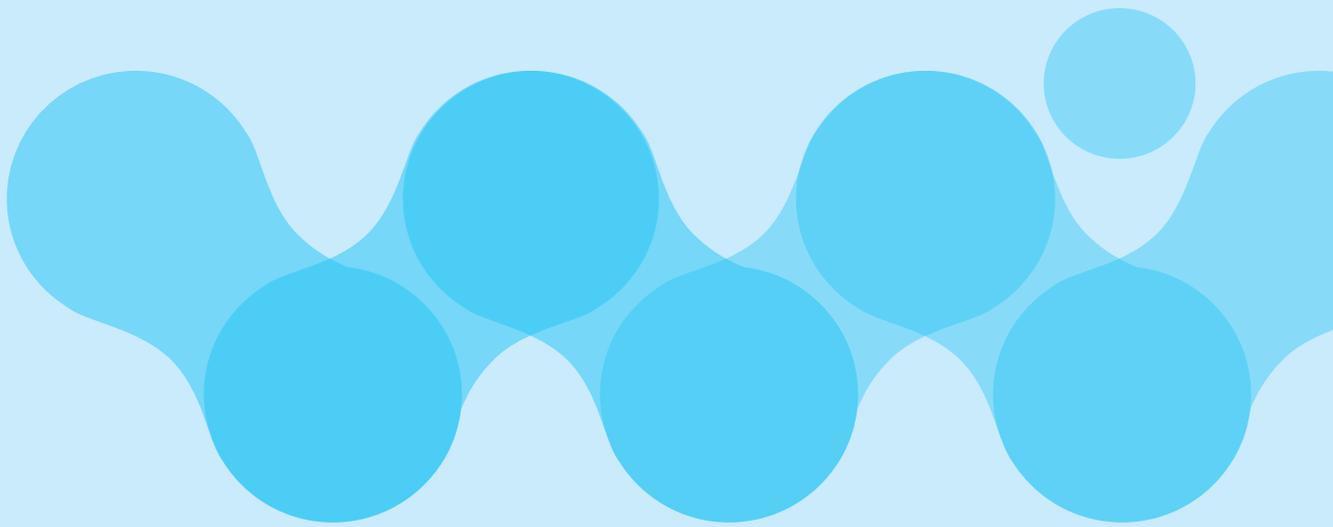
- Education and learning initiatives are delivered as close to the point of care as possible
- Integrate simulation and other contemporary training mediums into learning activities
- Maximise on-the-job development by educating staff on practice based learning
- Ensure evidence-based practice resources and learning materials (e.g. Uptodate and JBI) are available within the clinical areas
- Clinical education and learning initiatives support the implementation and evaluation of clinical guidelines and other “bench to bedside” translational research activities

### Outcomes

- Formal organisation-wide education programs are reviewed and incorporate constructive feedback
- Increase the number of programs which incorporate contemporary and/or innovative education mediums
- Number of staff who complete Teaching on the Run program
- Establish the baseline and increase the number of episodes of simulation training







[www.westmoreton.health.qld.gov.au](http://www.westmoreton.health.qld.gov.au)

