



Peninsula
Health

Education **Strategy** **2023-2025**



COACHED.

Account for Manual Defibrillation

"Prepare for another shock"

- C "Compression"
- D "Discharge"
- A "Analyze/Charge"
- C "Charge"
- H "Hands-off"
- E "Evaluate cardiac rhythm"
- R "Rescue breathing"
- D "Defibrillation or Shock"

Advanced Life Support for Adults



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Foreword

The 2023 to 2025 Education Strategy defines Peninsula Health's direction to further build upon a strong and diverse learning culture that supports the delivery of safe, personal, effective and connected care for our community. The Strategy is aligned with the Peninsula Health Strategic Plan and Values, and supports the strategic goals: Our Care, Our People, Our Community, Our Workplace and Our Ideas. This Strategy outlines the future direction for education at Peninsula Health and the steps we will take to get there.

Education and training in health services are particularly important in the context of an ageing population, increasing chronic disease, enhancing patient safety, equity and increasing consumer involvement. This diverse context is further challenged by technological developments, changing models of care and an emphasis on translating research and evidence into healthcare.

The Strategy provides direction for Peninsula Health to strengthen and enhance an already significant set of training and education initiatives. Our goal is to ensure a comprehensive range of programs and strategies, both clinical and non-clinical, from pre-employment through to orientation and ongoing professional and skill development.

The six core components of our comprehensive Strategy are:

- developing and maintaining the workforce skills and competencies required for consumer and family centred care
- providing study and career pathways across the Peninsula Health workforce
- matching health service workforce needs with workforce supply and skills
- promoting excellent and innovation in educational programs and services
- promoting organisational and partnership support for education
- supporting a values and equity perspective through education

The Education Strategy provides a clear and innovative blueprint, which articulates Peninsula Health's strong and ongoing commitment to its current and future workforce through training and education.



Felicity Topp
Chief Executive



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Executive Director Nursing and Midwifery

Introduction

Peninsula Health delivers exceptional healthcare to the Frankston and Mornington Peninsula region with a resident population of over 300,000 people. With its strong partnerships with Monash University and many other education providers, Peninsula Health is a highly valued and desirable destination for medical, nursing, midwifery and allied health trainees, students, graduates, and interns.

Education and training refers to arrangements and programs that are provided to continually build our current and future workforce knowledge, skills and attitudes. Workforce development plays a crucial role in improving organisational capability and performance. An organisation's workforce development program is an important part of providing a supportive and positive work and learning environment and assisting with personal career development.

Healthcare is a dynamic industry. It is constantly changing as new modalities, treatments and technologies are discovered. Ongoing learning and development is crucial for our workforce to feel supported, confident and capable to deliver excellence in care, every time. Our reputation as a learning health service significantly contributes to our ability to attract and retain the best staff.

The digital revolution is not only transforming the way we live, work, and interact but also the way we learn. A large component of the education Strategy leverages digital innovation to progress new ways of learning and teaching. The Strategy sets out clear goals for the future, a future where all staff members (clinical and non-clinical), are actively engaged in their learning journey as part of everyday work, where learning is collaborative, flexible, accessible and builds knowledge and skills that enhance care delivery, and where learners are safe and supported to be their best.

Peninsula Health invests in educating and training its staff to achieve excellent patient and family centred care.

Peninsula Health has the following broad strategic goals in respect to education and training.

Peninsula Health will:

- ensure a culture of patient and family centred care, quality, safety, best practice and innovation
- support equity, access and a values framework in its workforce and in service delivery
- ensure Peninsula Health is prepared for change and reform in healthcare
- ensure the ongoing supply of high-quality staff with the requisite skills across all roles and levels of the workforce; matching the need in the health service workforce with appropriate educational programs and strategies

- create an interprofessional learning community that enables the provision of exceptional care and enhances the profile of Peninsula Health as an employer of choice
- strengthen connections and partnerships with its consumers, carers, staff, students and education providers that foster curiosity and lifelong learning.

Peninsula Health's education and training will:

- build and maintain skills competency for patient and family centred care
- be high quality, innovative and accessible
- match workforce supply and skills with demand and be ongoing instruments used to assist with recruitment and retention
- be underpinned by equity and Peninsula Health's values
- be supported by organisational structures and resources.

Vision

To be a recognised leader in innovative, accessible, comprehensive education and training that promotes excellence in healthcare

Mission

- To value and support education and training as central drivers of consumer and family care and as pivotal to health service delivery
- To strategically match workforce supply and demand through education
- To partner with tertiary and other relevant educational providers to achieve positive opportunities for staff
- To ensure that current and future staff members of Peninsula Health have access to a wide suite of high-quality education and developmental opportunities

Principles

- That education and training will constitute an investment in the current and future workforce
- That an equity and values framework will underpin education and training and be translated into Peninsula Health's culture, improved Aboriginal

and Torres Strait Islander employment and services delivery, cultural competency, diversity and responsiveness to issues associated with people from culturally and linguistically diverse backgrounds

- That Peninsula Health and its managers will share the responsibility for ensuring that education and training is profiled

Outcome Measures

Measurable improvements across Peninsula Health:

- Participation in education and training programs
- Access to education and training, including interprofessional programs
- Consistency and quality of education programs
- Retention and attraction of staff
- Improvements in healthcare delivery
- Improved health outcomes

The Planning Process

Peninsula Health identified the need for an education and training strategy as a result of key stakeholder engagement and staff feedback. Oversighting the development of this Strategy has been the function of the training and education committee.

The Strategy has been developed within the context of the restructuring of the training and education service formally providing training and education to predominately nursing and midwifery staff. The reform of the team is now focused on interprofessional training and education programs across the health network. The 'Learning Hub' works collaboratively with other key teams across Peninsula Health and is charged with a major policy and coordination role in education and training.

The importance of a cogent education Strategy was enforced through the broad-based staff and key external stakeholder consultation undertaken through the development of the education Strategy. The outcomes of the consultation were incorporated into the Strategy and have informed and directed this plan.

Current State

Peninsula Health has a long history of supporting learning in the workplace.

Various health professions and services across the organisation have supported a range of student placements for many years, including pre-registration health professional student placements, vocational education and training placements, and work-integrated learning for specialty postgraduate students. Graduates and interns transitioning from student to independent practitioner are also supported through structured learning programs across the organisation. Student placements and graduate positions have grown exponentially in recent years, in response to current workforce challenges.

Technology Enabled Learning is another area of growth in education in recent years.

Technology Enabled Learning refers to the development and application of tools (including software, hardware, and processes) intended to promote education. Through the Covid-19 pandemic, we have embraced remote and hybrid learning, which – along with the rapidly increasing use of technology – has enhanced the accessibility and quality of learning. Peninsula Health's learning design team specialises in systematically designing and developing learning materials and experiences, both digital and physical, and support educators and clinicians to deliver best practice education for the organisation. They also manage Peninsula Health's contemporary learning management system, which offers a personalised experience and a range of courses for all staff and learners.

Interprofessional Learning

Although each profession and area have the need for education to support specific skills, evidence suggests that the delivery of safe care is best supported through interprofessional learning. Interprofessional learning is *‘when two or more professions learn with, from and about each other to improve collaboration and the quality of care’*.¹

The purpose of interprofessional learning is to create safe and respectful environments where people can learn about the practice of being a healthcare worker with each other. For this to occur, learning must happen collaboratively in small groups rather than through didactic teaching in lecture theatres and the focus must be on the consumer, rather than the healthcare worker. The collaborative learning environment at Peninsula Health incorporates staff working in non-clinical roles as they are an essential workforce that contributes to the provision of high-quality, safe, personal, effective and connected care.

A significant proportion of our interprofessional learning occurs with the support of simulation. Our first simulated learning centre opened at the Mt Eliza Centre in 2008, before being relocated to Frankston Hospital in 2015. Education and training at the simulation centre ranges from discrete clinical skills through to immersive scenarios, with either technology-controlled manikins or role-play. Learning in the simulation centre is supported by educators with specialist simulation skills, who use learner-centred principles and replicate clinical reality, to create scenarios that inspire learning and reflection to ultimately make healthcare safer for consumers.

Additionally, the use of simulation for systems testing in healthcare is growing. Running workflow and process simulations during the Covid-19 pandemic has highlighted the benefit of embedding simulation into the care planning phases and will be an important part of service development in the future.

Our vision is for an interprofessional education team that works in partnership with staff, students, consumers, and carers to develop and support Peninsula Health’s current and future workforce. The team works collectively to improve health outcomes using knowledge-driven, technology-enabled, collaborative, and accessible learning.

¹ *Interprofessional Education: A Definition, CAIPE, 1997*

Our Education Strategic Goals

Four major goals have been identified as core to the education and training Strategy.

1. Our Learning Culture and Environment

We will create, promote and sustain a culture of collaborative and connected learning that enables the provision of exceptional healthcare.

STRATEGIC ACTION

- Learning opportunities will be inclusive and delivered using methods that promote psychological safety.
- Education teams will grow and learn through peer development, coaching programs, and ongoing learning.
- Appropriate resources and facilities for learning will be provided for all staff, students, and volunteers.
- The delivery of education will be tailored to meet the requirements of different settings and teams.
- Our learning programs will be developed from a 'One Peninsula' viewpoint, considering the implications for practice across the continuum of care and workforce groups.
- Our learning systems will be integrated, intuitive, meet service and performance monitoring requirements and minimise duplication.
- Educators will collaborate with staff and consumers to design learning that contains content, teaching methods and delivery modes that are relevant and transferable to the workplace.

DELIVERABLES

- All learning modules are aligned to evidence, Peninsula Health clinical practice guidelines, National Standards, and the Peninsula Health risk profile.
- Peninsula Health-wide Learning Management System optimised and expanded to all settings.
- 5% increase in 'agree' and 'strongly agree' responses to the People Matter survey item 'I am developing and learning in my role'.
- Increased delivery of technology enabled learning.
- Learning administrative systems streamlined with reduced end user touch points.
- All staff, students and volunteers have access to online and physical learning spaces.

2. Our Practice and Innovation

We will lead the way in designing and implementing comprehensive and contemporary education strategies to translate learning into practice.

STRATEGIC ACTION

- Learner-centred education will be delivered with a focus on workplace relevance and the translation of learning into practice.
- Education will be grounded in best practice.
- Education programs will respond to the learning needs of staff and the organisation.
- Teaching and clinical support will empower learners to challenge the status quo.
- Our learning programs will be engaging and encourage learner participation and collaboration.
- Our learning programs will be designed to incorporate digital innovation and technologies.
- Learning and development support will be provided by a team with content knowledge and educational expertise.
- Our learning programs will be grounded in a One Peninsula, team-based and interprofessional approach, using in-situ simulation methodology.

DELIVERABLES

- 10% increase in learning and development opportunities available in the learning management system.
- Learning Hub SharePoint page activated with a 20% increase in staff accessing SharePoint over the next 2 years.
- In course evaluation data, >95% of staff participants agree that their knowledge and skills have improved.
- All inpatient and critical care areas have established interprofessional and simulation-based programs.
- 100% of learning programs are updated annually using course evaluation data and up-to-date evidence.
- Adult principles and work-integrated learning pedagogy are integrated into all programs.
- 5% increase in 'agree' and 'strongly agree' responses to the People Matter survey item 'I am satisfied with the way my learning and development needs have been addressed in the past 12 months'.

3. Our Learners

We will create an interprofessional learning community at the forefront of leadership in health education, workplace training and knowledge exchange.

STRATEGIC ACTION

- We will provide all staff with flexible and accessible opportunities to develop skills and enhance knowledge.
- Staff will be supported to participate in learning activities.
- Design, delivery, and evaluation of learning will occur in collaboration with our community of staff, students, volunteers, and consumers.
- Our people will be supported and engaged in identifying their ongoing learning needs to inform personalised learning development plans.
- Education reform towards 'One Peninsula' will be supported through collaboration between departments and professions.

DELIVERABLES

- 10% increase in the frequency of Learning Management System utilisation by staff.
- Monitoring and reporting processes established with robust data.
- 20% increase in professional development leave taken.
- Development pathways established for all clinical streams.
- 5% increase in 'agree' and 'strongly agree' responses to the People Matter survey item 'My organisation places a high priority on the learning and development of staff'.
- In course evaluation data, >95% of staff participants agree that their learning expectations were met.

4. Our Partnerships

We will partner with consumers, carers, staff, students and education providers to build connections and foster curiosity, lifelong learning and best practice.

STRATEGIC ACTION

- Mutually beneficial partnerships will be developed with education providers to support high-quality workforce supply.
- Opportunities for collaborative research – including evaluation of clinical teaching models – will grow through partnerships with education providers.
- Education programs will be co-designed and delivered with consumers.
- Partnerships with education providers will be developed to support the needs of staff and student learning.
- Opportunities to expand our learning environments into new settings, to optimise revenue and workforce supply will be explored and pursued.

DELIVERABLES

- 20% increase in student capacity across all formal learning programs.
- 20% increase in study leave taken.
- 10% increase in the number of staff undertaking postgraduate study.
- Framework of educational collaboration with consumers established.
- Evidence of consumer engagement across design, development, and delivery of education.
- 5% increase in ‘agree’ and ‘strongly agree’ responses to the People Matter survey item ‘I am satisfied with the opportunities to progress in my organisation’.

Conclusion

Education and training are pivotal to the Peninsula Health mission of providing patient and family centred healthcare and to the vision of achieving safe, personal, effective and connected care for all. This plan provides a robust framework built on the strong foundations already in place.

The Strategy has been purposefully developed around patient and family centred care, a commitment to staff and key providers within Peninsula Health to develop, maintain and enhance their skills, a strong interest in ensuring the highest quality education and development opportunities are available and the imperative of ensuring a good fit between the health service needs of the broader community and the skills, competencies of Peninsula Health's staff and providers.



C.O.A.C.H.E.D.

Acronym for Manual Defibrillation

"Prepare for rhythm check"

Compressions continue"

"Oxygen away"

"All else clear"

Rhythm

shockable

firm

peninsulahealth.org.au

