


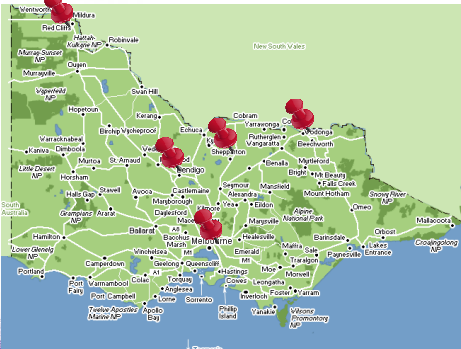
Building Future Health Workforce— A Response from Education

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La Trobe University Campuses



<http://www.totaltravel.com.au/library/traveller/map-vic>

Health Professions at La Trobe



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Clinical Education: The way we were

- Single discipline focused
- Systems and processes build up over time in a particular discipline, leading to considerable variability
- Often based on personal relationships
- Currently hundreds of relationships exist
- Few resources available to support the relationships
- Mostly based on a 'grace and favour' model

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Clinical Education: The way we were

- Separation of academic and workplace environments
- Relationship mostly based around entry-level professional clinical placements
- Competition between tertiary education providers not particularly helpful

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But the environment has changed...

- Current and predicted health workforce shortages
- Technological and ICT advances
 - Often require large investment of resources
- Changing societal needs and expectations e.g.-
 - Student expectations and pressures
 - Increase in complex chronic care
 - Extended scope of practice
 - Interdisciplinary practice
 - Increase in need for community based care
 - Research led teaching and clinical care
 - Need for new types of workforce

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Limitations of the way we were in this new environment....

- Transaction costs are high
 - Based often on personal relationships, increasing fragility
 - Precious resources used merely to locate placements and maintain relationships
- Inadequate knowledge about what current capacity for placements really is and so forward planning is difficult

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Limitations of the way we were...

Best use of scarce resources is not being made

- Resources for supporting quality placements used elsewhere
- Research skills and academic skills not used to help impact on practice
- Academics lose clinical skills
- Students taught clinical skills by non-practising academics

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Identifying the problems in regional/rural areas (Dodd, 2005)

- Inadequate time and high workloads
- Lack of physical space
- Inadequate resources e.g. text books, computers
- Inexperienced staff who lack confidence
- Inadequate support for clinicians
- Fractional & sole practitioner employment
- High turn-over of staff
- Difficulty in getting students (Melbourne-centric)
- Affordable safe student accommodation not available
- lack of ongoing professional support and post-graduate education

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Proposing solutions

- The geographical cluster clinical schools model; and
- The establishment of a multidisciplinary rural health school

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The Clinical School Network

The aim is to:

- promote higher quality and more efficient clinical placement management and forward planning;
- enable the development and provision of higher quality infrastructure;
- improve linkages among stakeholders, particularly between the health and tertiary education sectors;
- increase support to clinical facilities (e.g. academic staff, education, equipment, streamlined systems and processes)
- increase educational capacity;
- improve educational effectiveness; and
- support the development of meaningful high quality research.

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Basic Structure of the model

- Geographic clusters comprising health and human service agencies
- Cluster organises all activities across the network
- Multidisciplinary
 - Within La Trobe offerings
 - With other tertiary education provider courses

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Focus

- Professional entry-level student placements
 - Senior students immersed more fully into the practice environment
 - theory and practice more integrated
- Postgraduate students – matched to the network needs
- Research – led by a senior academic and affiliated research active staff
- Professional Development and post-graduate education programs– incorporating supervision, clinical practice and research

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The La Trobe University School of Rural Health: Key features

Multidisciplinary

70% increase in regional EFTSL (effective full time student load)

- Increase in capacity of established courses
 - OT, Nursing, Social Work & Physiotherapy
- Introduction of new programs to meet regional workforce needs
- Podiatric Practice
- Speech Pathology
- Paramedic Practice

Aiming to increase participation of regional students

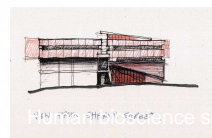
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A whole of region approach

- Regional bonus scheme for regional students
 - Partnerships with VET sector and secondary schools
 - Students are educated almost entirely in the region
- e.g. For allied health disciplines:
- Complete 1st year of their course on one of La Trobe University's rural/regional campuses
 - Focus on returning to region for year 3 and 4 for professional placement
 - Some use of interdisciplinary focused placements
 - Facilitation of linkages across participating agencies

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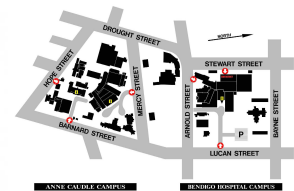
Artist impression of Bendigo Campus site



Student accommodation

- Bendigo
- Wodonga
- Shepparton
- Echuca
- Swan Hill
- Mildura
- Melton

Bendigo Health site



Go located with Monash Rural Medical School, and GP Super Clinic

Teaching and research facilities including simulation laboratory,

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Summary

- Governments are looking for us to provide solutions to the problems they know exist in health workforce
- They are willing to assist good innovative ideas
- Partnerships are critical to successful workforce outcomes

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Thank You