

UNSW



ST VINCENT'S
CLINICAL SCHOOL

St Vincent's Clinical School

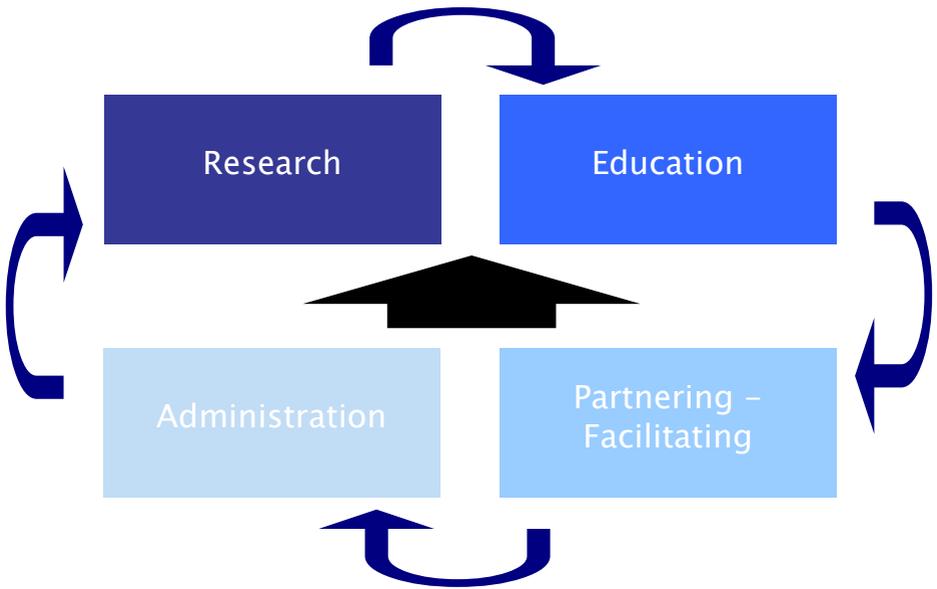
Strategic Plan 2010 – 2015



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St Vincent's Clinical School

Strategic Plan 2010 – 2015



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Foreward



I am pleased to endorse the development of a strategic plan for our original Clinical School. UNSW has a long and proud association with St Vincent's Hospital and this strategic plan seeks to provide direction for future collaboration. It is important that Clinical Schools maintain strategic goals that are consistent across the Faculty and University. These goals must take into account our aspirations and involve our stakeholders. This document does that.

I wish the School well in implementing this Strategic Plan.

A handwritten signature in black ink, appearing to read 'Peter Smith', written in a cursive style.

Professor Peter Smith
Dean
Faculty of Medicine, UNSW

Introduction

Our Clinical School was the first established for the new Faculty of Medicine at the University of NSW in 1968. The School has a distinguished history of student education, service and research over four decades. There have been three Professors of Medicine and of Surgery in that time, including the current incumbents.

In the arenas of higher education and health services change has been a constant since our founding. The focus, organisation, technology and range of care provided of a large teaching hospital at the end of the first decade of the 21st century bear little resemblance those of the late 1960s. In addition, the emphasis on clinical teams has had a huge impact on the way care is delivered. At the same time the overarching complexity of the contemporary health system in Australia and other advanced economies can be daunting for trainees and experienced clinicians alike.

The context of clinical undergraduate training has changed fundamentally and the School has evolved over the years to address the many new challenges presented to it. However, it was felt opportune at this time to take a more formal approach to the ongoing development of the School.

This Strategic Plan, the first for our School, arose out of a School retreat held in mid 2009. It aligns us with the strategic agenda and themes of UNSW and of our Faculty of Medicine. It also enables us to plan to fulfil our primary roles efficiently and effectively, in partnership with the clinicians and administrative leaders of St Vincents and Mater Health, Sydney.

Our aim is to improve our performance despite a changing environment.

A Strategic Plan is only useful if it guides the allocation of resources and effort and prompts the implementation of appropriate change and new initiatives.

The School is committed to reviewing our progress on a regular basis and to strengthening information flows to staff and key stakeholders, especially in the important areas of teaching and research.

The School cannot function without the support of the Conjoint staff,

St Vincent's Hospital, the broader Faculty, the local community and the patient population and, of course, the student body. We value the contribution of these individuals and groups and seek their ongoing support over the coming years.



Professor Allan Spigelman
Professor of Surgery
Clinical Associate Dean (Head of School)



1.0 Purpose of this document

The purpose of this document is to outline the St Vincent's Clinical School's future direction and goals as a basis for allocating resources and measuring results over the next five years

2.0 Background

- The St Vincent's Clinical School has provided first class education and training to undergraduate medical students and clinical care to many thousands of patients since its inception in 1968
- The School has also built up an impressive research profile in a number of key areas, none of which could have been achieved without the support and ongoing contributions of our highly valued Conjoint staff, other Hospital staff, the Area Health Service leaders and the Sisters of Charity
- However, School leadership and staff believe strongly that we are at the point in our history where the School would benefit from undertaking a planning process in order to set direction and goals for the coming years.
- The School engaged an external consultant[†] to assist in this process and a full day planning meeting was held for all Clinical School staff. The Dean and Senior Associate Dean also attended part and the whole of the day, respectively, which helped to ensure that the School and the Faculty develop in conjunction with each other.

[†] The School acknowledges the assistance given by Philip Pogson, Director, The Leading Partnership, in the development of this Plan.

2.1 Contemporary Context for Clinical Medical Education – changes, issues and challenges

The health system within which the contemporary clinical school functions has changed significantly over the past 25 years. The purpose of this section is to build a clearer picture of the current and future “drivers” of change in the health and higher education systems, the impact these changes may have on St Vincent’s Clinical School’s role and function, and how the School can best position itself to be successful in the future.



2009 Year 6 Students and Staff Photo

2.2 “Drivers” of Change across NSW Health

2.2.1 The increasingly complex education role of teaching hospitals

Although education and training occur right across the public and private health sectors, the role of research and teaching within New South Wales Health has not been defined in legislative detail. The Health Services Act (NSW) 1997 Clause 10(L) simply states:

“To provide training and education relevant to the provision of health services”

Clause 10(m) states:

“To undertake research and development relevant to the provision of health services”

Senior managers within the health system have not historically had clear research and education performance indicators in their performance agreements with NSW Health. However, even given the relative absence of legislative guidance, over the past 10–15 years major hospital campuses in New South Wales have become increasingly important sites for a broadening range of professional training. For example:

Medical

- Undergraduates
- Junior Medical Staff
- Unstreamed Junior Medical Staff
- Career Medical Officers
- International Medical Graduates
- College Accredited Trainees (Basic and Advanced)
- Trainees in un-accredited positions

Nursing

- Undergraduate
- Postgraduate

Allied Health

- Undergraduate
- Postgraduate

2.2.2 The changing casemix in teaching hospitals and the impact on clinical teaching

The casemix of teaching hospitals has altered greatly over the last decade and a half. Some of the generic changes evidenced across the system are summarised below:

- Many staff are appointed by the Area with “teaching and research” in their position descriptions. Performance review in this regard is not undertaken by the Area Health Service. Feedback from the Clinical School on each individual’s performance is neither requested or supplied
- The emergency load has risen, as has the age of patients and the number of chronic and complex cases
- Length of Hospital stay is down, while day-only admissions and day of surgery admissions have risen
- Many procedures and episodes of care have shifted to the private sector
- Sub-specialisation has increased, while the number of general physicians in training has fallen substantially and the category of “General Physician” has disappeared from most teaching hospitals
- The case load for Geriatricians and Oncologists, for example, has risen, along with the need for junior medical staff and registrars to coordinate large numbers of cross referrals
- Common conditions have been replaced by complex conditions, simpler procedures are no longer performed on an in-patient basis, while the demand on the available cohort of competent, interested “clinical teachers” has risen as the clinical teaching load has broadened
- These shifts have had a real impact on the availability of basic teaching material for undergraduate medical training within the public system
- The general requirements for staff and student training and development in areas such as Occupational Health and Safety and Clinical Governance, which includes Patient Safety and Risk Management have risen in recent years, with a resultant growing emphasis on staff training and development.

- In addition, the Commonwealth has funded the creation of several new medical schools across Australia, which will boost the number of junior doctors requiring training in the health system but places additional demand on teaching hospitals and introduces additional complexity where multiple Universities with different curricula are teaching within the same institutions



3.0 Opportunities, Advantages and Challenges for St Vincent's Clinical School

3.1 Opportunities and Advantages

Due to its unique history and position, St Vincent's Clinical School has a number of key opportunities and advantages which include:

- A public and private hospital on the same site along with a major private clinic
- A long history of medical teaching on the site and many clinicians willing to be engaged in teaching
- St Vincent's Public Hospital's status as an affiliated public hospital under the leadership of the Sisters of Charity
- Its geographic position, being relatively close to the UNSW main campus
- The presence of several major research organisations on campus including the Garvan & Victor Chang Research Institutes, the Applied Medical Research Institute, and the National Centre for HIV Epidemiology and Clinical Research. UNSW and St Vincent's are committed to developing significant further research infrastructure on site
- A new Cancer Centre, incorporating cancer care and translational research, will open on campus in 2012, providing a major opportunity for teaching and research
- Existing research strengths at the School and a year-on-year growth in research output
- The opportunity to build on the recent history of successful student Independent Learning Programs (ILPs) to encourage clinicians and School staff to collaborate in research and learning projects

3.2 Challenges

- Broadening and deepening the number of clinician–teachers in the face of growing clinical workloads and the changing casemix
- Strengthening feedback to clinician–teachers and improving the way data is used to improve teaching
- Managing changing student expectations
- Strengthening research performance
- Managing the implementation of the new (labour intensive) curriculum
- University and Faculty budget issues
- Introduction of another medical school with a different curriculum into the clinical learning environments using the same pool of clinicians and teams for student clinical attachments



4.0 Faculty Aspiration

To improve human health and well-being, and to alleviate suffering, by:

- Developing and sustaining an inspiring, highly professional learning environment
- Maximising opportunities for leading researchers and clinicians to address important health issues
- Supporting students, researchers and clinicians to achieve their goals

We aim to be recognised as an acclaimed Medical Faculty within the “Group of 8” research intensive Australian universities and internationally.

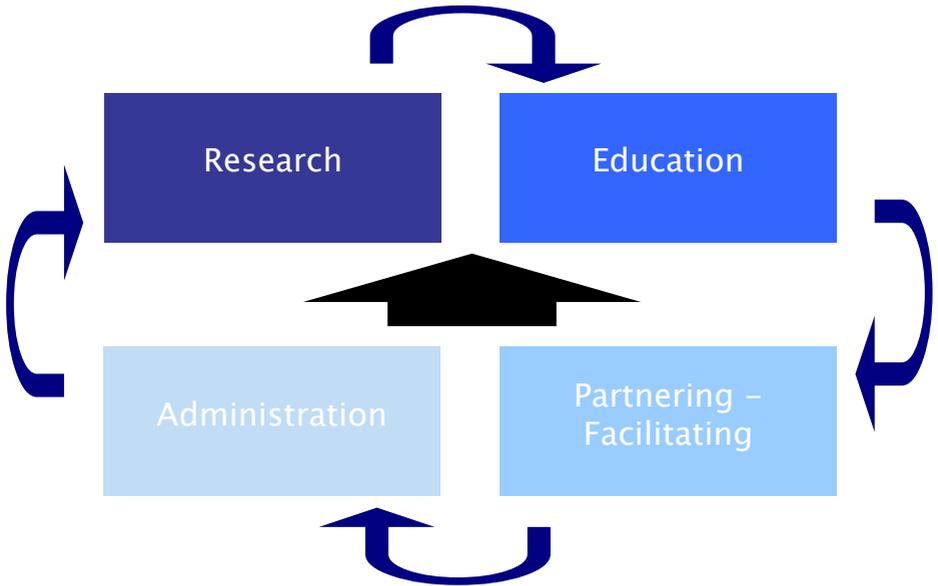
5.0 School Purpose

The purpose of the St Vincent’s Clinical School is to lead, coordinate and enable:

- Education of undergraduate and postgraduate students in medicine and the basic sciences
- Conduct of medical research
- Bridging of the divide between the University sector and the health system through modelling academic reflection and reflective clinical practice
- Ongoing development of research-driven clinical practice in the teaching hospital context, including contributing to processes that improve clinical service quality, equity, patient safety and delivery
- Increased engagement with the community to demonstrate reciprocity of the student-doctor-patient relationship, particularly in the fields of social disadvantage and indigenous health

5.1 Functions

The Clinical School has several functions as illustrated in the diagram below:



6.0 Focus & Strategic Goals 2010–2015

As with other UNSW Clinical Schools, The St Vincent's Clinical School has four key foci:

- Teaching
- Research and Research Mentoring
- Clinical Work
- Community Service and Advocacy

It is important to note that in comparison to University non-clinical academics within other Faculties, Clinical Academics are expected to maintain a clinical workload and reputation in addition to research, teaching and service. Clinical Academics have active duty of care responsibilities to patients and the health service in which they work.

Moreover, in comparison to their non-academically appointed clinical colleagues, Clinical Academics have to balance clinical work with a significant research and service load. For academic promotion, the productivity in the two latter categories far outweighs the former.

In alignment with University and Faculty objectives, the Clinical School has the following strategic goals:

1. Student Experience
2. Research
3. Community Engagement
4. Capabilities and Resources

7.0 Strategic Goals – Detail

7.1 Student Experience

To refine and improve performance in teaching including the ongoing successful implementation of the new undergraduate curriculum and strengthening feedback to students and teaching staff

This objective will be furthered by:

Action
Improving feedback processes to clinicians
Strengthening the unique identity of the St Vincent's Clinical School
Exploring ways of linking students with a formal or informal mentor
Developing a sustainable commitment to an effective student orientation program
Keeping a list of all fellows, clinical fellows etc for teaching purposes
Engaging more clinicians in teaching
Reviewing conjoint and clinical academic staff involvement in teaching to ensure that they are fulfilling the service obligations of the Conjoint and Clinical Academic titles

7.2 Research

To strengthen the breadth and depth of research performance of the Clinical School's staff and students and to encourage research amongst the clinician and scientist community on the St Vincent's campus and beyond

This objective will be furthered by:

Action
Continuing to encourage and support investigator-driven research by School members and particularly peer-reviewed research
Developing a number of longer term, collaborative research projects through which a range of students may choose to complete ILP projects; putting in place appropriate, sustainable support mechanisms for the whole ILP cohort
Investigating the feasibility of introducing a research mentoring scheme
Developing a strategy to increase the number of multi-disciplinary grants
Promoting clinician co-supervision of research projects
Sending interested staff to the UNSW research leaders' program

7.3 Community Engagement

To improve the management of key relationships on and off the St Vincent’s campus, to take a strategic approach to active participation in community service initiatives and build St Vincent’s Clinical School’s unique identity, in conjunction with the values of the Sisters of Charity

This objective will be furthered by:

Action
Agreeing community activities or charities that the School will support. As far as possible, align with existing activities and the Asia–Pacific region; eg St Vincent’s Hospital Health for the Homeless; MedSoc Charities; indigenous community initiatives
Create a fundraising strategy in collaboration with the Faculty fundraiser
Initiate a prize that recognises student involvement in community activities
Aligning the School with the Faculty & University strategy on indigenous developments

7.4 Capabilities and Resources

To provide efficient and effective support systems and to encourage ongoing staff professional development whilst meeting budget expectations

This objective will be furthered by:

Action
Implementing the University's Talent Management strategy
Clarifying the administrative reporting structure
Maintaining engagement with the Don Harrison Patient Safety Simulation Centre, St Vincent's Hospital
Leveraging the School's sponsorship of Medicak Grand Rounds to promote School priorities and objectives
Holding regular planning and coordination sessions each year on key School strategic issues

Appendix 1 – Stakeholder Benefits Analysis

Stakeholder	Benefits Desired from the Clinical School
Community	Effective education of medical students; independent advice & leadership on issues important to them; high-quality clinical care; research that helps solve medical & health problems; financial accountability; local face of the Faculty/University; information
Conjoint Staff	Academic, educational & educational leadership; clarity around roles, duties & accountabilities; Academic title; opportunity to teach; access to University facilities & systems; opportunity to make a contribution; clarity around desired outputs; transparency on financial issues such as research fund distribution
Faculty of Medicine, UNSW	Education of undergraduate & postgraduate students; research output; financial accountability; collegiate contribution to the broader Faculty & University; access to & influence upon, the health system; leadership in education, research & clinical work
Hospital/Area Health Service	Clarity of role & accountability for resources, clinical practice & budgets; collaboration & joint planning; assistance on research & education policy & operational issues; regular information updates; highly competent, effective and safe clinical work; research output; leadership; independent influence on issues facing the health system
School Staff	Diversity; opportunity to positively influence students & their education; influence over the direction of the School; recognition (name of the University, title etc); access to University systems & resources around medical education & research facilities; feedback re performance
Students	Appropriate resources (buildings; laboratories; learning resources; teaching materials etc); supportive environment; committed staff (School & Conjoints); quality educational experience – breadth & depth; role models; leadership & insights into medical practice & research; opportunity to participate in the life of the School/Hospital; research opportunities; streaming where appropriate

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