

Introduction of Imaging Clinical Educators to a Large Healthcare Network

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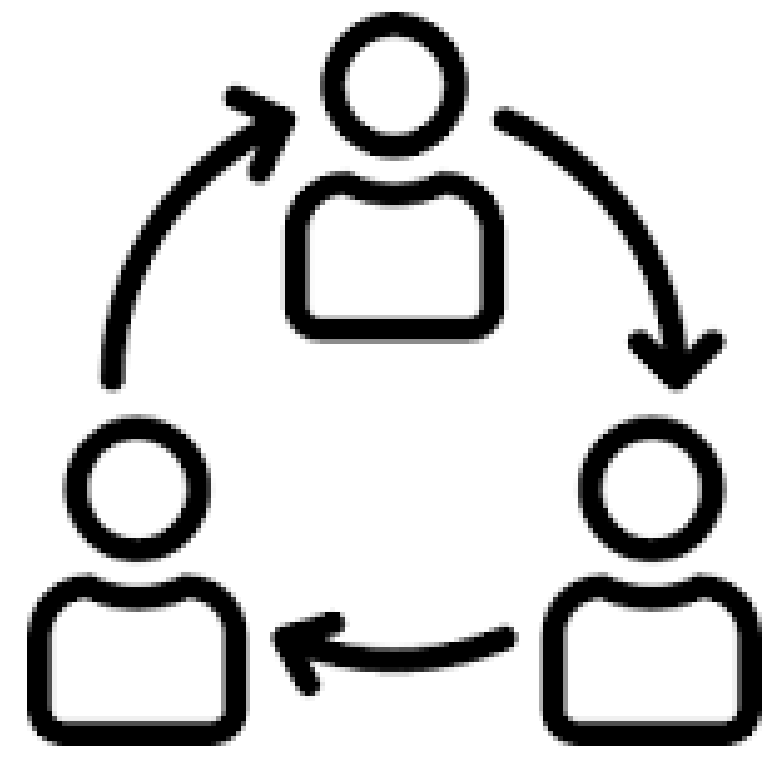
1. Introduction

Working in a large healthcare network with multiple sites can be challenging for maintaining consistent professional development and education. The Imaging Educator Team is a new initiative intended to support professional development across professions within the Imaging Program. The funding was obtained via an Operational business case which aligned with Monash Health's strategic principles and initially a 2-year program.

The team will foster workforce growth and development, with secondary benefits of improving recruitment and retention. The team will collaborate with other educator roles across the organisation, as well as managers, professional leads, and other key stakeholders to develop education and training specific to the organisation. Furthermore, there will be collaboration with the imaging research lead.

The team will consist of:

- Lead educator
- MIT clinical educators
 - General/Fluoroscopy
 - CT
 - MRI
 - Angiography
- Sonographer educators
- Nuclear medicine technologist educator
- Nurse educators
- Administration educator



2. Methods

After thoroughly assessing the needs of the department, the Director of Clinical Operations took the crucial step of advertising and recruiting a Lead Educator. Once on board, the Lead Educator took on the responsibility of organising and arranging interviews to fill positions within the team. All applicants for these roles were internal candidates, and their existing positions were backfilled for the two-year duration to ensure continuity and support throughout the transition.

To establish a clear path forward, the team engaged in extensive brainstorming and framework development to outline necessary tasks and workflows. As part of this planning process, the Educators distributed surveys to the staff to gather baseline data and assess current conditions. This data collection aimed to identify areas requiring improvement and establish a starting point for ongoing development. The insights gained from these surveys would guide the prioritisation of goals and help evaluate progress over time.

3. Results

Early results are very positive, with notable achievements highlighted below as well as in Table 1. There has been a significant benefit from the enhanced collaboration with the entire imaging team.

Digital Monthly Newsletter: A digital newsletter has been successfully launched, featuring Continuing Professional Development (CPD) events, staff achievements, relevant publications, and updates on upcoming news, keeping the imaging team well-informed and engaged.

SharePoint Research and Education Site: A dedicated SharePoint site has been developed to streamline access to educational resources across all modalities, providing staff with a centralised platform for research and training materials.

Multi-Modality Workshop: The first multi-modality workshop, focusing on stroke, has been organised and is open for registration to both internal and external medical professionals, marking a significant step in collaborative learning and knowledge sharing.

Ongoing Education and Credentialing: The team is actively working on delivering continuous education across various modalities and is updating essential documents related to training and credentialing, ensuring that all educational materials and credentials are current and relevant.

Collaborative Committees: Committees have been established to foster collaboration among educators, enabling them to share ideas and best practices, which enhances the overall effectiveness of the educational programs.

4. Discussion

The early indicators of the educator program's success have been promising. The program has already achieved significant milestones and yielded impressive outcomes in a remarkably short time span. This rapid progress is testament to the program's effectiveness and the dedication of everyone involved.

The preliminary results have been encouraging, fostering a sense of optimism about the program's future. As the program continues to evolve and expand, there is a strong belief that it is well-positioned to make a lasting impact.

The hope is that the benefits will extend far beyond the initial timeframe, leading to enduring improvements and continued development. The potential for the program to contribute to long-term advancements in the field is substantial, and there is a shared commitment to ensuring that its positive effects are felt for years to come.

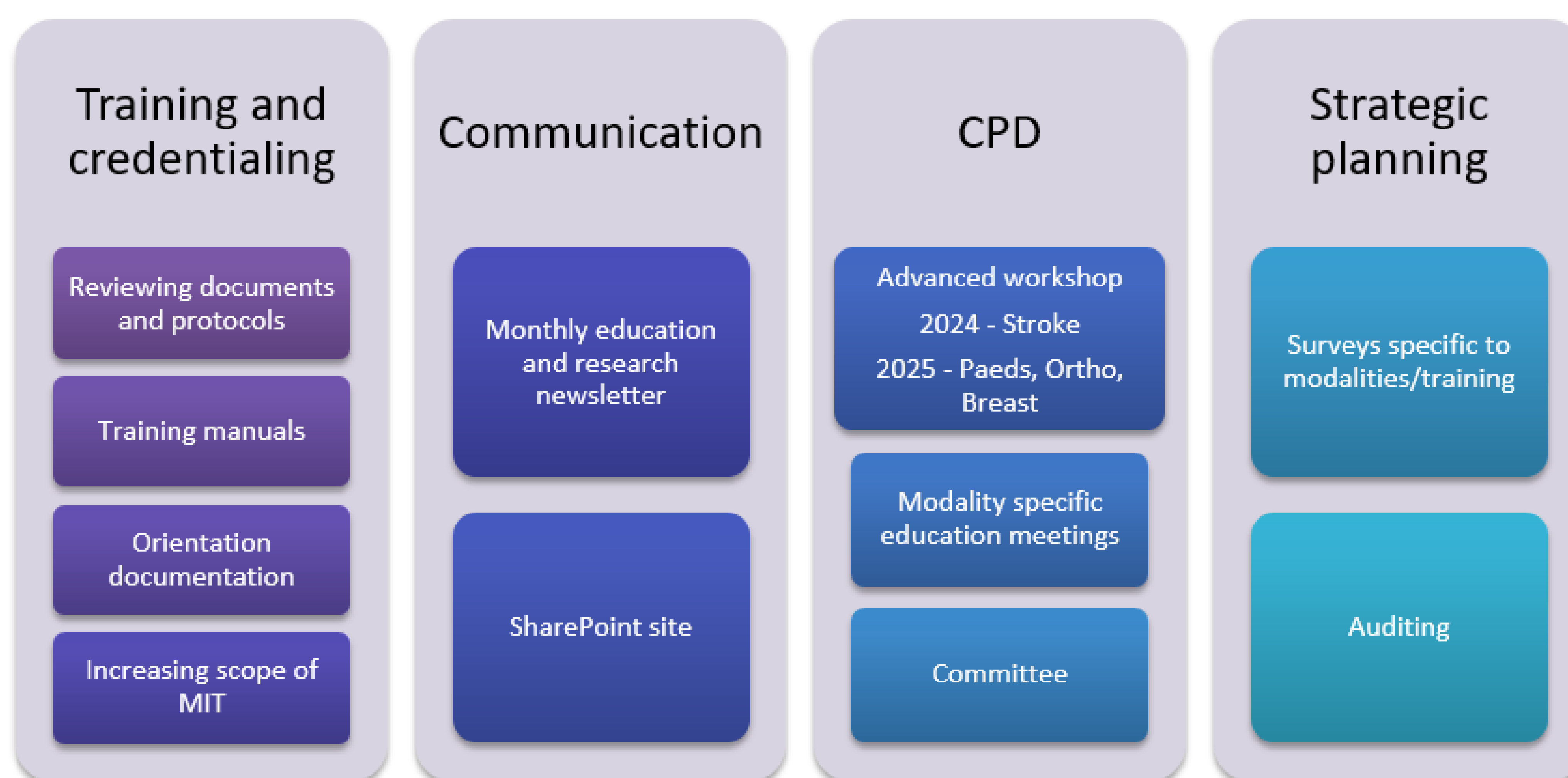


Table 1: Early results from the educator team

