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Introduction

The Master of Clinical Leadership was delivered through a partnership between the former Sydney South West Allied Health Service (SSWAHS) and the University of Tasmania (UTAS). It is now a national course which provides participants with the unique opportunity to enhance the quality of clinical leadership through a health focused leadership program.

The course blends the theoretical and conceptual underpinnings of clinical leadership with the practical application of these concepts in clinical practice. The course provides accessible and flexible education options for clinicians in a range of supervision and leadership environments, through collaborative, multidisciplinary and work-based learning approaches.

Course learning objectives:

- To analyse contemporary trends in the theory and practice of clinical leadership.
- To engage critically in current debates on reform of the Australian health care system.
- To enable clinicians to manage health service projects effectively.
- To provide effective clinical supervision.
- To take responsibility for clinical leadership.
- To function effectively as a clinical leader.
- To capitalize on opportunities to implement clinical improvement projects.
- To take a pro-active role in advancing clinical practice within the organisation
- To improve the quality and safety of healthcare and reduce risk through effective clinical leadership.

Key Staff Involved in the Program

University of Tasmania Staff:

**Associate Professor Stella Stevens** is the Course Co-ordinator at the University of Tasmania (UTAS). The Course Co-ordinator has the overall responsibility for the course.

She is also the lecturer who teaches one of your first year units, CAM520 Context of Practice in the Australian Health System and is involved in the supervision of your major project. Stella’s profile and contact details can be found at [http://fcms.its.utas.edu.au/healthsci/healthsci/pagedetails.asp?lpersonId=5021](http://fcms.its.utas.edu.au/healthsci/healthsci/pagedetails.asp?lpersonId=5021)

**Felicity Ey** is the Administrative Officer for the course. Felicity can be contacted by email Felicity.Ey@utas.edu.au or via telephone (03) 6226 4245.
The Course Advisory Board for the Master of Clinical Leadership:

The course advisory board are responsible for overseeing the quality of the delivery of the course and ensuring the relevance of material for current trends in the local health service.

- Dr Teresa Anderson, Chief Executive, Sydney Local Health District
- Dr Sameer Bhole, Clinical Director of Oral Health, Executive Clinical Director Sydney Dental Hospital
- Dr Allan Giles, Medical Professional Director
- Ms Mira Haramis, Manager, NSW Centre for Education and Workforce Development
- Ms Sonia Khatri, Student Representative
- Ms Kung Lim, Director of Nursing and Midwifery Services, South Western Sydney Local Health District
- Ms Sharon May, NM Clinical Practice and Innovation, South Western Sydney Local Health Service, Student Representative
- Ms Rose Meiruntu, Assistant Manager, NSW Centre for Education and Workforce Development
- Dr Katherine Moore, Director of Clinical Governance, Sydney Local Health District
- Associate Professor Jeff Patrick, Associate Professor of Health Services Management
- Professor Ray Playford, Dean Faculty of Health, UTAS
- Associate Professor Kerry Russell, Health Support Services
- Associate Professor Stella Stevens, Associate Head Postgraduate, School of Medicine, UTAS
- Dr Victor Storm, Mental Health Services Professional Director
- Professor James Vickers, Head of School, School of Medicine, UTAS
- Associate Professor Justin Walls, Associate Dean – Teaching and Learning, UTAS
Admission Requirements

Applicants qualify for entry if they:

- are an Australian citizen or permanent resident; and
- are a registered and currently practicing clinician for a minimum of three (3) years; OR
  have equivalent experience and/or qualifications as deemed appropriate by the Dean.

Admissions Process

Apply for admission to the course via the University of Tasmania electronic process. You can start either at the beginning or middle of the year. Go to this webpage to start your application:

http://www.studentcentre.utas.edu.au/admissions/

Get help with the application process by going to:

http://www.utas.edu.au/enrol/readyforuni/

Payment and fees

There are two pathways to this course. The first is via the full fee paying route so check this out via this link:

http://www.postgraduate.utas.edu.au/domestic-fees-schedule

In addition, you may be eligible for FEE-HELP to help meet the costs of tuition. For further information visit the www.goingtouni.gov.au website.

The second is via an alternative study pathway course – the M4L Bachelor of Health (Professional Honours) – which attracts a Commonwealth fee subsidy. Students may study under M4L up until their final semester of study when they would be required to transfer to the Course that matches their chosen qualification in order to graduate. Full credit will be provided for units studied under M4L.
Flowchart of different enrolment options:
Pathway to Master of Clinical Leadership through Bachelor of Health (Professional Honours)

Enrol Directly into Master of Clinical Leadership POE Code M7M*
*All units completed under M7M will be charged at full fee paying rates

Complete Specified Units from Schedule below

Graduate with a Master of Clinical Leadership

Enrol into Bachelor of Health (Professional Honours) POE Code M4L*
*All units completed whilst enrolled under code M4L will be charged at HECS rates

Complete Specified Units from Schedule Below

In final semester of study transfer into M7M# with full credit for units already completed
#Units completed enrolled under M7M (your final semester of study) will be charged at full fee paying rate

Graduate with a Master of Clinical Leadership
Course Structure

The course is offered part time over a minimum of three (3) years and a maximum of six (6) years. It requires completion of eight (8) core units, and three units which together form a major project.

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<tr>
<th>Year</th>
<th>Core units</th>
<th>Electives</th>
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<td>1st year</td>
<td>CAM520 The Australian Health System in Context</td>
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<td>CNA613 Project Management for Health Professionals</td>
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<td></td>
<td>CAM521 Supervision and Leadership: theory, process and practice</td>
<td></td>
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<td></td>
<td>CAM538 Translational research in health service innovation</td>
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<tr>
<td>2nd Year</td>
<td>CAM623 Introduction to Action Research</td>
<td>3 units from the Schedule</td>
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<tr>
<td>3rd Year</td>
<td>CAM720 Evaluation and evidence based research methods</td>
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<td></td>
<td>CAM723 Workplace Learning Part A</td>
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<td></td>
<td>CAM724 Workplace Learning Part B</td>
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Schedule:
CAM620 Legal and Ethical Issues in Health Services
CAM621 Risk Management and Governance
CAM622 Positive Psychology and Leadership
CRH501 Data, Information and Knowledge

Plus others available via the School of Medicine by negotiation with the Course Coordinator.

Course Delivery

Course units are delivered through a combination of online learning, block teaching/workshops and workplace projects.

Assessment

Unit assessment comprises a mix of essay assignments, case studies, contribution to online discussion, short reflective pieces and group work presentations at seminars; there are no formal examinations to sit. Most units require three (3) marked assignment tasks. Workplace Learning units require the implementation of a pre-planned project in your usual place of employment, and generally require the submission of written progress reports and an evaluation by a nominated workplace supervisor.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Brief Description</th>
<th>Unit Coordinator</th>
<th>Sem 1</th>
<th>Sem 2</th>
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<tr>
<td>CAM520</td>
<td>The Australian Health System in Context (12.5%)</td>
<td>This unit provides an overview of the Australian health system. On completion, participants should: (i) have a sound appreciation of the complexities of Australian Healthcare Agreements and other funding mechanisms and be able to critique the strengths and weaknesses of the current health system and systemic change options that could deliver more appropriate care and improve efficiency; (ii) have an understanding of the health status of Australians in comparison to other countries, and a comparison of the investment in health compared to the country’s overall health status; (iii) be able to identify the challenges associated with rising costs of healthcare, sustainability of health services, demands on health services, distribution and shortages within the health workforce, and changing demographics. Making linkages between emerging issues, participants will form a contextual understanding of the impact of identified challenges practice. The focus then moves to developing strategies (including clinical services re-design, changing models of care and workforce reforms) to ensure the present and future health needs of the diverse Australian population are met.</td>
<td>A/Prof Stella Stevens</td>
<td>x</td>
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<td>CAM521</td>
<td>Leadership: theory, process and practice (12.5%)</td>
<td>This unit provides a framework for effective leadership and supervision: supervision in context, direct supervision, constructive feedback, structure and content of meetings, dimensions of supervision, quality of the supervisory relationship and training for supervisors. On completion participants should have a better understanding of leadership and helpful supervisory behaviours including: giving direct feedback on clinical work; linking theory, process and practice; encouraging joint problem-solving; offering feedback and reassurance; and providing role models. These will be contrasted with ineffective supervisory behaviours including: rigidity; low empathy; failure to offer support and to follow supervisees’ concerns; not teaching; being indirect and intolerant; and emphasizing evaluation and negative aspects.</td>
<td>Dr Lynn Hemmings</td>
<td>x</td>
<td>x</td>
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<td>CAM538</td>
<td>Transitional Research and Health Service Innovation (12.5%)</td>
<td>This unit provides a framework for understanding the links between knowledge and practice. It is also designed to encourage the development of the capacity of health service leaders to identify and evaluate emerging knowledge relevant to their practice, and to implement change based on this knowledge within their sphere of influence.</td>
<td>Dr Lynn Hemmings</td>
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<td>CAM620</td>
<td>Legal and Ethical Issues in Health Services (12.5%)</td>
<td>This unit is designed to provide an understanding of legal method and sources relevant to health services and clinical supervision. It will also provide an introduction to various ethical philosophies. A number of relevant topics will be considered and this will provide participants with an opportunity to research the relevant law and ethical implications of complex clinical issues in the delivery of health services. The unit will provide participants with a background to relevant legal and ethical issues and incidents which they are likely to confront and hence be better prepared to recognise and deal with in their roles as clinical supervisors and health service providers.</td>
<td>Mr John Streeter</td>
<td>x</td>
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<td>CAM621</td>
<td>Risk Management and Governance (12.5%)</td>
<td>This unit aims to provide a broad understanding of the evolution of governance and risk management to their current form, and their implementation as the basis of workplace leadership action.</td>
<td>Dr Craig White</td>
<td></td>
<td>x</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
<td>Semester</td>
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<td>CAM622</td>
<td>Positive Psychology and Leadership (12.5%)</td>
<td>We will be examining current concepts, trends and barriers in risk, risk management and governance. In particular the unit explores the content and relationship between medico-legal issues; medical error; consumer rights and services; occupational health systems; quality of service strategies; the systems and structures for the management of the law/medicine interface; and governance. On completion, participants should be able to demonstrate an understanding of the drivers behind the evolution of governance systems and devise implementation strategies.</td>
<td>12.5%</td>
<td>one semester only TBC</td>
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<td>CAM623</td>
<td>Introduction to Action Research (12.5%)</td>
<td>The aim of this unit is to introduce the concept of positive psychology into health leadership practice and principles by encouraging participants to critically explore the theories, constructs and models within positive psychology, and their relation to own leadership practice. Leadership style and the impact of change on team function will be considered as well as personal well-being and its relation to workplace culture.</td>
<td>12.5%</td>
<td>Ali McGuinness</td>
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<td>CAM720</td>
<td>Evaluation and Evidence Based Research Methods (12.5%)</td>
<td>Improving quality in health services requires the systematic implementation of proven interventions for all those who would benefit from them at an acceptable cost. Leaders in health service areas must be able to evaluate information they receive to make evidence based decisions in order to improve quality. This unit enables participants to understand the concepts and methods of research so that they will be better able to evaluate evidence and its relevance to their practice and organisation.</td>
<td>12.5%</td>
<td>Professor Michael Buist</td>
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<td>CAM723 / CAM724</td>
<td>Workplace Learning A (12.5%) and B (25%)</td>
<td>In these units participants conduct a comprehensive research or action learning project with a workplace focus. It is necessary to have completed CAM623 Introduction to Action Research before enrolling for firstly CAM723, then CAM724.</td>
<td>12.5%</td>
<td>A/Prof Stella Stevens (and others)</td>
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<tr>
<td>CNA613</td>
<td>Project Management for Health Professionals</td>
<td>Project Management for Health Professionals provides students with the foundational knowledge required to appreciate and implement practical approaches to project management in health sciences. Students will extend their skills in incorporating research evidence into health care practice through developing skills of conducting needs assessments and project management. This unit has a focus on developing the strategies necessary to initiate, plan, implement, evaluate, finalise and disseminate the results of a health sciences project.</td>
<td>12.5%</td>
<td>Dr Lindsay Smith</td>
<td></td>
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<tr>
<td>CRH501</td>
<td>Data, Information and Knowledge (12.5%)</td>
<td>Focuses on database management systems and introduces the key concepts of data, information and knowledge in the context of relational database development as applied to health.</td>
<td>12.5%</td>
<td>Sue Whetton</td>
<td></td>
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Course Information

**Australian residency**
You will be required to show proof of citizenship/residency in your application. For more information, please contact A/Prof Stella Stevens, the Course Coordinator at UTAS at stella.stevens@utas.edu.au

**Applying for credit**
If you wish to apply for credit for previous studies, please download the application form at http://www.studentcentre.utas.edu.au/enrolments/forms_files/credit.pdf and send to the UTAS Course Co-ordinator with supporting documentation.

**Professional Recognition**
The Course has been accredited by the Australian College of Health Service Management.

**Computer requirements**
You will need access to the internet on a regular basis. Broadband access is not a requirement, but strongly advised. Institutional computer networks sometimes have security protection that may prevent interaction with some file formats, so you should not rely solely on accessing the internet at work. Information on system and program requirements is available at http://uconnect.utas.edu.au/. If you are familiar with browsing the web, sending emails and word-processing documents, then you have the skills required to participate fully in on-line learning.

**What is MyLO?**
MyLO is an online learning system. You will use MyLO extensively throughout the course to access course materials, submit assessment items communicate with other students and the lecturer. To access MyLO, visit this website https://mylo.utas.edu.au/
If you need assistance, please contact your unit coordinator or the UTAS IT Service Desk by phone on 03) 6226 1818 or email servicedesk@utas.edu.au.

**Communication**
A UTAS email address is created for you when you enrol. All communications from UTAS will be sent to this email address. It is recommended that if you do not regularly check this email address to divert it to one that you do access.

If you need help with a unit, firstly check the announcements page on the unit’s MyLO site. If you still need help, contact your unit coordinator. Student Services also offer extensive services to assist students with their studies, from counselling to cross-cultural support. Visit their website for further details. www.support-equity.utas.edu.au/

For other issues, contact Stella or your unit coordinator (contact details in unit outlines).
**Time commitment**
You will be enrolled in two units per semester. We recommend that students allow 8 hours per week in total for studying both units combined. Your health service should allow you study time so please apply for this in connection with this course. You may not need to attend a seminar but you will need to spend time at a computer and reading the material plus producing assessment items, so you should apply for specified study days to enable you to do this. If you need supporting documentation, please contact Stella.

**Preparation for Study**
We have prepared some on-line support materials for you. Go to: [http://www.utas.edu.au/medicine/study/students/postgrad-support](http://www.utas.edu.au/medicine/study/students/postgrad-support)

There is also a lot of useful information available on the UTAS website, particularly with regard to understanding the flexible teaching and learning environment mediated by on-line learning: [http://www.learningsupport.utas.edu.au/flexible_lte.html](http://www.learningsupport.utas.edu.au/flexible_lte.html)

Once you have enrolled you will also have access via MyLO to an on-line module on ‘Academic Writing’ which provides advice on improving your skills in this area should you wish.