Celebrating 120 Years of Nurse Education

Centre for Nursing & Health Education

2008 Year in Review
Vision:

To be recognised as a centre of learning excellence in nursing and health related education that meets the ongoing needs of Ballarat Health Services (BHS) staff and the wider health care community both nationally and internationally.

Central to the vision:

Recognition as a leader in nursing and health related education.

Empowerment of individual growth and development towards lifelong learning.

Provision of high quality education that is collaborative, innovative, flexible and responsive.

Maximising health outcomes through quality education.

Continually striving to achieve excellence in service.
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The Ballarat Hospital Nurse Training school opened in 1888 on the advice of honorary medical staff, some of whom undertook to teach nurses. At this time, the training of females as nurses began due to the demand for skills required and trained wardsmen were scarce. The Centre for Nursing & Health Education celebrated 120 years of Nurse Education at the Ballarat Hospital in October. A week of celebrations marked this milestone with activities held during the week.

One of the highlights was a mystery event for night duty staff who completed examinations from the past including those from Primary & Senior Examinations for the period 1900-1908.

A presentation and celebratory afternoon was held with a number of key note speakers including Shirley Falkinder (former Matron Ogden) and Margaret Stevens (former Senior Educator). The opportunity for past educators and student nurses to meet with current educators and students was a rare opportunity.

Whist the Education Centre and the Hospital have undergone name changes during this 120 year period, the foundation of nurse education remains the same: caring for patients in line with best practice.

With knowledge & innovation as one of the key values of Ballarat Health Services, we recognise the importance of encouraging and supporting the ongoing development, education and research for our staff to ensure continued involvement and collaborative efforts promote innovation and improved care and services are delivered to our community. The ongoing role in nurse education continues to support the nursing directorate to create a skilled, energetic and innovative workforce and nationally and internationally recognized research and teaching within a culture of partnerships and teamwork.
No one can doubt that health care services such as BHS have undergone a profound change in the last 120 years and that change is the only constant that is guaranteed for the next 120 years!

Over this time BHS has been required to deliver a health service that has continuously transformed itself to meet society expectations, putting the needs and preferences of patients, users and the public at the forefront of decisions about service delivery.

The focus now is on integrated service, based on individualised care enabling more choice for individuals. Over the last 120 years at BHS nurses have taken on new roles, expanded boundaries, and are setting up new services to meet patients’ needs. 120 years on has given us time to reflect, to consider what these changes mean for nursing careers, and ensure that nursing is fit for the future.

In 2002 nursing education was the subject of a national inquiry, commissioned by the Federal Government. Predicted continued shortages in the workforce, retention issues, perceived inadequacies in undergraduate preparation, and falling enrolments were triggers for such an enquiry. Nursing Education at BHS now known as the Centre for Nursing and Health Education has supported the nursing directorate in responding to many of these recommendations. Programs such as the re-entry program for those nurses returning to practice, the graduate nurse program for Division Two nurse, and interdisciplinary learning within a simulated practice environment are just a few of the programs developed since that enquiry.

In considering the next 120 years of nursing education at BHS it is our responsibility to ensure that education and training that is developed supports the career structure, it should foster and prepare nurses to take on changed roles and responsibilities, develop a diverse mix of skills, to pursue education and training when they need it, and to develop both generalist and specialist skills as departments require them.

Our work requires flexible principle-based curriculum that is built around the patient’s journey, with a strong academic foundation and interdisciplinary learning. A framework that supports movement between career pathways, practice, management and education, and that values and rewards different career types.

Whether it is in the preparation or the continued development of nurses we will be required to have greater confidence to engage in strategic decision-making and business issues and to achieve the maximum gain from nursing skills and better health outcomes for the public. The professional development of nurses has a responsibility to build leadership capacity and provide nurses with career options.

Along with clinical practice, education remains one of the foundation stones of nursing professionally and philosophically, and is the currency with which nurses negotiate and engage with other interdisciplinary team members, express the theory of our art and deliver care to the community.

In a dynamic and fiscally challenged health care environment, a system of mentoring, coaching and developing connoisseurship needs to be promoted; nurse education at BHS no matter what the stream requires a committed education and training team that is innovative, progressive and responsive to both current and future learning needs.

It is with pleasure that I share with you the Centre for Nursing and Health Educations year in review for 2008.

Denielle Beardmore, Director Clinical Education & Practice Development

Denielle Beardmore
Director Clinical Education & Practice Development

Margaret Chaplain, Top of the State Victorian Nursing Examinations 1967
Deakin University Perioperative

In 2008 Ballarat Health Service Perioperative Unit in conjunction with Deakin University provided the opportunity for the post graduate students to choose between the Graduate Diploma of Nursing Practice (Perioperative) or the Graduate Certificate of Nursing Practice (Perioperative). With the ever increasing cost of continuing post graduate studies and education opportunities, the Graduate Certificate of Nursing Practice (Perioperative) became very popular and was the post graduate course of choice for 2008. In saying this, the Graduate Certificate provides excellent theoretical foundations in providing the principles of Anaesthesia and Post Anaesthesia Nursing Care, coupled with strong foundations in Intraoperative Nursing Care from Deakin University via videoconferencing from the education department. In conjunction, the Ballarat Health Services Perioperative Unit provides a variety of clinical exposures that correlates with the theoretical component and the Centre for Nursing and Health Education offers support by providing an experienced Clinical Nurse Educator with a range of knowledge and expertise with in the perioperative area and the university requirements.

The Graduate Diploma of Nursing Practice (Perioperative) and the Graduate Certificate of Nursing Practice (Perioperative) prepares the registered nurse to meet the complex challenges within the specialty practice area of perioperative nursing and the CNHE, the Perioperative Unit in collaboration with Deakin University are proud to be offering this service for existing and potential recipients.

Perioperative Nursing RN-Division 2

Angela Hand, Clinical Nurse Educator for the Perioperative Unit has been the key presenter of the Advanced Diploma of Nursing Unit for the endorsed Division 2 Registered nurses conducted by the ANF Victorian branch. The unit provides basic introductory theoretical knowledge one day a week for six weeks and then is coupled with a week’s clinical placement. The unit exposes Division 2 Nurses to the dynamic Perioperative environment and provides a beginning level of specialist skills to hopefully encourage nurses to pursue a career within the perioperative environment. Angela has already successfully delivered two courses in Melbourne and one course in Sale, Gippsland, capturing a variety of nursing staff from regional and metropolitan health care services with varying degrees of experiences and expertise.

The Perioperative Unit at the Ballarat Health Service has generously provided clinical placements for the Division 2 Nursing participants and reports from these recipients have expressed their appreciation of the theatre staffs assistance and cooperation.

Student Nurse Bridget Tuohey 1912-1915
University of Melbourne - Critical Care & Emergency

Our continued affiliation as a clinical agency with the University of Melbourne in the specialty Postgraduate streams of Emergency and Critical Care nursing. 2008 was a challenging year for the eight students’ enrolled in the Postgraduate nursing programs; four Emergency students and four Critical Care students successfully completed their studies.

The CNHE provides dedicated specialty Clinical Nurse Educators (CNE) in the areas of Critical Care and Emergency to facilitate, support and mentor the Postgraduate students. The CNE’s have worked closely with the University of Melbourne to assist the students clinically apply the theory taught within their specialist units. The application of theoretical knowledge to clinical practice is achieved by the combination of hands on demonstration and instruction throughout the clinical time shared between the educator and student. Within the specialty streams CNE’s have reviewed and evolved the assessment methods used in the clinical setting, adapting to the different learning styles of the students and the ongoing challenge of providing individual clinical education.

The CNE’s continue to provide input and feedback to the University of Melbourne course coordinators regarding the curriculum and subject content, evaluations and workplace requirements. CNE’s regularly attend specialty stream meetings at the University of Melbourne to facilitate the communication of clinical agencies with the academic staff and to network with fellow CNE’s from the metropolitan agencies.

Knowledge transfer recognises the two-way flow and uptake of innovative ideas between two parties. The University of Melbourne has embraced this concept within the discipline of Nursing, focusing on excellence in clinical nursing practice and consumer involvement. Ballarat Health Services is one of the integral clinical partners in this collaborative relationship with the University of Melbourne forming a conduit between the academic world and the clinical application of skill at the bedside.

Graduate Transition

This Graduate Transition Year intake included thirty Division 1 nurses. Nurses participated in three rotations through the Acute and Sub-Acute sites. Eleven Division 2 nurses also participated in a six month graduate program with two rotations over the Residential sites for the first time at Ballarat Health Services.

A diverse range of rotations expose graduates to a number of clinical areas so they can then choose a career path. The program continues to offer support and guidance to beginning practitioners in their transition from student to registered nurse. Education days including staff induction are provided throughout the program. The aim of the program is to develop self confidence and develop clinical competence and skills. The Graduate Transition Year provides realistic learning experiences with regard to professional issues and facilitates self development.

The curriculum included enquiry based learning as an educational framework to facilitate the graduate to become more self directed and responsible for their chosen career. The enquiry base focused on reflection, critical thinking, life long learning, consolidation of clinical skills and the opportunity to interact with staff of all levels.

A Transition Mentor Program was introduced in 2008. The program included educational preparation of the mentors and structured introductions and meeting times between mentors and graduate nurses.

Since August 2005 the role of the Clinical Support Nurse within the program has facilitated graduate nurse development in clinical skills and self confidence. This job share position involves working closely with the Graduate Nurse Coordinator. Key responsibilities of this role include clinical supervision, competency assessments, performance management and direct observation of graduates. The Clinical Support Nurse offers empathy, understanding, and ongoing feedback and advice to graduate nurses. Feedback regarding Clinical Support Nurse’s and the Graduate Transition Year as a whole has been very positive.

Can you answer the questions?

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**Ballarat District Hospital Nurse Training School.**

**SENIOR EXAMINATION.**

**Held on Saturday, December 14th, 1901.**

**Examiner : E. CHAMPION, Esq., M.B.M.C.**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>1. What is the normal pulse rate of an adult?</td>
<td>In the elderly, children, and old age? (1). Mention it. Name three drugs in which the pulse rate is increased and three in which it is decreased.</td>
</tr>
<tr>
<td>2. Define the terms (a) Dyspnea; (b) Orthopnea; (c) corpse建立起息.</td>
<td>Define a disease which is characterized by each of these symptoms.</td>
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<td>3. What symptoms would lead you to expect (a) Pericarditis; (b) Severe hemorrhage during the case of a patient. What treatment would you adopt under such circumstances?</td>
<td>Describe the symptoms and treatment of each.</td>
</tr>
<tr>
<td>4. Describe the symptoms and treatment of one (a) Epilepsy; (b) Cerebrospinal of the Brain; (c) Epilepsy.</td>
<td></td>
</tr>
<tr>
<td>5. What are the symptoms and treatment of poisoning by (a) Opium; (b) Cocaine; (c) Tobacco?</td>
<td>(d) Peritonitis (e) Jejunalis.</td>
</tr>
<tr>
<td>6. Describe the appearance presented by a patient suffering from: (a) Pancreatitis; (b) Peritonitis.</td>
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Graduate Certificate in Gerontic Nursing

Two students from the 2007 group completed their course in March 2008. All four participants from BHS graduated in 2008. The curriculum for Division 1 registered nurses was reviewed this year and will be launched in early 2009.

Certificate in Nursing (Gerontic & Rehabilitation)

The course has been developed for Division 1 Registered Nurses interested in aged care or rehabilitation nursing. By offering this course via distance mode it offers a flexible approach to adult teaching and learning particularly for nurses who find it difficult to access an educational institute due to reasons relating to geographical, financial or work/family commitments.

The content of the modules are designed to systematically introduce the participants to the concepts and principles relevant to areas of aged care and rehabilitation. In order to achieve this, the content has been written as a guided conversation, the readings are designed to enhance the content with activities facilitate critical thinking regarding the intricacies and challenges facing nurses working in aged care or in a rehabilitation setting.

Currently the curriculum is the process of being endorsed by the Royal College of Nursing and will commence early 2009. When accredited the program will Continuing Education points attached.

Graduate Certificate in Rehabilitation Nursing (distance education)

There are 15 Div 1 RN and 7 Div2 RN undertaking the above courses which commenced in the 2nd semester of 2008.

International Programs (Japanese)

A diverse range of Japanese Health professionals visited during the year and undertook a number of short courses.

Seventy seven health professionals comprising Occupational Therapists, Care Workers Students, Doctors, Nurses, Case & Care Managers, Heads Of Departments, Social Workers, Dieticians, Academics and Researchers from various universities visited during the year.

Forty nine students were mainly from Sun village International College and Shizuoka Welfare College.

There has been an increase in the number of health professionals visiting BHS from Universities in Japan this year, their main area of interest has been aged care.
The resuscitation program is directed at delivering education to the broad spectrum of health care personnel at Ballarat Health Services. Under the auspices of the Australian Resuscitation Council (ARC) the program aims to deliver training that considers the various learner styles and needs. The program evaluates participants’ ability to perform resuscitation whether it is at a basic or advanced level using reliable and validated tools. Following a formal evaluation of the Advanced Life Support (ALS) assessment tool in 2007, changes were made that reflected the focus on the individual following the ALS algorithm and determining the appropriate course of management.

The ALS component of the program has delivered education to a greater diversity of medical staff including the psychiatric consultant group. Numbers attending ALS training have increased overall from 2007; however the number completing the assessment process has decreased by about 5%. Scheduling of session times will again be evaluated to determine whether this could improve the process.

The ALS program again outreached to other hospitals in the central highlands region delivering workshops with the emphasis on linking Basic Life Support (BLS) using Automated External Defibrillators (AEDs) into ALS management. The structure was changed in an innovative style to highlight the framework of the ALS algorithm.

The Basic Life Support (BLS) component reached out to further groups throughout the organization including staff from the newly appointed dental clinic. Emphasis this year on BLS education was consolidating on using AEDs and performing sustained, quality compressions. The development of a BLS/AED simulation program aided learning and skill retention. It also guided direction on future education that would be meaningful to participants. Staff throughout the year have adapted well to the roll out of the resuscitation trolley in late 2007 and following a formal evaluation cited that manoeuvrability of the trolley was the main concern. This issue was addressed during continued education sessions of the trolley functions.

Future goals for the resuscitation program will look at developing staff’s skill in recognising medical emergencies and acting accordingly; this will incorporate non health care sector staff as well. An interdisciplinary approach to the 2009 ALS workshops will be considered, through the continuing education program. This approach has been used in other organisations to enhance team dynamics with positive results. Finally, the goal of providing flexible learning options to staff in line with the ever increasing clinical demand, whilst maintaining the current standards, will be developed. The field of resuscitation demands up skilled staff at all times, due to the uncertainty of when it will be required, providing training that is innovative will ensure that this objective is achieved.
Nursing and direct care staff along with staff from the allied health care sectors utilised the training and assessment programs advertised on the 2008 SmartLift calendar of events.

Each year the SmartLift updates are designed to keep staff informed of current trends and issues related to manual/patient handling. This year SmartLift Update sessions were based around compliance monitoring and looked at ‘barriers to safe manual handling’.

As well as attending to SmartLift calendar commitments for BHS staff, SmartLift programs are now part of the curriculum for students undertaking the Certificate 111 in Aged Care and HACC programs, conducted by BRACE and BEST training facilities. Students have given positive feedback on SmartLift training and techniques, and it is great to see this translated back into their clinical practice.

SmartLift has also been embraced by other outside organizations including AMBI Care patient transport services and the John Curtain Memorial Hostel in Creswick, with staff attending both onsite and facility base training.

The current BHS SmartLift policies and clinical practice guidelines (CPG’s) are in the process of being reviewed. In response to the 2007 ACHS accreditation, SmartLift CPG’s now include visual demonstrations of SmartLift techniques. This format assists all staff in identifying and correcting technique.

Apart from SmartLift training and assessments, assisting staff from all sites at BHS with bariatric patient management has been ongoing throughout 2008. This has included many patient assessments and procuring bariatric equipment.

The Clinical Nurse Educator for SmartLift has also been involved in the Department of Human Services regional occupational health & safety bariatric committee and has advised some of the smaller regional health care facilities on the BHS bariatric management strategies. BHS is emerging as proactive and a leader in bariatric patient management.

Certificate III in Aged Care

The CNHE has continued its involvement in the Certificated III in Aged Care course in the planning, facilitation, coordination of clinical placement and liaising with residential services staff. Our partnership is with three registered training organisations: BRACE, The Laurels and BEST. Nineteen students completed the course at BEST, thirty-one at BRACE and ten at The Laurels.

This year the students were encouraged to reflect on their participation during clinical placement – how they felt they went, did it meet their expectations, what specific things that they learnt that they will continue to practice and what they know they won’t do again. The students then spent time with the facilitator 1:1 talking about their strengths and areas they can work on, which worked out to be a positive experience for all. The students felt they weren’t treated as a number, but a person with a lot to offer residential care.

These students have already started to gain employment at BHS and in the wider community.
Innovation

Baby Friendly Health Initiative
Training Curriculum Development

The Baby Friendly Health Initiative (BFHI) is a global, evidence based framework for the provision of optimal care to all mothers, babies and young infants. BFHI aims to give every baby the best start in life by creating a health care environment where breastfeeding is the norm and practices known to promote the health and well-being of all babies and their mothers are followed.

The Ten Steps to Successful Breastfeeding are the global standards by which health services are assessed and accredited under BFHI. A ‘Baby Friendly’ Health Service is one where mothers’ informed choice of feeding is supported, respected and encouraged.

Step 2 of the Ten Steps outlines training requirements in breastfeeding management for 4 distinct groups of staff. These include includes midwives, as well as nursing, medical and clinical staff in all hospital areas where breastfeeding mothers and infants may receive care, e.g. operating theatre, emergency department, surgical, medical and paediatric units, allied health and outpatients’ clinics.

Whereas breastfeeding education in the maternity unit focuses on the preparation for, initiation and establishment of breastfeeding, education of staff in other hospital areas focuses on supporting continued breastfeeding during times of illness and separation of mother and infant.

In 2008, the CNHE in collaboration with the Maternity Unit has been developing a training curriculum to meet the BFHI assessment criteria. All new staff will receive information about BFHI at hospital induction and further training will be delivered to clinical staff according to their area and scope of practice. It is envisaged that training will commence in early 2009 and will be delivered by flexible learning approaches to suit individual staff and department requirements.

As part of this collaborative relationship, the CNHE is also involved in the development of a Breastfeeding Friendly Workplace Policy to support staff who wish to continue breastfeeding on their return to work following maternity leave.

Grampians Integrated Cancer Service – Development of Chemotherapy Modules

In April 2008, the CNHE in partnership with Ward 4 South were successful in their submission to develop three distance education packages for the safe delivery of chemotherapy. These packages will be available to nurses throughout the region to support the skill development of administering chemotherapy to patients in their primary care venue or supporting those patients and their families who are receiving chemotherapy in another facility.

The first two modules of theory are “Introduction to safe delivery of Chemotherapy” and “Administration of Chemotherapy”. The third module will include clinical placement and competency based assessment in the practice of delivering chemotherapy to patients, Ward 4 South will play an integral part in the third module.

Health and Safety Representative (HSR) Accredited program

In June 2008 the Executive Staff Council approved the submission written by the Director of the CNHE to develop and deliver the WorkSafe Victoria approved curriculum for the organisations HSRs. Clinical Nurse Educator-Projects Marcus Hovey commenced the first stage of the project in November in collaboration with the Occupational Health & Safety Manager and Project Manager Jo Watson. This curriculum is due to be presented to WorkSafe Victoria in February and will commence at BHS in 2009. The Director of the CNHE has attended the briefing forum with WorkSafe and has developed the outline of the 35 hour program. It is envisaged that this program will be conducted at BHS three times a year and be open to both internal and external HSRs.

Mentoring

The Graduate Nurse Program was reviewed at the end of 2007 with eleven recommendations for change made. All eleven have now been implemented one of which was to develop a mentoring program for beginning nurses.

Throughout the evaluation graduates voiced a strong sense of what they needed from their colleagues as they begin their careers. In response to this the Director of Clinical Education and Practice Development and the graduate team created a comparison mentoring program with the January and April graduates. The January group were offered a one on one mentoring facilitated as part of the program whereas the April graduates. The January group were offered a one on one mentoring facilitated as part of the program whereas the April graduates.

The results to date indicate that a blend of both would be advantageous; that is group mentoring facilitated as part of the graduates study day and the ability to access a mentor outside of this venue should the graduate feel the need.

2008 Year in Review
Diploma of Project Management

The challenges of managing a project are as many and diverse as the range of projects themselves. Juggling timelines, budgets, and risks can sometimes seem an insurmountable challenge. With this in mind, added to the fact that an increasing number of BHS staff are involved in managing projects and looking to a course to provide them with structure and processes to help them successfully complete and manage these projects, negotiations were held with the University of Ballarat which resulted in the University conducting the Diploma in Project Management in-house for BHS staff. 18 BHS Staff from a number of Directorates in the organisation commenced the course in May and have attended a number of workshops which have covered the functions and processes of Project Management. In addition, they are all working on projects within the organisation which forms their assessment for this course. It is planned to conduct the course again in 2009 to enable more staff to meet the challenges of managing projects throughout the organisation. 4 members of the CNHE completed the course with projects as outlined below.

CNHE Projects

Occupational Health & Safety

The CNHE identified that there was a need to provide in-house training for the Health and Safety Representatives in the organisation. Previously, these representatives have accessed this 5-day training course externally and it was recognised that if the course was provided internally it could be tailored to meet the participants’ needs. As the course requires WorkSafe approval to be conducted, a Project Officer was appointed to develop the curriculum to meet WorkSafe requirements and approval to be granted for BHS to be a WorkSafe approved provider. It is planned that once this approval has been granted that further courses will be developed and available not only to BHS staff but also to other organisations.

Graduate Nurses

The Graduate Nurse Program was reviewed in 2007 and changes were implemented into the program in 2008. This project evaluated the recommendations made for 2008 program including analysis of the recommendations for their effectiveness and set the direction of the graduate program for 2009. The project results will inform the design, curriculum, clinical placements, mentoring, competencies and focus of the transition program for 2009.

The organisational drive is to deliver a relevant current program that addresses the needs of the organisation and the graduate nurses ensuring they will be work ready. In turn, a valid program could potentially address the continuing issues of recruitment and retention of staff at Ballarat Health Services.

Governance Documentation

The Evaluation of Governance Documentation Framework Project was a project that was undertaken by the CNHE to evaluate the Framework that the Centre developed in 2006. Its purpose was to evaluate the governance documentation framework to ensure that all governance documentation currently on the system are relevant, up to date, correctly referenced, peer reviewed, accessible to all staff and the framework continues to meet the criteria of an EA under Function 3.1.5 of EQuIP 4.

The project was divided into two phases. Phase One involved the
examination of Governance Documentation and the processes involved in the development and/or update of governance documentation. A total of 76 Governance Documents were assessed on how they moved through the system from conception to entry on the intranet. The Agree Instrument and the Governance Documentation Framework were used for this purpose. Phase Two reviewed the Governance Framework from a staff perspective. In total, 145 staff were surveyed, four staff interviewed and two focus groups were conducted. The main purpose of Phase Two was to engage staff who use Governance Documentation in their everyday work practice.

Key recommendations:

- Increase stakeholder involvement in the development of Governance Documents as outlined in the Agree Instrument.
- Provide support that relates to the processes used to gather and synthesise the evidence used in developing and reviewing governance documentation to meet with the National Health & Medical Research Council (NHMC) guidelines on the development, implementation and evaluation of clinical practice guidelines.
- Explore avenues to speed up the process of document progression through Governance Documentation Framework.
- Standardise review dates (unless contraindicated), i.e. 3 years.
- Review dates are dated from the time of signing off by the Clinical Governance Documentation Working Party.

### Practice Development

This focus of this project is the implementation of a collaborative Practice Development framework for Jack Lonsdale Lodge (JLL) Nursing Home. Practice development is the continuous process of improvement toward increased effectiveness in patient/client centred care. The project is fundamental to outcomes of care for residents at JLL and will set the scene for a significant period of enhancement.

A key objective is the development of quality person-centred care and promoting a supportive work place culture. This in turn aims to enhance other objectives such as, staff satisfaction and morale, promoting professionalism in nursing, promoting positive role modelling and enhancing effective communication and team leadership skills.

Practice development as part of an effective workplace culture is achieved through:

- Leadership
- Facilitation
- Developing a person centred culture
- Using and developing evidence and evaluating effectiveness

The practice development objectives have four strategic aims:

- To improve the resident experience and outcomes
- To increase the use of evidence in practice and develop indicators of effectiveness
- To develop a workplace culture that is person and resident centred
- To enable individuals and teams become more effective in their work
Clinical Governance

The clinical governance documentation process has continued to grow and develop with input coming from an interdisciplinary team. The clinical governance team aim to ensure all documents that pass through the process are well researched, to ensure best practice is delivered.

The Clinical Practice Development Nurse within the CNHE has gained the expertise of uploading governance documents onto the intranet site, making the documents process more time efficient. The ongoing development of the governance documentation intranet site has seen the following changes implemented:

- All documents separated into categories for ease of access
- Improved document search engine
- Merging of documents to ease access

Working with the Quality Team, a review process was set up through ‘Advent Manager’ to assist the governance team with the review of documents.

Interdisciplinary involvement in the Clinical Governance Documentation Working Party (CGDWP) has increased with new members from the Governance and Risk Unit, Psychiatric Services and clinicians. Invitations have also been extended to Community Programs to join the group.

There has been an increase of 10% in the number of proposals accepted by the CGDWP (45 in the last twelve months). The number of ratified documents also increased 67% with 205 documents from varying departments.

Clinical governance now has a solid foundation within the organisation which ensures a strong future.

RCNA

As a committee member of the Victorian Chapter of the Royal College of Nursing, the Director of Clinical Education & Practice Development has experienced a year of many collaborative workshops and attendance at six chapter meetings.

On October 17th the CNHE conducted a Wound Management seminar which was sponsored Conveatec® and endorsed by the RCNA. Attended by 97 nurses from the region, the key note speaker Jan Rice shared her expertise on various topics. RCNA membership packs were distributed and two RCNA members were on hand to answer questions at the RCNA display. This event was also published in the RCNA national newspaper.
Continuing Nurse Education & Grampians Region Highway Model of Education

During 2008 the CNHE facilitated the ongoing education of over 1600 nurses in the Grampians Region. Education was conducted through the Centre for Nursing & Health Education’s Continuing Nurse Education Program and the Grampians Region Highway Model of Education.

A wide variety of topics were covered including: advanced life support, working with ANMC competencies, anatomy & physiology refreshers, breastfeeding, neonatal & antenatal issues, asthma, critical care, conflict management, central venous access devices, dementia, drugs & alcohol, ECGs, evidence based practice, fetal surveillance, intercultural training, lungs & lines, mental health, medico-legal issues, financial management, obstetrics, paediatrics, pain & guided imagery, PEGs, perioperative airway management, pharmacology, PICCs & ports, stomas & stents, student appraisals and wound management. Topics are derived from an annual needs analysis which is conducted by the CNHE.

The ongoing commitment and support of the Nursing Directorate toward the continuing professional development of nursing staff is an important factor in the employment of nurses at BHS.

Education would not be possible to the extent it is without the continued support of the Department of Human Services which provides funding for these programs. The CNHE is proud of its achievements during 2008 and looks forward to bringing another year of innovative and eclectic education.
Professional Development Program - Corporate

In response to an identified need in the organisation the Corporate Professional Development Program was developed and implemented across BHS. Topics covered in this program included Riskman, E-Recruit, Office Ergonomics, QAD, Workplace Safety BIS and Emergency Management Codes. The sessions were open to all staff giving them the opportunity to understand and be able to confidently use a number of different programs which are currently being used across the Organisation.

Manager Assistance Program

The Manager Assistance Program continued throughout 2008 and this year aimed the sessions for new and aspiring managers so that they would have the tools and structures to be able to perform their role with confidence.

The sessions were well attended by the staff demonstrating their commitment and enthusiasm for their management roles

Topics covered included

- Performance Management
- Managing Underperformance
- Management of Return to Work
- Basic Financial Management
- Understanding and Engaging the Generations
- EEO
- Workplace Safety Essentials
- Advent Management
- Recruitment
- Change Management
- Management of Leave

Certificate IV in Training and Assessment

This nationally recognised certificate delivered by BHS in partnership with The Laurels Education Centre at Bacchus Marsh is designed to equip the participants with the competencies required to deliver training in an industry area or area of subject matter expertise. There are 14 Units of Competency in this Certificate and these units are designed to provide participants with a clear set of benchmarks to support both initial competency achievement and ongoing professional development.

In 2008 11 BHS staff participated and completed this certificate over a 3 month period. Most of these staff members were current clinical educators and found that the course gave them the opportunity to build on their current skills and knowledge and gave them a foundation for their clinical teaching. One of the assessment requirements is for the participants to conduct a training session for the group in a subject that is not related to their work. Many new skills were learnt by all as participants conducted sessions displaying interests and talents in a wide range of subject matter!!

As a number of BHS staff has now successfully completed this certificate there is a strong core of staff able to provide formal training in a structured training environment, on the job instruction as well as coaching and mentoring staff.
Professional Development Program - Nursing

The Nursing Professional Development Program continues to be the forum for regular updates of all mandatory competencies as well as dissemination of new information throughout the nursing division. This has once again involved extensive collaboration so that the program remains relevant and meets the ongoing education needs of nurses at BHS.

The program is supported by a wide range of healthcare professionals and services within BHS such as:

- Clinical Nurse Educators
- Clinical Nurse Consultants
- Clinical Teachers
- Graduate Nurse Transition Program
- Dietetics
- Physiotherapy
- Speech Pathology
- Quality, Governance and Risk Management
- Aged Care Assessment Service, Grampians Regional Continence Service
- Emergency Preparedness Officer
- Nurse Board of Victoria
- Cancer Council of Victoria
- Jean Hailes Foundation for Women’s Health
- Wound Care representatives
- National Patient Transport Service

Nursing Orientation

As the nursing workforce changes, the Nursing Orientation program has aimed to meet the needs of new nursing staff based on feedback from participants. An increase in casual nurses and the expanded scope of practice for Division 2 nurses has necessitated an approach which is flexible and inclusive.

The program includes new sessions on accessing governance documentation and other information on the intranet, and on maintaining competence to practice through continuing professional development.

Casual nurses are now able to meet with casual bank office staff during orientation to discuss their individual needs related to casual employment.

New Division 2 nurses now attend both days of Nursing Orientation and attend sessions specific to their role such as medication administration and aged care mandatory reporting.

Initial mandatory competency theory sessions remain an integral part of the program and new nurses are encouraged to complete practical assessments within the required time frames.

Emergo Train System

In February 2008 Samantha Gent, Angela Hand and Wendy Porteous completed the Emergo Train Victoria – Assistant Instructors Course in Melbourne. The one day course provides education to participants to fulfill the role of Assistant Instructors (AI) in an Emergo Train exercise. The course design was a combination of theoretical content in the morning outlining the many facets of the role and the Emergo Train System with an afternoon interactive activity that placed the participants in the role of an AI in a mock exercise. The Emergo Train System is an educational tool for training and testing preparedness for major accidents and disasters. It involves magnetic symbols representing patients, staff and resources; movable markers indicating priority and treatment; and a large patient bank with various injuries. Its major focus is on real time management of major incidents. Following completion of the Assistant Instructors’ day the participants have had the opportunity to be involved in exercises at Ballarat Health Services and at other locations throughout the state. Samantha and Wendy participated in the Code Brown “Glasshouse” Emergo Train exercise co-ordinated by Don Garlick at Ballarat Health Services in August. Senior AI’s in the Emergo Train exercise supported Samantha and Wendy in this exercise with feedback provided at the end of the day. The “Glasshouse” Emergo Train exercise was a good opportunity to utilise the skills and knowledge from the course whilst being involved in a dynamic and interactive exercise that challenges a Health Service with a major incident.

Aged Care

The primary function of the education program for staff of BHS Residential Aged Care Facilities (RACF) is to provide an ongoing high standard of information with the focus on current best practice. This position supports all levels of staff within the facilities and the Residential Quality framework.

The primary goal being a high standard of care provided to the residents residing in our RACF, through enhanced knowledge and teamwork and co operation with the RACF staff.

To enable the highest level of access to all staff, the staff of W.B Messer & Hailey House low level care facilities participated in an evening seminar. The evening included many different aspects & challenges of dementia care & the attendees participated in a “Dementia Experience”. This they found to be of great benefit & insight. Further twilight sessions will be made available in 2009.
Students Placements

The CNHE coordinated the clinical placements for undergraduate Division 1 and Division 2 nursing students, Division 2 Medication module students, Re-entry nurses, International nurses enrolled in the Bachelor of Nursing, ambulance / paramedic students, Certificate III in Aged Care students and student midwives in 2008.

The collaborative relationship between numerous universities and registered training organisations and Ballarat Health Services continue with an extensive number of undergraduate nursing students utilising BHS acute, subacute and residential areas for placements.

The demand for clinical placements in 2008 was high, highlighted by the number of requests from other regional organisations that could not be met. In the current climate of ever increasing numbers of undergraduate nursing students, the demand for student placement remains high. BHS provides a clinical experience that offers variety across all spectrums of general and specialty nursing that enables the student to meet the aims and objectives of their curriculum. The CNHE is the conduit between the Universities and the Nurse Unit Managers / Directors of Nursing in the communication, co-ordination and extensive planning of the student calendar that relates students’ numbers, Universities, ward area and clinical teacher. The CNHE acknowledges that the successful clinical student placements would not have been achieved if it were not for Nurse Unit Managers, Directors of Nursing, ward staff and clinical teachers. All of these people contribute and participate in the students’ experience with enthusiasm, their clinical knowledge and professionalism to inspire and guide the undergraduate nursing student through their placement.

In 2007 a new initiative saw the CNHE host students undertaking a Certificate IV in Business Administration for their work placement. This partnership with the University of Ballarat (TAFE Division) continued in 2008, facilitated and supported by the CNHE Business Support Officer. Students were placed in different areas within BHS and were exposed to a large range of administration experience to consolidate and develop their knowledge and skill.

Bachelor of Nursing Pathways

University of Ballarat Bachelor of Nursing Pathways (BNP) students undertook their clinical placement within Ballarat Health Services. This partnership involved 2 intakes of Indian nursing students in both acute and sub acute areas.

The BNP program is an 18 month program which is offered through the University of Ballarat for nurses who have achieved nursing qualification in their home country. A large part of this program has an academic component, which also assists in language and communication the students.

The clinical component run in conjunction with the CNHE gives students 8 weeks clinical experience whereby the transition is made and skills are acquired for working within the Australian Health Care setting. This experience has proven extremely valuable with support and guidance provided by both clinical teachers and experienced clinical staff. Many of these nurses bring a great deal of experience with them- some having specialized in cardiac ICU, neonatal intensive care and having worked in countries such as Saudi Arabia and Kuwait.

On successful completion of the course, students achieve nursing registration, with these nurses now working as much needed Division1 nurses in a variety of both rural and regional settings.
Return to Practice

Midwifery

This year’s intake consisted of four participants from country Victoria. The re-entry program is designed to provide avenues for midwives to regain recognition with the Nurses Board of Victoria to practice midwifery with the aim of increasing midwife numbers. The twelve week program comprising theoretical and clinical components commenced in January and concluded in March. Two of the participants returned to regional Victoria, one is employed in Warrnambool and the fourth decided not to continue working in the field.

Division 1 RN

Two return to practice and registration for overseas nurses programs were conducted by the CNHE in partnership with the University of Ballarat. These groups were somewhat multicultural with international students coming from India, South Africa, Ukraine & the Philippines, along with local students from Geelong, Bendigo, Warrnambool, Foster & Wycheproof. This mix provided many opportunities for exchanging ideas and learning across the various cultures. Yet all enjoyed learning about Aussie slang & activities.

For the January intake of 22 participants, St John of God Hospital became a co-facilitator along with Clinical Teachers Leo Ryan, Josh Stott & Leigh Trethowen. The exchange between private and public health was interesting with all educators embracing the support for participants who are potential future staff. Clinical placements for the May intake of 16 participants were conducted within Ballarat Health Services with clinical facilitators Debbie Ware & Fiona Strauss.

All participants have gained employment within Australia in various nursing roles and sectors. Two participants gained employment at St John of God Hospital Ballarat and for the first time 3 participants have been employed by Ballarat Health Services.
A new database has been established by nursing informatics to record Nursing Conference Leave applications within Ballarat Health Services. This database will allow managers in all wards and departments to generate ongoing reports. In 2008, there were approximately 500 applications approved for conferences all over Australia including Melbourne, Perth, Sydney, Gold Coast & Hobart.

At the 3rd National Conference for Emergency Nurses held in Perth, the plenary keynote speaker on August 30th was Wendy Porteous, CNE-Emergency. The address was entitled Medieval Madness – The Kryal Castle Rave. The presentation looked at the events and impact on BHS following the rave party held at Kryal Castle in 2007.

This annual conference convenes the College of Emergency Nurses Australasia brings together emergency nurses from vast backgrounds and geographical setting including overseas. The theme of this year’s conference was Networking: Crossing Borders. 2007.

CNHE staff attended conferences on key areas of education to assist in them in their ongoing professional development.


ACORN 13th National Conference, 21st-24th May, Gold Coast (Angela Hand)

Advanced Life Support Accreditation Day, 21st June, Melbourne (Di Woods)

Advanced Life Support Paediatric Instructors Course, 10th May, Melbourne, (Carolyn Kirby, Samantha Gent)

Advanced Life Support Instructors Course, 1st March (Carolyn Kirby, Samantha Gent)

Asia Pacific Critical Care Congress, 30th October - 2 November, Darling Harbour (Samantha Gent)

Birth, Breastfeeding & Beyond, 29th May, Melbourne (Judy Russell)

Comfort First Training, 18th-19th February, Ballarat (Wendy Porteous)

Defusing Disruptive Behaviours, 9th-10th October, Melbourne (Julie Lodge)

Handle with Care, 3rd Biennial Conference, 16th-18th April, Albert Park (Chris Watts)

Hot Topics Resuscitation & Emergency Care, 2nd August, Parkville (Carolyn Kirby)

Trainer Workshop in Patient Handling, 19th-20th March, Parramatta (Christ Watts)
Committee Representation

Internal

Baby Friendly Health Initiative
Clinical EQuIP Working Party
Clinical Governance Documentation Working Party

Corporate Quality Group
Cultural Diversity
Falls Minimisation

Infection Control
Learning & Development

MET Link
Nursing Business
Nursing Operation
Nursing Practice Development

Occupational Health & Safety

Product Evaluation & Standardisation

Nursing Quality Governance
Resuscitation
Residential Care Dysphagia
Residential Quality
Residential Services Medication Advisory
Skin Integrity

Violence & Aggression
Ward SmartLift
Waste Management

External

Ballarat Regional Multicultural
Best Start
Central Highlands Asian Australian Association
Deakin Advisory
DHS Health Purchasing Victoria Clinical Product Advisory Group
DHS State Trauma Education Group
DHS Regional OH & S
Neonatal Emergency Transport Scheme Advisory
Royal College of Nursing-Victorian Chapter
The University of Melbourne Post Graduate Curriculum Advisory-Critical Care
The University of Melbourne Post Graduate Curriculum Advisory-Emergency
Victorian Government Waste Minimization in Healthcare
Victorian Perioperative Nurse Group
Victorian Perioperative Nurse Group Representative on ACORN

Judy Russell
Danielle Beardmore
Danielle Beardmore,
Jo Lewis
Danielle Beardmore
Subatra Sivamalai
Chris Watts,
Josie Ashmore
Angela Hand
Danielle Beardmore,
Jo Watson
Carolyn Kirby
Danielle Beardmore
Danielle Beardmore
Danielle Beardmore,
Jo Lewis, Chris Watts
Marilyn Kearney,
Chris Watts
Marilyn Kearney,
Chris Watts
Danielle Beardmore
Carolyn Kirby
Josie Ashmore
Danielle Beardmore
Josie Ashmore
Danielle Beardmore,
Marilyn Kearney,
Josie Ashmore
Danielle Beardmore
Christine Watts
Marilyn Kearney

Subatra Sivamalai
Judy Russell
Subatra Sivamalai
Danielle Beardmore
Marilyn Kearney
Wendy Porteous
Christine Watts
Julie Lodge
Danielle Beardmore
Samantha Gent
Wendy Porteous,
Di Woods
Marilyn Kearney
Angela Hand
Angela Hand

2008 Year in Review
The CNHE Team

Director Clinical Education & Practice Development
Denielle Beardmore

Program Co-ordinators
Jo Lewis
Marilyn Kearney
Subatara Sivamalai

Clinical Nurse Educators
Carolyn Kirby
Josie Ashmore
Julie Lodge

Clinical Nurse Educators-Post Graduate
Angela Hand
Di Woods
Pete Timms
Samantha Gent
Wendy Porteous

Clinical Nurse Educators-Professional Development
Carolyn Driscoll
Chris Watts
Fiona O’Toole
Judy Russell
Sue Ryan

Clinical Practice Development Nurses
Jo Lewis
Michelle Penhall

Business Support
Kaye Thomason

Clinical Support
Gay Corbett
Jade Hayes

Learning & Development
Jo Watson

Clinical Teachers
Debbie Ware
Wendy Burgener
Fiona Strauss

Administration
Julie Agnew
Maureen Huggett
Michelle Cook
Shayne Davis
Vicki Emary
The CNHE Team

New Arrivals
Jade Hayes
Carolyn Driscoll
Marcus Hovey (Limited Tenure)

Departures
Amber van Dreven
Belinda Davie
Sue Mills
Ricky Relouw

Clinical Teachers

Belinda Rieniets
Brett Augustine
Cheryl Russell
Clare Quirk
Debbie Ware
Deborah Whitcher
Di Woods
Diane Russell
Fiona Strauss
Gabrielle Luke
Jenny Anderson
Jenny Dodson
Joanne Sutton
John Lowe
Karen Bird
Karen Moran
Kathryn Shannon-Jones
Kerrie Clark
Kerry Fiegert
Kim Leishman
Kristina Sullivan
Leanne Fitzgerald
Marcus Hovey
Marg Dunbar
Maureen Johns
Meryl Thomson
Narelle Kerry
Pamela Waugh
Pete Timms
Raelene Green
Rebecca Gurnett
Sherree Mason
Suzanne Hucker
Vincent Wilson
Wendy Burgener

Emergency Department
Theatre
2 North
4 North
CNHE
Talbot Place
Emergency Department
3 North
CNHE
3 South
Jessie Gillett & James Thomas Court
Theatre
3 North
Geoffrey Cutter Unit
Casual
Inpatient Complex Care Unit
Intensive Care/Coronary Care Unit
Perioperative Day Unit
Geoffrey Cutter Unit
2 North
Intensive Care/Coronary Care Unit
3 North
Perioperative Day Unit
Casual
Rehabilitation
2 South
Casual
2 South
Casual
4 South
Emergency Department
Bill Crawford
4 North
CNHE

With over 30 clinical teachers employed through the CNHE we are fortunate to have clinical teachers in acute, sub acute and residential areas, bringing a diversity and richness to the group. Integral to the success of clinical teaching is the clinical teacher meetings conducted in the Education Resource Centre. Clinical teachers have embraced these meetings as an opportunity to debrief, obtain new information and discuss improvements for clinical placement and importantly the student outcomes. The opportunity to attend the meetings and converse with other clinical teachers is well received. Minutes are distributed to all clinical teachers to assist in continuity for our teaching and to update those unable to attend.

Clinical Teachers also attend an annual Professional Development Day to enhance their role on a allowing the chance to become acquainted with clinical teachers from other areas. This year the group attended a session on “Intercultural skills for working with International students” followed by a team building activity. 2009 promises to be action packed year with a busy student placement calendar and a continuation of the clinical teacher meetings.