NNSWLHD NURSING & MIDWIFERY EDUCATOR INFORMATION & RESOURCE GUIDE

2018/ 2019

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Senior Education Group Updated August 2018
## TABLE OF CONTENTS

**Contents**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>1</td>
</tr>
<tr>
<td>Organisational Structure</td>
<td>2</td>
</tr>
<tr>
<td>Role Differentiation</td>
<td>4</td>
</tr>
<tr>
<td>Resources &amp; Services</td>
<td>7</td>
</tr>
<tr>
<td>Accessing Equipment for Education and Training</td>
<td>8</td>
</tr>
<tr>
<td>Organising Meetings / Seminars / Courses</td>
<td>9</td>
</tr>
<tr>
<td>Communication Systems</td>
<td>10</td>
</tr>
<tr>
<td>Computer Access</td>
<td>11</td>
</tr>
<tr>
<td>Pay Issues</td>
<td>12</td>
</tr>
<tr>
<td>Leave Entitlements</td>
<td>13</td>
</tr>
<tr>
<td>Performance Management</td>
<td>14</td>
</tr>
<tr>
<td>Records of Attendance at Education Events</td>
<td>15</td>
</tr>
<tr>
<td>Evaluation of Education</td>
<td>16</td>
</tr>
<tr>
<td>Reflective Practice</td>
<td>16</td>
</tr>
<tr>
<td>NSQHS National Standards</td>
<td>18</td>
</tr>
<tr>
<td>Essentials of Care (EOC)</td>
<td>18</td>
</tr>
<tr>
<td>Support for Junior Staff within the LHD</td>
<td>19</td>
</tr>
<tr>
<td>Attached is information relating to student placement within NSW Health</td>
<td>21</td>
</tr>
<tr>
<td>Education related resources &amp; Links</td>
<td>22</td>
</tr>
<tr>
<td>Appendix 1- NNSWLHD Organisational Chart</td>
<td>23</td>
</tr>
<tr>
<td>Appendix 2- NNSWLHD Meeting Dates / Links</td>
<td>24</td>
</tr>
<tr>
<td>Appendix 3- NNSWLHD Nursing &amp; Midwifery Services</td>
<td>25</td>
</tr>
<tr>
<td>NNSWLHD Staff Development Contacts</td>
<td>26</td>
</tr>
<tr>
<td>Appendix 4- ANMC Decision Making Framework</td>
<td>27</td>
</tr>
<tr>
<td>Appendix 5- Meeting Rooms</td>
<td>28</td>
</tr>
<tr>
<td>Appendix 6- Orientation Checklist</td>
<td>30</td>
</tr>
<tr>
<td>Appendix 7- Benner’s Novice to Expert</td>
<td>31</td>
</tr>
<tr>
<td>References &amp; Articles of Interest</td>
<td>32</td>
</tr>
</tbody>
</table>
Welcome

Welcome to your new role as Educator within the NNSWLHD. Our education team consists of Clinical Nurse/ Midwifery Educators and Nurse Educators across multiple clinical locations and specialties. We look forward to working with you to provide high quality, evidence based education and training for Nursing & Midwifery staff within the NNSWLHD.

This orientation manual aims to make your transition to the role of Educator easy and well informed.

This manual has been adapted from SES LHD Senior Orientation Manuals.

MENTORSHIP & SUPPORT

Upon commencement, a nominated Educator will assist you in your transition to the role for a negotiated period of time. This person will continue to be a resource and support person for you into the future.

Your nominated mentor is

Name ____________________________
Role ____________________________
Phone/ Pager ______________________

Jon Magill
NNSWLHD Nurse Manager- Professional Development and Education (Nursing & Midwifery)
August 9, 2018
Organisational Structure

The Northern NSW Local Health District (NNSWLHD) is divided into Hospital groups responsible to the Director of Clinical Operation. They include:

- Tweed/Byron Hospitals which included The Tweed Hospital, Murwillumbah Hospital and Byron Central Hospital
- Richmond Hospitals which include Lismore Base, Ballina Hospital, Casino Hospital, Nimbin MPS, Kyogle MPS, Bonalbo MPS and Urbenville MPS
- Clarence Hospitals which included Grafton Base and Maclean Hospital
- Numerous Community Health Centres and Specialty Services

Mental Health and Drug & Alcohol are separate clinical programs managed by the District Mental Health service through the General Manager.
Educators are operationally responsible to differing levels of management. Some are responsible to Nurse Unit Managers, others to Nurse Managers or Deputy Directors of Nursing (DDON/ ADONs). Upon commencement in your role you should clarify with your manager who you are responsible to.

All Educators across the NNSWLHD have a professional reporting line to the Nurse Manager-Professional Development & Education. The organisational chart is attached as appendix 1.

**NURSING & MIDWIFERY SERVICES**

The N&M Services offer a variety of services including education, research and support for evidence based practice. Education services include clinical skills programs, mandatory skills, evaluation, needs analysis and orientation. Courses and services available are listed on the Intranet. Research and evidence based practices service include assistance with literature reviews and searches, project design and implementation, data management and analysis (quantitative and qualitative), research presentation strategies and nursing protocol and standards development are provided through the Collaborative Practice Unit with Southern Cross University. A list of the N&M Services staff is attached in Appendix 3.

**PERFORMANCE APPRAISALS**

You will be offered a performance appraisal after 3 months in the position and then annually. This includes completing the NNSWLHD Performance Appraisal tool (available on the Intranet) and bringing this along with your professional development portfolio and mandatory training record to the meeting. It is the responsibility of each employee to organise their yearly appraisal. You should also arrange to meet with your Manager regularly to discuss your progress towards goals and expected outcomes.

**EDUCATION MEETINGS**

Educators meet across the LHD through the N&M Education Committee (4\textsuperscript{th} Thursday of the month- 12 to 1pm via Video and Teleconferencing link). This meeting is an opportunity for Educators to discuss and highlight the education being conducted in each clinical area as well an opportunity to raise issues of concern. We endeavor to provide a confidential and supportive environment in these meetings. If you wish to join the committee, it would be through an expression of interest to join.
Each Hospital or service also holds regular monthly meetings which vary depending on your location. Speak to your mentor about the relevant dates and record these in Appendix 2.

ROLE DIFFERENTIATION

Clinician engagement and leadership has been a prominent feature of the public health system for a number of years, where clinician led clinical standards, safety and quality improvements have become a major focus. The LHD is committed to the strengthening and ongoing involvement and clinician engagement of staff that provide direct patient care in the planning, delivery, improvement and evaluation of health services.

CLINICAL NURSE / MIDWIFERY EDUCATOR

The Clinical Nurse/ Midwifery educator (CNE / CME) is responsible for the coordination, delivery and evaluation of clinical nursing/midwifery education including staff orientation and/or transitioning for new nursing/midwifery staff, and casual nurses/midwives as well as facilitating the ongoing educational needs of existing nursing/midwifery staff.

Providing clinical supervision at the point of care within everyday nursing/midwifery clinical practice in line with the ANMC Decision Making Frameworks for Nurses and Midwives (Appendix 4) in order to support clinically safe person-centred nursing care that is aligned with the policies, procedures and guidelines of the Ministry of Health (MoH) and NNSWLHD.

NURSE EDUCATOR

The Nurse Educator is a registered nurse who has responsibility for facilitating nursing/midwifery education, training and professional development in a range of contexts and environments in the health sector. It is intended that nurses and midwives will practice within their professional nursing and/or midwifery roles. Nurse Educators are employed as Grade 1, 2 or 3 according to the criteria outlined below, and in line with the NSW Public Health System Nurses’ and Midwives’ (State) Award.

Nurse Educator Grade 1 is the grade used for Registered Nurses/Midwives holding post registration nursing/midwifery clinical or education qualifications relevant to the clinical area in which he/she is appointed; and who is appointed to a position of Nurse Educator/Midwife Educator Grade 1.
A Nurse Educator/Midwife Educator Grade 1 shall be responsible for the development and delivery of nursing/midwifery education courses/programs at the public hospital, or the community based service level.

Nurse education courses/programs shall mean courses/programs such as:
- Post-registration certificates;
- Continuing Nurse Education;
- Transition programs for newly registered nurses, newly registered midwives and newly registered Enrolled nurses;
- Post-enrolment enrolled nurses’ courses and,
- General staff development courses (where applicable).

Incremental progression to the 2nd year and thereafter rate at this grade shall be upon completion of 12 months’ satisfactory full-time service.

Nurse Educator Grade 2 is the grade used for Registered Nurses/Midwives holding post registration nursing/midwifery clinical or education qualifications relevant to the clinical area in which he/she is appointed, or qualifications deemed equivalent by the employer; and who is appointed to a position of Nurse Educator/Midwife Educator Grade 2.

The Nurse Educator Grade 2 shall be responsible for one of the following:
- A nursing/midwifery education portfolio or program across a public hospital or affiliated health organisation (including but not limited to a transition program, enrolled nurse or registered nurse program);
- A nursing/midwifery program for a clinical division or divisions across a public hospital or affiliated health organisation, or;
- A nursing/midwifery program for a community based health service such as community health or mental health services.

Incremental progression to the 2nd year and thereafter rate at this grade shall be upon completion of 12 months’ satisfactory full-time service.

Nurse Educator Grade 3 is the grade used for Registered Nurses/Midwifes holding post registration nursing/midwifery clinical or education qualifications relevant to the clinical area in which he/she is appointed, or qualifications deemed equivalent by the employer; and who is
appointed to a position of Nurse Educator/Midwife Educator Grade 3.

A Nurse Educator/Midwife Educator Grade 3 shall be responsible for one of the following:

- A comprehensive nursing/midwifery education program across a Local Health District, a sector of an Local Health District or in a tertiary referral public hospital or affiliated health organisation; or
- The Nurse Education service of a public hospital or affiliated health organisation (excluding a tertiary referral hospital, group of hospitals or health facility).

Incremental progression to the 2nd year and thereafter rate at this grade shall be upon completion of 12 months’ satisfactory full-time service.

For more information, please see:

OPERATIONAL STRUCTURE- REPORTING LINES

The reporting lines are currently under review. Small site CNEs will all report through to the DDON or Nurse Manager. The large site CNEs will report through the DDON or ADON of the site. All Mental Health CNEs report through the Nurse Manager.
Resources & Services

LIBRARY SERVICES

Library services are located at Tweed, Lismore and Grafton. The library service supports staff with their clinical and academic information needs. There are many journals and books available through the hospital library, principally in the fields of Nursing, Allied Health and Medicine. The journals are indexed in databases while the books are listed in the library catalogue.

Core databases such as MEDLINE, CINAHL and ProQuest are purchased by the LHD and are available through CIAP on most PCs in the work areas. Passwords and searching advice can be obtained through the link for use on mobile devices.

Any articles you need that are available by these means can be obtained by emailing an online request and submitting it to the library. Literature searches can be performed by Library staff. Contact the local librarian via e-mail with your request. You can also arrange a free literature searching tutorial, group or individual, from the librarian, either in your workplace or at the library rooms.

PHOTOCOPYING

Most departments have access to a photocopier. Ask other people in your department where the nearest photocopier is. Some copiers require access codes while others are freely accessible. Ask colleagues in your department or your manager how to access photocopying. If you are unable to access a photocopier in your department there are machines in the Executive Units, N&M Services which you may be able to use. In general, if using another department's photocopier, it is courteous to take your own paper.
Accessing Equipment for Education and Training

STATIONERY

Stationery is provided by COS. There is a COS catalogue with order codes for all stationery items. Most Administration and Clinical Support Officers (CSO’s) will order stationery for you and assist you with ordering and any queries. The Admin Officer/CSO requires the code, name of item, quantity required and the cost centre to place an order.

You should also be provided a diary (week to a page or day to a page) with which to record your education activities. Use this to record the following:

- One on one education provided to staff (particularly if you have concerns around the skills or competence of the staff member you are working with) - these records can play an important role if formal competency assessment is required for staff members
- In-service sessions/ formal education provided
- Informal education opportunities & any other education related tasks completed

AUDIOVISUAL EQUIPMENT

Many areas have their own audiovisual equipment including iPads, laptops and data projectors. If you are unable to access the equipment you need in your own area, your site Nurse Education/Staff Development team may have a small pool of teaching and presenting equipment that you would be able to borrow. Contact them directly to arrange

PURCHASING EQUIPMENT

You should firstly determine if the items can be obtained through COS or iProcurement and order using those processes where possible. Items under $50 can be reimbursed by filling out a petty cash form which needs to be signed by the signatory of the cost centre (i.e. NUM/ Nurse Manager/ Staff Development) through petty cash. Receipts of your purchase need to be attached to the petty cash form. If you wish to purchase items above $50 you will need to log into Stafflink iExpenses and create a vendor form. Ask your manager if they are happy to purchase the item & the process involved in doing this.
Organising Meetings / Seminars / Courses

**BOOKING MEETING & TEACHING ROOMS**

There are a variety of meeting rooms and education spaces available for use around the LHD.

It is a good idea to book well in advance, particularly if you need the room for several hours or all day, as they are in short supply. It is also a good idea to request an alternative in case the room you are requesting is not available at the time you desire. Details of meeting rooms are available in Appendix 5.

**To set up a room:**

Some areas will set this up for you. Check locally and remember to include a diagram of the required room configuration, seating, tables and other equipment arrangement requirements. In most cases you will be responsible for the setting up of your meeting/ education space and for returning the space to the format it was in prior to use (including ensuring the space is left clean and tidy). This is also relevant for any equipment used in your sessions.

**Communicating about your seminar/course**

All Education courses are coordinated through the My Health Learning (MHL) system. On commencement in your role you will be booked into a MHL Scheduler course and your manager will organise Scheduler access for you. Once you have completed training you will be able to create courses in the MHL system, manage attendance and completion, as well as printing certificates and reports on education courses you facilitate.

Flyers for courses you coordinate can be uploaded into the MHL online system and emailed out to all staff via your Nursing Education/ Staff Development services and Managers.

**Charging participant fees:** If you are planning to charge the participants in your program course fees, this should be discussed with your local Business Manager and Nursing Manager. It is important to establish where the funds will be deposited, how they can be accessed and ensure that correct procedures are in place to ensure that all moneys are handled appropriately. Generally speaking, fees are not charged to NSW Health employees for internal courses within the Health Service Group.
Communication Systems

INTERNAL MAIL
It is easiest to have your mail delivered to an area close to your office. This may be the nearest ward or set of offices.

EXTERNAL MAIL
When sending mail externally you must list a return address and your cost centre number so that the postal charges can be charged to your cost centre. Items not including a cost centre number do not get posted.

PAGER/DECT PHONES
All Educators are allocated a pager and/or DECT phone. If this has not been passed on to you from a previous educator, then you will need to contact your local Communications/IT department. For newly established educator positions the Nurse Manager/Staff Development Manager can arrange for a new pager to be allocated to you. Batteries can be found in most ward areas or can be ordered through stationery.

If you are unable to answer your page at any stage during the day you should arrange for someone else to carry it where possible so that pagers can be answered. You can get your pager diverted through switch. Web-paging enables you to send a text message to a page holder provided they have an alpha-numeric pager (one that reads text as well as numbers). Each facility has different process to page. Check with your Nurse Education/Staff Development department on the most appropriate for your area.

DESK PHONES
The State Wide Service Desk (1300285533) can assist in setting up telephones and voice mail. Your voicemail pass-code is the extension number of the phone. This can be changed once set up. If you require wider access to telephone services than is currently available on your extension (e.g. access to mobile calls or STD calls) you will need to speak to your Manager to gain authority.

If you require a mobile phone you will need to contact your Manager to arrange.
Computer Access

EMAIL

This should have been arranged prior to commencement. If not to obtain an email account and computer access, you will need to complete the appropriate forms which are available on the Intranet at http://intranet.nnswlhd.health.nsw.gov.au/work-support-centre/ Through the Service Desk.

ACCESS TO NETWORK SHARED DRIVES

To obtain access to a network share, complete the appropriate forms which are available on the Intranet http://intranet.nnswlhd.health.nsw.gov.au/work-support-centre/

The benefits of this are:

- if your hard drive is damaged your files are still accessible
- you can access these files from any computer in the LHD
- the network is backed up frequently so the chance of you losing files is remote
- the network is very large and can hold far more than your hard drive

IT SUPPORT/ TECHNICAL ISSUES

You can call the Help Desk on 1300 28 55 33 or log a call electronically. Go to http://intranet.nnswlhd.health.nsw.gov.au/work-support-centre/

MHL SCHEDULER ACCESS & LOCAL REPORTING ROLE ACCESS

Below are links to MHL Scheduler & Local Reporting Role access forms –

N:\Private\NorthernNSWLocalHealthDistrict\NursingMidwiferyEducation\HETI access forms for Educators
Pay Issues

HEALTH ROSTER- EMPLOYEE ONLINE (EOL)

For most NE/CNE’s payroll is done by a NUM or Nurse Manager within your facility. You will need to inform this person of any ADO’s or other leave so that it can be entered onto the system.

Pay slips are delivered electronically through Stafflink- you can nominate to have your pay slips sent to a personal email address if preferred.

Group Certificates Group certificates are delivered electronically through Stafflink.

ANNUAL REGISTRATION

You must show your original copy of your practicing certificate to your manager annually to demonstrate that you have current registration. You can take your registration in at any time during office hours and will need to evidence this before the end of May annually.

For more information in relation to registration standards please see the links below:


There are a variety of opportunities for you to undertake training and education for your own professional development. See appendix 7 for more information.

NNSWLHD PERFORMANCE APPRAISAL TOOL

The NNSWLHD Performance Appraisal Tool can be accessed from the below link:

Leave Entitlements

STUDY LEAVE

Application forms for study leave are available on the hospital Intranet through Stafflink-https://envz.cit.health.nsw.gov.au/OA_HTML/help/state/content/group.FND%3ALIBRARY%3AUS/locale.en_US/navId.2/navSetId.iHelp/vtTopicFile.iHelp%7CHelpServlet%7CUS%7CPER%7CFOINDEX~htm/

There are different forms for tertiary study leave (for university courses) and conferences, short courses or seminars. If the conference/seminar you wish to attend involves travel (e.g. interstate or overseas), an online travel request must be completed. The travel package is available on the hospital Intranet under Travel.

It is suggested that if you are a new educator you request assistance from a NUM, DDON/ADON or other Educators who have completed the process previously as it can be quite confusing. You should follow up each step of the process to ensure that paperwork has been received, approved and appropriately forwarded well before you leave. Do not assume this will happen automatically!

TEACHING OUTSIDE OF THE HOSPITAL SETTING

Teaching outside the hospital is encouraged. If you are asked to present at an externally run course you should be paid for your time and effort. If you present during your paid work hours the hospital receives the payment. You need to contact your local executive to assist with arranging payment to the hospital. If you present in your own time, then you are entitled to receive the payment. You should let your direct line manager know when you are presenting anything.

For further information, refer to:

Performance Management

EDUCATORS ROLE

It is the role of the Nursing Unit Manager/ Nurse Manager to manage the performance of a staff member. The educator can assist in this process by assessing the performance deficit, creating learning objectives and plans in consultation with the staff member and the Nursing Unit Manager and documenting staff member’s performance. It is advisable to document all interactions/meetings with the staff member and give them prior notice to any meeting you intend to hold.

Below is a number of documents that you may find useful in providing support to Managers in relation to performance:

NNSWLHD Procedure 7624_15 –

Nursing & Midwifery Board - Framework for assessing standards for practice for registered nurses, enrolled nurses and midwives.

NSW Health Policy- Managing for Performance PD2013_034.

NNSWLHD Clinical Performance Improvement Procedure
Records of Attendance at Education Events

All education sessions provided within the NNSWLHD require a record of attendance. These records are regularly entered into MHL online and form the basis for evidence of education provision during accreditation. You should also keep a record of the education you provide in your education diary. Some sites will provide a paper diary, whilst others utilize electronic diary systems for recording education provision.

Below is the LHD template for in-service sessions (and sessions shorter than 3 hours). Check with your site education management/ staff development department as to where these completed records are stored


CREATING EDUCATIONAL MATERIALS & RESOURCES

Please refer to the following policy document- ‘Evidenced Based Education and Training Framework’ before commencing any new resource development


Educational resources and materials should always:

- be evidence based
- be targeted at the appropriate education level (see appendix 8- Benner’s Novice to Expert)
- be referenced appropriately (with up to date resources and links)
- involve review of local data including RCAs and IIMs trends to ensure relevance and timeliness
- involve input and review by key stakeholders (including experts- CNCs/ CNS2s etc)
- be made available for all educators to access (via local drive or LHD education drives)
Evaluation of Education

Evaluating learning and teaching is an important practice allowing for a structured process to assess the success of a project or education initiative in meeting its goals and outcomes. It is also an opportunity to reflect on the lessons learnt.

Attached are two evaluation tools used throughout the NNSWLHD. The first is an evaluation of short sessions (including in-services) and the second is a longer evaluation document focused on half day and full day teaching and learning sessions.

Survey Monkey is also a useful resource for collecting evaluation feedback information. For a site specific link to be generated specifically for your area, contact the Nurse Manager-Professional Development and Education- 02 6620 2486.

NNSWLHD Short course/ In-service evaluation

https://www.surveymonkey.com/r/NMEval2018

NNSWLHD Long course/ Full day evaluation

https://www.surveymonkey.com/r/NMEvalLong18

Reflective Practice

Reflective practice is a way of studying your own experiences to improve the way you work. It is very useful for health professionals who want to carry on learning throughout their lives.

The act of reflection is a great way to increase confidence and become a more proactive and qualified professional.

Engaging in reflective practice should help to improve the quality of care you give and close the gap between theory and practice.

There are many different reflective practice methods. Some of these include the following:
GIBBS MODEL

- **What** ...is the problem? ...was my role? ...happened? ...were the consequences?
- **So what** ...was going through my mind? ...should I have done? ...do I know about what happened now?
- **Now what** ...do I need to do? ...broader issues have been raised? ...might happen now?

For information and resources on reflective practice see the following links:

http://www.businessballs.com/reflective-practice.htm

https://student.unsw.edu.au/reflective-writing
NSQHS National Standards

The National Safety and Quality Health Service (NSQHS) Standards were developed by the Commission to drive the implementation of safety and quality systems and improve the quality of health care in Australia. The 8 NSQHS Standards provide a nationally consistent statement about the level of care consumers can expect from health service organisations.

As part of your role you may be asked to participate in a NSQHS Working party and report back to the education group on topics and issues relevant to education.

For more information, see the following link:


Essentials of Care (EOC)

The Essentials of Care Program is a framework to support the development and ongoing evaluation of nursing and midwifery practice and patient care. It is underpinned by the principles of transformational practice development. This approach to practice requires that all stakeholders – patients, carers, staff and families – have opportunities to participate and are included in decisions about effective care using approaches that respect individual and collective values. Nurses and midwives have been enthused by this opportunity to refocus on the basic values of caring and the reason why many of us came into the profession.

For more information, please see the following link:

Support for Junior Staff within the LHD

TRANSITION TO PRACTICE REGISTERED NURSE GRADUATE PROGRAM

The NNSWLHD offer a number of positions to newly Graduate RNs in the Transition to Practice program. 12 month temporary contracts are offered to Grads with clinical rotations offered in a variety of different areas (medical/ surgical/ operating theatres). Included in this 12-month program is the following:

- 4 set study days relevant to the needs of beginner RNs (plus DETECT training)
- Regular reflective practice sessions (see Education/ Staff development for local details)
- Assessment of clinical competency throughout the program

Recruitment for these positions occurs in August each year across all HSGs. You may be asked to sit on an interview panel. Speak with your Education/ Staff Development team to identify program numbers and individual requirements for your hospital/ location.

SECOND YEAR REGISTERED NURSE GRADUATE PROGRAM

There are a number of opportunities for Graduate RNs to transition into second year positions in a variety of clinical areas within the NNSWLHD including Emergency, Paediatrics, and ICU to name a few. Speak with your Education/ Staff Development team to identify current second year programs within your HSG and application dates/ processes.

TRANSITION TO PRACTICE ENROLLED NURSE GRADUATE PROGRAM

The NNSWLHD provide a guaranteed 10 positions to newly Graduate EENs in the Transition to Practice program. 15 month temporary contracts are offered to Grads with clinical rotations offered in a variety of different areas. Included in this 15-month program is the following:

- 4 set study days relevant to the needs of beginner EENs (plus DETECT training)
- Assessment of clinical competency throughout the program

For more information about the Transition to Practice EEN program and the clinical locations this program is offered please contact the Nurse Manager – Professional Development and Education.
ABORIGINAL CADET SCHEME
Each year NaMO undertake a recruitment drive for undergraduate RN and RM to obtain a scholarship on the cadet scheme.

They are employed and paid for 55-60 days clinically per year and receive support for their tuition fees, book allowance and shift payments.

They are supported in the workplace with mentors both aboriginal and learning and development.

ELSA DIXON SCHOOL BASED TRAINEES (VET)
Since 2018 we have supported year 11 and 12 school children considering nursing or midwifery as a profession through their AIN Cert 3 program.

They undertake 100 days paid employment over the two years and are supported through an aboriginal mentorship program.

They work in low acuity areas to build an awareness of the professions.

POST GRADUATE OPPORTUNITIES WITHIN THE NNSWLHD
There are a number of avenues nursing staff can access for post graduate study (both funded and non-funded). Some of these include:

1. **NSW Health funded**: Graduate Certificates offered through the University of Tasmania (UTAS)) - applications and information is distributed by email by the Nursing & Midwifery Services. Speak with Education/ Staff Development team for more information

2. **LHD specific**: The CNC Critical Care coordinates two professional certificate courses (Acute Care and Critical Care courses). These courses run over 4-6 months and involve face to face and online teaching and learning. For more information, contact the CNC Critical Care. These programs are currently articulated to post graduate courses with Griffith University

3. **Other opportunities**: The University of Tasmania (UTAS) currently offer scholarship supported graduate certificate and Grad Dip programs for NSW health employees. For more information, please contact your Education/ Staff Development team
NNSWLHD PRECEPTORSHIP MODEL

The NNSWLHD supports a preceptorship approach to education and teaching that enables smooth transition for all new nurse/midwives (temporary or permanent), at both student or in more experienced nurse/midwife positions on any ward/unit within the LHD.

Preceptorship is an experiential approach to clinical nursing and midwifery education, and in turn establishes a supportive and safe relationship between the new nurse/midwife and the clinical role model, a Nurse/midwife /Midwife (known as a preceptor) with whom the new staff member is partnered. Preceptorship assists the staff member in developing clinical competence and confidence in making the transition to their new role.

Preceptorship is a long term strategy to improve recruitment and retention, where staff feel supported in a safe working environment, are more likely to enjoy their workplace and are enabled to grow and develop both as an individual and professionally. For more information, please refer to the NNSWLHD Preceptorship Framework


UNDERGRADUATE NURSING STUDENTS

Undergraduate student placement is managed through the ClinConnect state wide system. Placements are requested by universities and training organisations at various times during the year. These placements are approved by the designated ClinConnect/ student placement coordinator/ representative. Speak with your Education/ Staff development Manager if you have any queries about student placement.

Attached is information relating to student placement within NSW Health:

PD2013_015 Clinical Placements in NSW Health Clinical Placements in NSW Health Policy
ClinConnect website:

Facilitator Guide/ Student Orientation checklist:

Education related resources & Links

Australian Resuscitation Council (ARC): http://resus.org.au/
Australian College of Critical Care Nurses: https://www.acccn.com.au/
My Health Learning Mandatory Training Matrix:
NSW Health Policy Directive Link:
http://sp.int.ncahs.net/sites/cs/SiteDirectory/pd/default.aspx
Appendix 1- Northern NSW LHD Nursing and Midwifery Services
Appendix 2- NNSWLHD Meeting Dates / Links

**NNSWLHD Nursing & Midwifery Education Committee (Membership through EOI)**

Meets: 4th Thursday of each month 12-1.30pm

Skype available from all sites within the LHD or via teleconference. Meeting invites sent via Outlook

**SITE MEETINGS OF IMPORTANCE TO YOUR ROLE- LIST HERE**

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Time</th>
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</table>
Appendix 3- NNSWLHD Nursing & Midwifery Services

<table>
<thead>
<tr>
<th>Role/ Designation</th>
<th>Name</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director- Nursing, Midwifery and Aboriginal Health</td>
<td>Katharine Duffy</td>
<td>07 5506 7884</td>
</tr>
<tr>
<td>Associate Director- Leadership, Culture and Workforce</td>
<td>Rae Rafferty</td>
<td>02 6620 7232 / 0438 217 681</td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse Manager- Professional Development &amp; Education</td>
<td>Jonathan Magill</td>
<td>02 6620 2486 / 0477 334 421</td>
</tr>
<tr>
<td>Nurse Manager- Workforce</td>
<td>Narelle Al Manro</td>
<td>02 6641 8418 / 0427 646 124</td>
</tr>
<tr>
<td>Nurse Manager- Clinical Practice</td>
<td>Karen Bowen</td>
<td></td>
</tr>
<tr>
<td>Nurse Manager- Community and Patient Care Initiatives</td>
<td>Peta Crawford</td>
<td>02 6620 2285 / 0422 005 094</td>
</tr>
<tr>
<td>Practice Development Consultants</td>
<td>Lily Jones</td>
<td>07 5506 7843 / 0407 905 818</td>
</tr>
<tr>
<td></td>
<td>Suzie Kuper</td>
<td>02 6620 2116</td>
</tr>
<tr>
<td>Safety Culture Team</td>
<td>Vanessa Tyler</td>
<td>02 6623 0503 / 0409 910 509</td>
</tr>
<tr>
<td></td>
<td>Rebecca Lyon</td>
<td>02 6623 0502 / 0428 741 492</td>
</tr>
</tbody>
</table>
### NNSWLHD Staff Development Contacts

<table>
<thead>
<tr>
<th>Role/ Designation</th>
<th>Name</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tweed, Murwillumbah &amp; Byron Central Staff Development NE</td>
<td>Casey McCarron</td>
<td>07 5506 7306</td>
</tr>
<tr>
<td>Lismore Base Staff Development NE</td>
<td>Charmaine Crispin/ Nicola Scanlon</td>
<td>02 6620 2254</td>
</tr>
<tr>
<td>Grafton Base Staff Development NE</td>
<td>Sue Coombes</td>
<td>02 6640 2455</td>
</tr>
</tbody>
</table>
Appendix 4- ANMC Decision Making Framework

Information relating to the use of this framework can be found at:

Appendix 5- Meeting Rooms

All requests are to be made electronically through the Outlook calendar system.

Rooms available along with details around capacity:

**TWEED**

<table>
<thead>
<tr>
<th>Room</th>
<th>Space/ seats available</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCERI Lecture Theatre</td>
<td>150-200</td>
</tr>
<tr>
<td>TCERI Tute Rooms 1 &amp; 2</td>
<td>20-25</td>
</tr>
<tr>
<td>TCERI Simulation Room</td>
<td>5-8</td>
</tr>
<tr>
<td>L4 Education Room 1</td>
<td>20-25</td>
</tr>
<tr>
<td>L4 Education Room 2</td>
<td>20-25</td>
</tr>
<tr>
<td>Clinical Service Tute Rm</td>
<td>10-15</td>
</tr>
<tr>
<td>Riverview Computer Room</td>
<td>6 computers</td>
</tr>
<tr>
<td>Dolphin Room</td>
<td>8-10</td>
</tr>
<tr>
<td>Rainbow Room</td>
<td>8-10</td>
</tr>
</tbody>
</table>

**MURWILLUMBAH HOSPITAL**

<table>
<thead>
<tr>
<th>Room</th>
<th>Space/ seats available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marie Smith Meeting Rm</td>
<td>15-20</td>
</tr>
<tr>
<td>UCRH Building Meeting Rm</td>
<td>25-30</td>
</tr>
</tbody>
</table>
### Lismore Base Hospital

<table>
<thead>
<tr>
<th>Room</th>
<th>Space/ seats available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crawford House Level 5 EHealth Meeting Room</td>
<td>8-10</td>
</tr>
<tr>
<td>Crawford House Level 5 Education Room</td>
<td>20-25</td>
</tr>
<tr>
<td>Crawford House, Ground Floor Meeting Room</td>
<td>18-20</td>
</tr>
<tr>
<td>LBH Staff Cafeteria</td>
<td>25-30</td>
</tr>
</tbody>
</table>

### Grafton Base Hospital

<table>
<thead>
<tr>
<th>Room</th>
<th>Space/ seats available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Room 3</td>
<td>8-10</td>
</tr>
<tr>
<td>Education Room 4</td>
<td>8</td>
</tr>
<tr>
<td>Skills Lab</td>
<td>30-35</td>
</tr>
<tr>
<td>Accommodation Centre Meeting room</td>
<td>9-10</td>
</tr>
<tr>
<td>Conference Education Room 1</td>
<td>24 (seats only)</td>
</tr>
<tr>
<td></td>
<td>18 (tables &amp; chairs)</td>
</tr>
<tr>
<td>Conference Education Room 2</td>
<td>34 (seats only)</td>
</tr>
<tr>
<td></td>
<td>24 (tables &amp; chairs)</td>
</tr>
<tr>
<td>Computer Training Room</td>
<td>8</td>
</tr>
<tr>
<td>Simulation Suite</td>
<td>12</td>
</tr>
</tbody>
</table>
Appendix 6- Orientation Checklist

Meeting with Manager to discuss the following:

- Review of Position Description & role requirements
- Discussion around NNSWLHD Organisational structure for Education & Educators
- Discussion around previous experience (clinical & in the education role) & completion of Educator self-assessment of learning needs document
- Discussion around history of role and role requirements including:
  - Reporting requirements for Educators
  - meetings to attend (including NSQHS working parties, Educator meetings, LDH Education)
- Details of other Educators within the LHD + contact details list
- Details of key educational contacts & resources within the NNSWLHD
- Details of training and education events/ workshops/ days booked for 2016
- Completion of paperwork for access to computer drives/ folders, email etc
- Organise MHL scheduler training & paperwork for access as scheduler/ instructor/ LRR
- Go through local Education/ Staff Development drive & identify useful folders & information
- Discuss available education resources/ how to book rooms, resources etc
- Link new Educator with a mentor (Senior Educator within the hospital/ health service group)
Appendix 7- Benner’s Novice to Expert

Benner’s Stages of Clinical Competence

Stage 1: Novice
The Novice or beginner has no experience in the situations in which they are expected to perform. The Novice lacks confidence to demonstrate safe practice and requires continual verbal and physical cues. Practice is within a prolonged time period and hence is unable to use discretionary judgement.

Stage 2: Advanced Beginner
Advanced Beginners demonstrate marginally acceptable performance because the nurse has had prior experience in actual situations. They are efficient and skillful in parts of the practice area, requiring occasional supportive cues. May not be within a delayed time period. Knowledge is developing.

Stage 3: Competent
Competence is demonstrated by the nurse who has been on the job in the same or similar situations for two or three years. The nurse is able to demonstrate efficiency, is coordinated and has confidence in his/her actions. For the Competent nurse, a plan establishes a perspective, and the plan is based on considerable conscious, abstract, analytic contemplation of the problem. The conscious, deliberate planning that is characteristic of this skill level helps achieve efficiency and organisation. Care is completed within a suitable time frame without supporting cues.

Stage 4: Proficient
The Proficient nurse perceives situations as wholes rather than in terms of chopped up parts or aspects. Proficient nurses understand a situation as a whole because they perceive its meaning in terms of long-term goals. The Proficient nurse learns from experience what typical events to expect in a given situation and how plans need to be modified in response to these events. The Proficient nurse now recognises when the expected normal picture does not materialise. The holistic understanding improves the Proficient nurse’s decision-making. It becomes less laboured because the nurse now has a perspective on which of the many existing attributes and aspects in the present situation are the important ones.

Stage 5: The Expert
The Expert nurse has an intuitive grasp of each situation and zeroes in on the accurate region of the problem without wasteful consideration of a large range of unfavourable, alternative diagnoses and solutions. The Expert operates from a deep understanding of the total situation. His/her performance becomes fluid and flexible and highly proficient. Highly skilled analytic ability is necessary for those situations with which the nurse has had no previous experience.

References & Articles of Interest


