

# Going Rural Health - Education Topics 2018

Topic	Duration	Target Audience	Overview	Learning Objectives	Presenter
Basics in Supervision	3 Hours	Staff new to student supervision experience	Provide novice supervisors with knowledge and skills to prepare and provide a quality placement experience for students. Addresses the question: What do students want in an educator?	<ul style="list-style-type: none"> <li>•What students need when on placement</li> <li>•What is the supervisors role</li> <li>•Preparing for a student placement</li> <li>•Setting Expectations and Goals</li> <li>•Providing Feedback</li> </ul>	Cathy, Murray, Kylie
Clinical Communication	1 Hour	Students	Provide students with an understanding of the importance of accurate documentation and handover and the implications of doing it poorly.	<ul style="list-style-type: none"> <li>• Understand the importance of accurate documentation and handover</li> <li>•Effect of poor documentation and handover</li> <li>•Understand and implement ISBAR communication</li> </ul>	Cathy, Murray, Kylie
Cultural Competency in Aboriginal Health	Full Day	Students/Staff	Aims to enable participants to increase their skills and knowledge to work with Aboriginal people and communities in a more culturally appropriate and effective way. In addition participants will also gain a deeper understanding of Aboriginal culture, health and the challenges and barriers to health equality. The training is facilitated by Robynne Nelson, through her company Healing the Spirit. Robynne is a Yorta Yorta woman with a nursing background and significant experience and knowledge in the health, education and government sectors. The training is accredited by the Royal Australian College of General Practitioners QI & CPD Program.	<ul style="list-style-type: none"> <li>•Cycle of Despair - Colonisation to today</li> <li>•What is Culture? Universal Principles</li> <li>•Cultural Competence - What is it?</li> <li>•Communication Skills</li> <li>•Cultural Protocols</li> <li>•Community Strengths</li> <li>•Organisations and Services</li> <li>•How this relates to the work you do</li> </ul>	Robynne
Duty of Care - Mandatory Reporting	1 Hour	Students	Provide students with an understanding of the legal issues of duty of care, mandatory reporting and the new reportable conduct scheme	<ul style="list-style-type: none"> <li>•What duty of care do you have as a member of public and a health provider</li> <li>•When are there possible breaches</li> <li>•Mandatory reporting in the case of child abuse</li> <li>•Explanation of the reportable conduct scheme</li> <li>•AHPRA mandatory notifications</li> </ul>	Cathy

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Intermediate Supervision Workshop	3 hours or Full day	Staff with some student supervision experience	This session is aimed at supervisors with some supervision experience or who have attended a basics in supervision workshop and wish to develop their supervision skills. Topics include providing feedback, setting expectations, delegation, having challenging conversations with students & managing the at risk learner. Full day includes Peer Assisted Learning Topic	<ul style="list-style-type: none"> <li>•Further develop supervision skills with students</li> <li>•Managing more challenging situations as a supervisor</li> <li>•Setting clear expectations with students</li> <li>•Delegating appropriate tasks to optimise learning</li> <li>•Managing At Risk Learners</li> </ul>	Kylie, Murray, Cathy
Introduction to Rural Health	Online	Students/Staff	This program has been developed to help you understand how working in a rural health setting can be different from urban health setting and what to look for on your rural health experience. This online unit consists of ten short online mini-modules for you to work through.		Online
Leadership	1.5 Hours	Staff	Session examines leadership styles and the contexts where each is appropriate. Session also examines the differences between leadership, management and micromanagement. Delivery is conversational and reflective in style.		Murray
LGBTIQ+ Inclusivity	3 - 4 hours (tailorable)	Students/Staff	Provides students and staff with an overview of best practice in working with LGBTIQ+ patients, staff, students and other stakeholders inclusively.	<ul style="list-style-type: none"> <li>•A definition of each of the letters of "the acronym"</li> <li>•Appropriate terminology and ways of relating to LGBTIQ+ people</li> <li>•Health effects of homophobia, biphobia,</li> </ul>	Lachlan

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Managing your Professional Identity	1 Hour	Students	Develop an understanding of your professional identity and how this is relevant in the workplace as well as when you are not at work. How does this work in the context of your use of social media platforms for professional and personal uses.	<ul style="list-style-type: none"> <li>•Maintaining your professional image</li> <li>•Understanding Code of Conduct of Registration</li> <li>•Responsibilities when not at work</li> </ul>	Murray
Medications that can mask clinical symptoms	1 Hour	Students (any discipline in or beyond their second year of	Some medications can mask clinical symptoms and hinder diagnosis or treatment of certain conditions. By examining the case study of Mr T, participants will learn about common medication adverse effects and how to eliminate possible	<ul style="list-style-type: none"> <li>•List some common medication adverse effects that could mask clinical symptoms</li> <li>•Understand the mechanisms by which certain medications may mask clinical symptoms</li> </ul>	Kevin
Motivational Interviewing	1 hour	Students and New grads	Have you noticed that often client education does little to change behaviour? This session aims to provide knowledge and resources to improve your ability to encourage clients to make changes	<ul style="list-style-type: none"> <li>•Understand Stages of Change Model</li> <li>•Understand ways you can change your practice to improve client motivation</li> </ul>	Murray, Kylie
Pathology	1 Hour	Students and Staff	Develop an understanding of pathology and the importance of correct specimen collection to ensure accurate and timely results	<ul style="list-style-type: none"> <li>•Learn about each department within pathology</li> <li>•Understand the common pitfall and errors associated with blood and sample collection</li> <li>•What can interfere with the accuracy of a test</li> <li>•Result interpretation.</li> </ul>	Cathy

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Providing Feedback	1 Hour	Staff with some student supervision experience	Session focused on further developing skills in giving effective feedback to students. This session looks at formal and non formal feedback and aims to promote change and development in students.	<ul style="list-style-type: none"> <li>•Strategies and skills for effective feedback</li> <li>•Strategies to enhance the feedback you already give</li> <li>•Collaborative feedback discussions and goal setting</li> </ul>	Kylie, Murray, Cathy
Receiving Feedback	1 Hour	Students and New Grads	Knowledge and skills to improve the feedback you can receive from others. Reduce your anxiety around receiving feedback and develop ways to use and implement the feedback you receive.	<ul style="list-style-type: none"> <li>•Understand the purpose of feedback</li> <li>•Reduce anxiety and stress in receiving feedback</li> <li>•Ways to improve the feedback you receive</li> <li>•Develop strategies to implement feedback into practice</li> </ul>	Cathy, Murray, Kylie
Resilience and Self Care	1 Hour	Students and Staff	This program approaches resilience from a cognitive-behavioural theory and positive psychology perspective. Along the way we will get to know and appreciate how amazing our brains really are and what the foundation blocks to good emotional self-care look like. The session covers a range of simple activities that, with practice, can make us more resilient and less stressed.	<ul style="list-style-type: none"> <li>• familiarisation of stress related concepts in neuropsychology.</li> <li>•discussion of unhelpful thought patterns as identified by CBT approaches</li> <li>• discussion and application of mindfulness based approaches to self care</li> <li>• increased awareness of foundational factors of positive mental health</li> </ul>	Murray, Kylie, Cathy
Resilience Workshop	3 Hours	Students and Staff	This workshop approaches resilience from a cognitive-behavioural theory and positive psychology perspective. Along the way we will get to know and appreciate how amazing our brains really are and what the foundation blocks to good emotional self-care look like. The session covers a range of simple activities that, with practice, can make us more resilient and less stressed.	<ul style="list-style-type: none"> <li>• familiarisation of stress related concepts in neuropsychology.</li> <li>•discussion of unhelpful thought patterns as identified by CBT approaches</li> <li>• discussion and application of mindfulness based approaches to self care</li> <li>• increased awareness of foundational factors of positive mental health</li> </ul>	Murray

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Snake Bite Envenomation	1 hour	Nursing Staff and Students	This session provides information about Victorian venomous snakes including symptoms of envenomation, mechanism of action, laboratory testing and treatment	<ul style="list-style-type: none"> <li>•recognising the symptoms of snakebites</li> <li>•mechanism of action of venoms</li> <li>•interpretation of laboratory results</li> <li>•treatment</li> </ul>	Cathy
Student Preparedness and Resilience	Online	Students	This program has been developed to help participants reflect on the notion of self-care and, through careful thought management, learn about ways of thinking and acting that are "kinder to self". There are exercises and small quizzes to	<ul style="list-style-type: none"> <li>•Provide opportunities to reflect on the circumstances that can make working in rural health challenging and how these challenges may affect a health professional's emotional</li> </ul>	Online
Supervision in Peer Assisted Learning	2-3 Hours	Staff who supervise students	Do you currently, or would you like to supervise multiple students at the same time? This session looks at ways multiple students can be supervised in a peer learning model, encouraging students to learn from each other as well as supervisors, and to develop their independent skills, autonomy, teamwork, and reflective skills.	<ul style="list-style-type: none"> <li>•Strategies to plan for multiple students</li> <li>•Managing multiple students while managing current workload</li> <li>•Enhancing Peer Learning</li> </ul>	Kylie
Supervision of Project (Service Learning) Placements	2 Hours	Staff who supervise students	Project Placements or Service Learning Placements provide a great opportunity for students to complete a project for their placement. Project placements provide students with opportunities to develop skills to work independently, or within a peer team to develop and implement a project as developed by or with the host organisation. Project placements require less intense supervision as traditional placements and are great for developing students teamwork, time management skills, autonomy, and ability to think critically about service provision beyond the individual client interaction.	<ul style="list-style-type: none"> <li>•What is a project placement</li> <li>•How does a project placement meet the assessment criteria for the student?</li> <li>•How can I supervise a project placement?</li> <li>•How can project placements work well with supervisors who work part time?</li> </ul>	Kylie

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Teams and Teamwork	1 hour	Students	Simulation based workshop focussing on teamwork and the role of different members in a team. How do people fit into the team, how does negotiation work to achieve positive outcomes and enable people to work effectively with others.	<ul style="list-style-type: none"> <li>•Elements of successful teamwork</li> <li>•Elements of successful negotiation</li> <li>•Develop strategies for working with others</li> </ul>	Murray, Kylie, Cathy
Therapeutic Relationship	1 Hour	Students, grads, Trained staff	This topic discusses the nature of the Therapeutic Relationship and includes discussion based on Rogerian concepts of Empathy, Authenticity and Unconditional Positive Regard. It also briefly touches on Freudian concepts of Transference and Countertransference.	<ul style="list-style-type: none"> <li>• revision of basic concepts of Therapeutic Relationship development</li> <li>• provision of a forum to discuss experience along with shared solutions.</li> </ul>	Murray
Transfusion	1 Hour	Students and staff	Develop a basic understanding about blood groups, blood products and transfusions.	<ul style="list-style-type: none"> <li>•Understand which blood products are used</li> <li>•The important steps in the transfusion process</li> <li>•What to do if there is a reaction.</li> </ul>	Cathy
Upset Patient Protocol	1 Hour	Students and Staff	It matters to us that our patients and clients are satisfied with the service they receive. Unfortunately there are occasions when they are not which leaves them angry and complaining and us stressed and upset. This presentation takes respectful and validating protocol-based way of	<ul style="list-style-type: none"> <li>• understand the importance of validation, active listening and respectful assertiveness in the management of complaints.</li> <li>• provision for reflection and discussion of past experiences when things went well or badly.</li> </ul>	Murray
Working with AHA's	1 Hour	Students and new grads (Allied Health)	This training provides an overview of knowledge of the scope of practice of AHA's, the role of appropriate delegation of tasks, and to understand your role as an allied health professional when working with AHA's.	<ul style="list-style-type: none"> <li>•Understand the scope of AHA's</li> <li>•Understanding the responsibilities of AHP's when working with AHA's</li> <li>•Delegation to AHA's</li> </ul>	Kylie