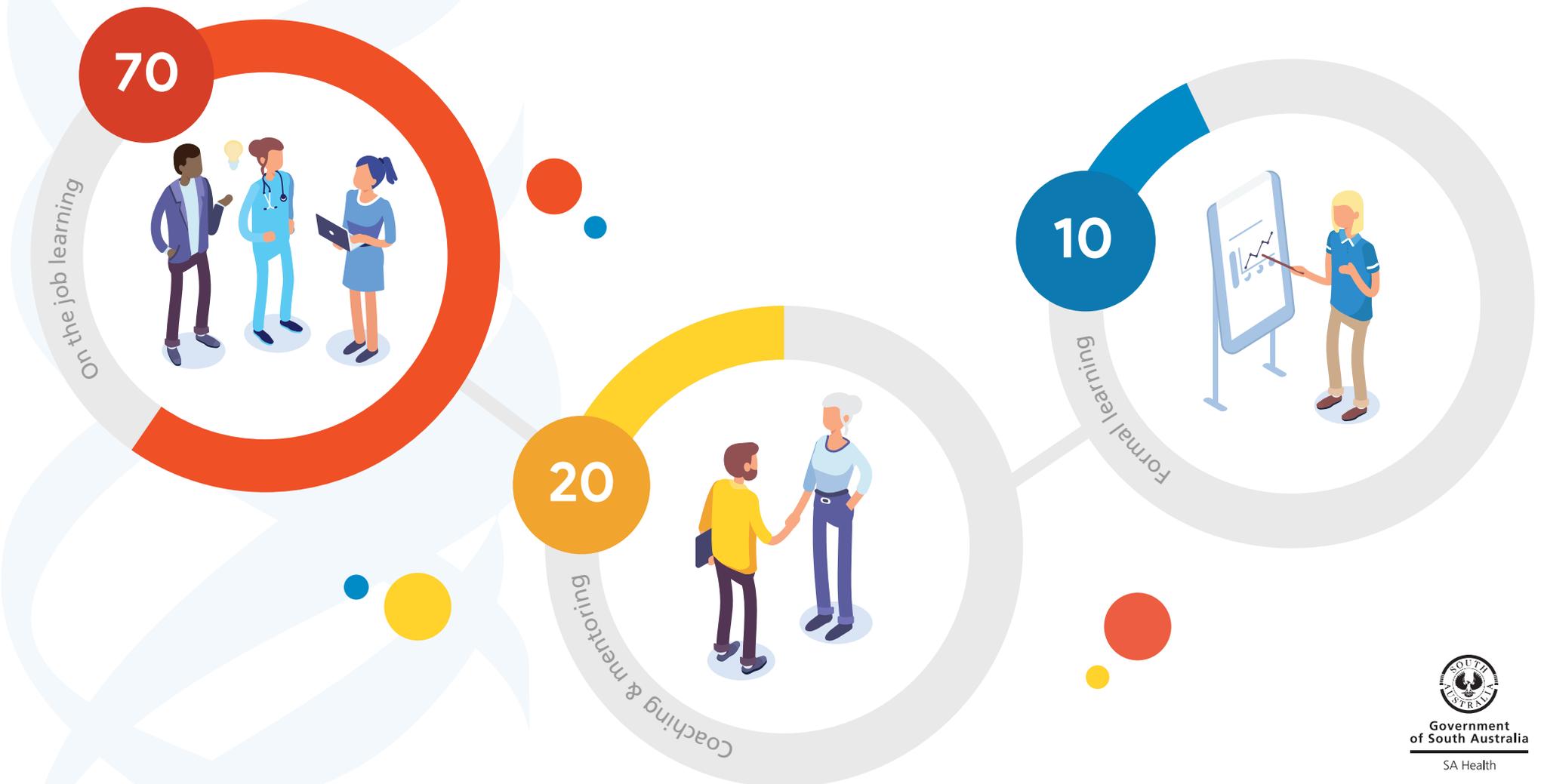


Supporting Learning and Organisational Development in the WCHN



Contents

- 3 An overview of the Centre for Education and Training
- 4 Admin Team
- 6 Aboriginal Education
- 8 Learning and Development
- 10 Organisational Development
- 12 Nursing and Midwifery Education
- 14 Medical Education
- 16 Nursing and Midwifery Transition Support
- 18 Supporting Students
- 20 SIMS
- 22 Clinical Photography and Video
- 24 Graphic Design and Illustration
- 26 Educational Design
- 28 eLearning design, development and maintenance
- 30 BloodSafe eLearning Australia
- 32 Library
- 34 Recognition and Awards

Supporting Learning and Organisational Development

The WCHN Learning and Development Framework underpins a systematic approach to workforce and leadership development across the WCHN. This framework has been developed to guide the transformation of the WCHN into a learning organisation. The Centre of Education and Training is committed to strengthening WCHN'S responsiveness to internal and external demands to achieve the best possible outcomes for consumers, students and staff.

The Women's and Children's Health Network Centre for Education and Training (CET) is unique in South Australia as it includes medical, nursing, allied health and Aboriginal educators supported by technical and administrative staff in the team. The CET supports, delivers and evaluates profession specific and interprofessional education.

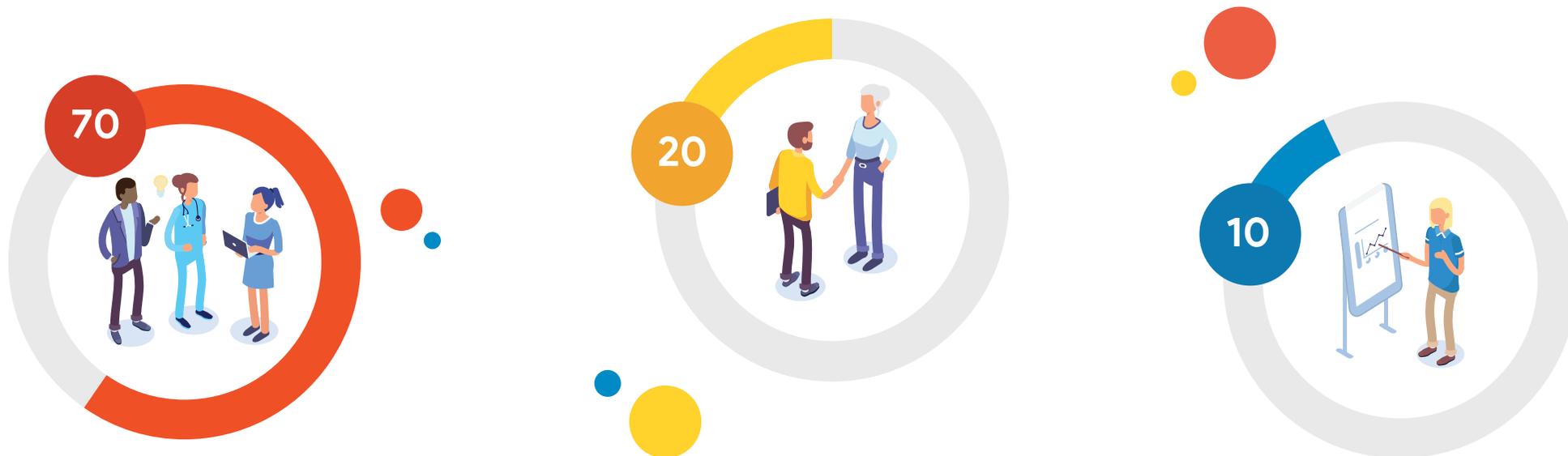
All CET Education programs align with the 70:20:10 model of learning as outlined in the WCHN Learning and Development Framework. CET aims to support all staff to apply new learning to their specific workplace and continuously improve practice.

All of the learning resources developed are underpinned by adult learning principles and are designed to ensure that staff have the necessary skills to perform in their

roles and provide safe, high-quality care. While many of our programs are clinically focussed and designed for health professional staff, the CET also delivers learning and development programs for the entire workforce. The CET educators have a key role in supporting the development of education and facilitation skills in all staff who have an education role within WCHN, and promote strong peer support networks that foster effective communication, partnership and sharing of knowledge.

The CET ensures that the health needs and interests of Aboriginal people are considered, and where relevant, incorporated and appropriately addressed in the development of education plans which align to the SA Health Aboriginal Cultural Learning Framework. In addition, the Aboriginal Educator has a role in the development of learning plans for the WCHN Aboriginal staff.

The Digital Media team within the CET develops online learning resources. A strong educational focus underpins all of their work, with the learner or user (staff or consumers) perspective driving the design of all materials. They deliver complex educational initiatives in a cost-effective manner to the WCHN, and through collaborative, funded projects, to the wider health sector.





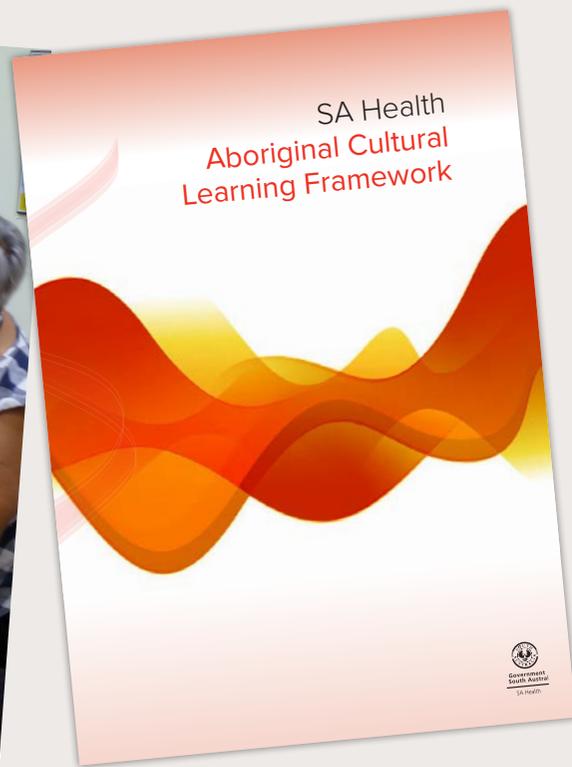
Admin Team



Our administrative team work closely with the Education Facilitators and Medical Education team, the CET and with other departments across the WCHN to schedule mandated and professional development education for staff and volunteers across the region.

In addition to these courses, the team also coordinates seminar programs and advertises a range of professional development forums, which are all published on the CET education calendar. The team take bookings, record results and provide certificates of attendance for staff education. The Business Assistant manages the finances associated with the CET activities.

The team manages bookings for seminar rooms and audio-visual equipment and provides help desk support for the WCHN e-Learning gateway. The CET office is also responsible for providing mandated training reports for Executive.



After the photo appeared in the Melbourne Herald, a woman responded to the minister by offering to take "the little girl in centre of group' or 'any of the others... as long as they are strong". She marked the photo with an X to indicate the girl she wanted.'

Sourced from pg 27, *They Took the Children*, by David Hollinsworth (2003)

Aboriginal Education



History does matter

Responsibilities

- > Development, delivery and evaluation of mandatory training aligned to the SA Health Aboriginal Cultural Learning Framework (ACLF).
- > Development, delivery and evaluation of education for Managers and Supervisors aligned to level 3 of the ACLF.
- > Career and educational support for Aboriginal staff in the WCHN.
- > Provision of support for staff through the Aboriginal Staff Forums.
- > Advisory service regarding implementation of the ACLF.

Aboriginal Cultural Respect Training (ACRT) has been part of the mandatory training program for all staff of the WCHN for many years and is an integral part of the learning experience for all staff to be able to provide a culturally respectful service to our Aboriginal clients, their families and communities. This training aligns with level 1 of the ACLF and is run monthly at Corporate Orientation or in specific work areas where numbers are sufficient.

The Aboriginal Educator works closely with staff to provide education programs that are practical and assist staff to address issues which are specific to their areas and enable staff to provide culturally respectful services for Aboriginal consumers. This education is aligned to level 2 of the ACLF.

The Aboriginal Educator also provides a support service to Aboriginal staff in the development of their learning pathways and career development.



Learning and Development



Responsibilities

- > Development, delivery and evaluation of formal education courses that contribute to the development of a positive learning culture in the WCHN.
- > Mentor and coaching of individual staff to support the application of formal learning into practice in the workplace.
- > Support teams to develop positive learning cultures that foster staff wellbeing and deliver high quality care.
- > Advisory service in regards to contemporary practice in learning and wellbeing programs.

CET learning and development programs focus on learning and staff wellbeing for individuals, teams and the WCHN as an organisation. Learning programs aim to embed a culture of positive learning within the WCHN leading to strong interprofessional collaboration, high functioning teams, safe consumer care and improved organisational outcomes.

Programs that focus on staff wellbeing align to all stages of the mental health continuum. Activities and courses seek to build capability in the promotion of mentally healthy workplaces and practices, recognising and responding early to emerging mental health issues and supporting those with mental health issues in the workplace to remain in the workplace and to return to work safely.



Organisational Development



Responsibilities

- > Development of programs to improve leadership competency.
- > Provision of support for staff to build high performance teams.
- > Facilitation of capacity building programs for Managers and Leaders to facilitate and manage change.
- > Development, delivery and evaluation of programs that facilitate a positive workplace culture.
- > Facilitation of programs and activities to enhance resilience and wellbeing in the workforce.

Organisational development provides a key role in supporting staff and leaders to maximise their performance at an individual, team and organisational level. Organisational Development tailors programs on specific needs and issued identified within the WCHN.



Nursing and Midwifery Education



Responsibilities

- > To provide nursing and midwifery education that supports the delivery of high quality care, optimises patient and staff safety.
- > Ensure organisational, professional and individual education and continuing professional development needs are met considering the WCHN and SA Health strategic plans, South Australian nursing and midwifery enterprise agreements, and the Australian Nursing and Midwifery Council.
- > Develop, implement and sustain clear processes, systems and communication channels to support the development of nursing and midwifery education within WCHN.
- > Promote governance, evaluation and continuous improvement of all of the nursing and midwifery education delivered across the WCHN to ensure quality and relevance.

The nursing and midwifery education team have a passion to inspire nurses and midwives to enhance their capability to deliver high quality care. Individual learning styles are considered through the use of a variety of teaching and learning strategies to appeal to the diverse needs of staff across the WCHN. Formal education courses currently available include:

- > Introduction to paediatrics – the complex paediatric patient
- > Paediatric intensive care nursing
- > Paediatric emergency nursing
- > Neonatal special care baby nursing
- > Neonatal intensive care nursing
- > Midwifery care.

In addition, nursing and midwifery staff deliver a variety of workshops, learning packages and support for local in-service education programs.



Medical Education



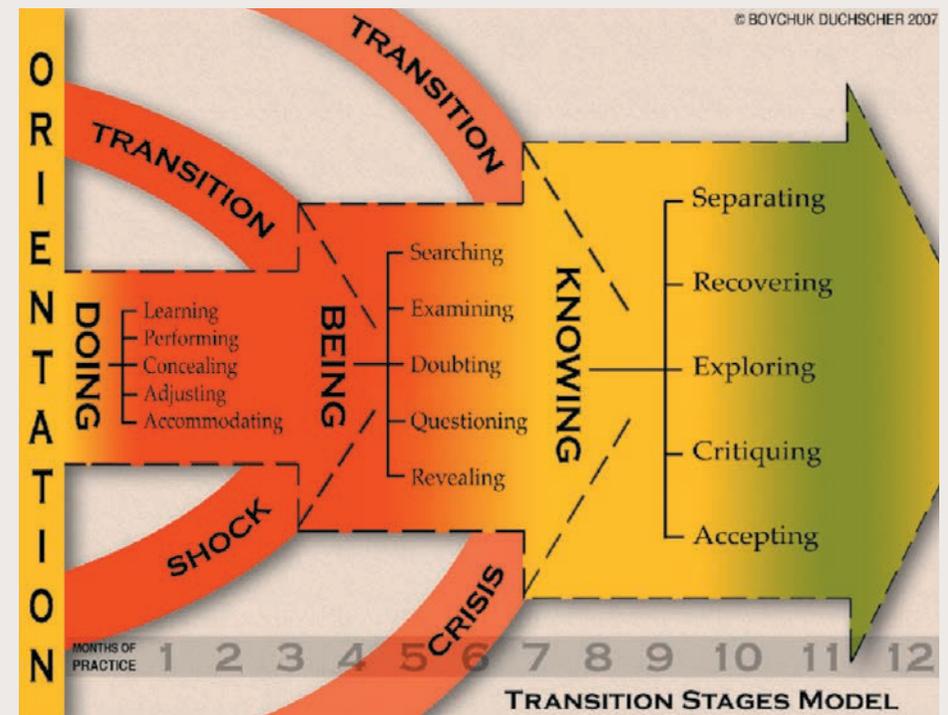
Responsibilities

- > Pastoral care and support for prevocational and GP Trainee doctor welfare.
- > Development, implementation and evaluation of prevocational Medical Education programs.
- > Assist with the recruitment and allocation of prevocational doctors to medical units.
- > Planning and Implementation of Medical Orientation.
- > Support for Term Supervisors.
- > Accreditation of education and training for prevocational doctors.

Prevocational doctors play a critical role in the delivery of patient care. The Medical Education Team works with this group and their supervisors to ensure the education and training of prevocational medical staff results in confident and competent trainee doctors as well as outstanding patient service. The Medical Education Team works closely with the Trainee Medical Officer Unit and the Medical Education Committee to design, coordinate, implement and evaluate prevocational doctor training initiatives as well as overseeing the recruitment, welfare and development of doctors in their early years of training.



Nursing and Midwifery Transition Support



Nursing and Midwifery Transition Support Educators work to create a positive learning environment for staff experiencing transition to a new profession, workplace, team and/or role. Support is also provided by clinical educators, preceptors, managers and clinical staff. Transition Support is underpinned by the Transition Stages© and Transition Shock© models which explain the transition experience for staff.

They provide a structured education program which empowers staff in transition to:

- > Navigate the workplace
- > Be equipped with the insight and ability to practice safely and confidently within the clinical environment
- > Build upon their current skills and translate their knowledge into practice.

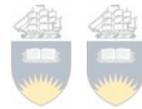
Transitioning staff are encouraged to attend regular debriefs with peers, supported with orientation and ongoing education opportunities, provided with regular feedback about their progress and are encouraged to identify personal learning objectives.



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South Australia



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of ADELAIDE




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UNIVERSITY



Supporting Students



Responsibilities

Students attend clinical placements at WCHN to assist the integration of theory to practice in the areas of Nursing, Midwifery and Allied Health.

Nursing and Midwifery Education Facilitators support students through:

- > Enabling the student to achieve program, course and placement objectives by ensuring that the educational experience is optimal and the student is effectively supported in practice-based education.
- > Organising and facilitating orientation sessions.
- > Developing and conducting student education sessions.

Students and supervisors of students at WCHN are also supported through Student Support Teams in the clinical areas, the Interprofessional Student Supervision Group and In-service Education sessions. Nursing and Midwifery Education Facilitators support staff through:

- > Coordination and leadership of student clinical placements across WCHN
- > Collaboration with university/education providers and key stakeholders
- > Evaluating student performance through formative and summative assessment to ensure safe practice and to enable learning outcome to be achieved
- > Facilitating debriefing and peer support
- > Regular contact in the clinical environment to facilitate problem solving, critical thinking and reflective practice
- > Ongoing partnership with ward based staff and educators to ensure consistency with student support, feedback and a positive learning culture.



SIMS

Responsibilities

The Simulation Inter professional Mobile Service (SIMS) assists clinical educators to utilise simulation to:

- > develop competence, capability and individual accountability and performance
- > foster teamwork through embedding the Team Steps principles in all scenarios
- > identify clinical risks through simulation of clinical scenarios
- > practice scenarios in a safe environment to ultimately enhance safe patient care.



The SIMS team have developed an insitu simulation program to support the provision of realistic simulation experiences for inter professional teams. This has enabled effective point-of-care simulation to be performed in actual work environments throughout the hospital.

Resources including training trolleys for each of the main disciplines (paediatric, neonatal, obstetrics) as well as a large range of manikins and task trainers.

The SIMS team work closely with stakeholders to develop their sessions, with particular focus on core learning outcomes, alignment with the National Standards, session facilitation and debriefing approaches. To date over 90 different scenarios have been developed, delivered and evaluated across all disciplines within the insitu programme.

An intranet site has been developed to increase simulation accessibility for stakeholders. The site includes documentation for booking procedures, modalities and equipment available including simulation resources that are available for stakeholder's to access.

Through the NHET-SIM programme (training the Healthcare Simulation Community) the WCHN have been able to train over 35 staff including doctors, nurses, midwives in simulation training.

Evaluation tools for both participants and educators have been developed.

Data Collection including demographics and equipment usage are currently being collated utilising the developed Simulation Relational database. This will allow all parties involved to review the evaluation data collated from the simulation events to promote quality, achievement of key outcomes and continuous development in a timely manner.





Clinical Photography and Video

Responsibilities

- > Photography of patients required for planning of care (e.g. craniofacial unit, dermatology)
- > Video of medical procedures
- > Video production
- > Tele-health and teleconferencing support
- > Audiovisual support



Photography

Recognising the importance of images in the planning of care for some patients, the clinical photographer produces accurate, high quality clinical images which are stored in a secure environment as part of the patient's medical record and can be retrieved on request in accordance with regulatory requirements.

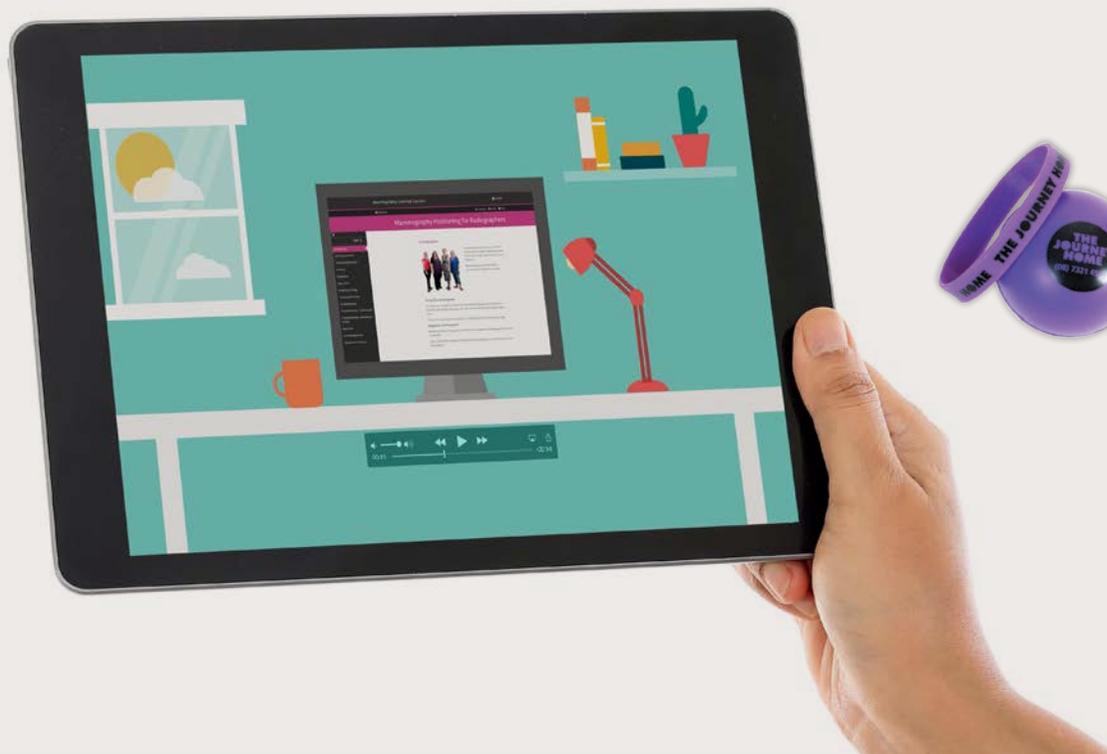
Clinical and corporate photography is also undertaken in our on-site studio or in outpatient clinics, theatre, wards, administration and community locations as required. The photographer also provides media for use in elearning resources.

Video

Video production ranges from the recording of lectures and events to the entire production process from concept to final product, including idea development, storyboarding and scripting, production coordination, shooting, editing, special effects and rendering the final product.

Video Conferencing and Telemedicine

Digital Media manages a range of video and teleconference facilities on a number of sites which can be used for clinical and education purposes by South Australian health units. Purposes include lectures, seminars, training, Grand Rounds and clinical assessment.



Graphic Design and Illustration



Responsibilities

- > Screen and print design
- > Illustration and animation
- > Assistance with branding approval and final production assistance.

Digital Media provide a professional and low cost Graphic Design service for all areas of the WCHN.

With a strong understanding of the procedures and importance of the SA Health Corporate Identity, the Graphic Designers work closely with clients to develop all communication needs in a professional consistent manner.

Along with the Corporate Communications team, the Graphic Designers offer assistance with the appropriate SA Health approvals and processes required throughout the development of any project.

Services include:

- > Layout and design of booklets, brochures, posters
- > Medical illustration for teaching materials and research papers
- > Graphic design and animation for online learning resources and DVDs.

Digital Media also offer final production services, working with professionals from the print industry to see projects through to the final production stages.

Educational Design

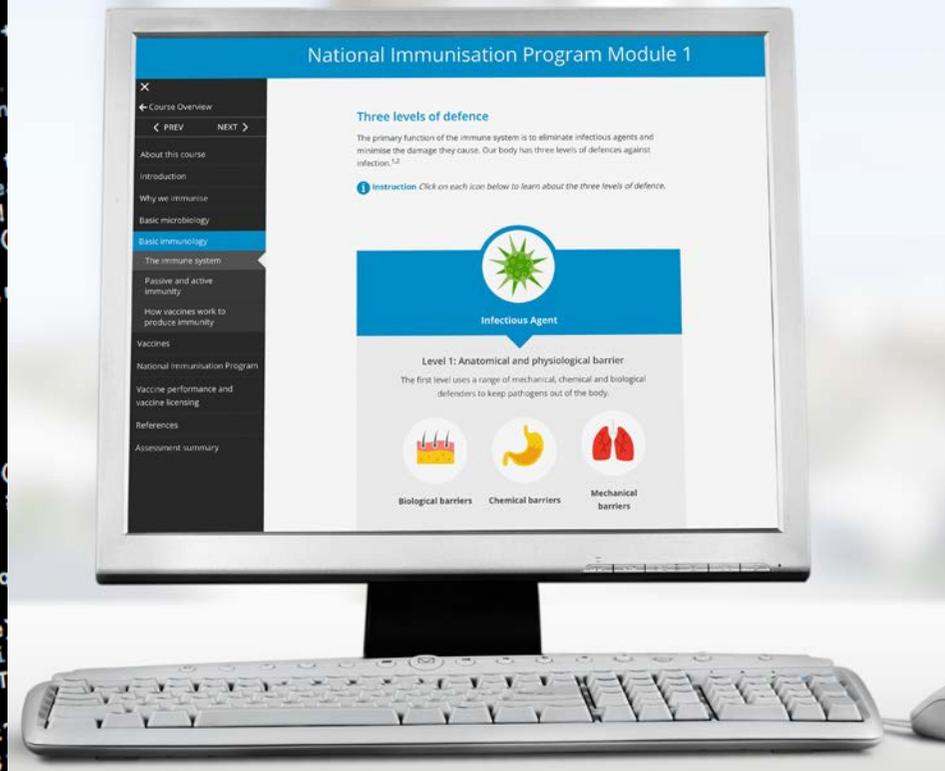


Responsibilities

- > Analysis of the learning needs of target audiences in health on a range of topics.
- > Planning for the best medium for delivery of education (e.g. video, online, paper-based).
- > Transformation of expert content into a format suitable for facilitating learning in engaging and authentic ways.
- > Education design and specification of courses and interactive components.

The educational designers work in partnership with graphic designers and content experts to develop educational materials that have clear learning outcomes and are designed to be engaging and support adult learning principles. The educational designer develops a storyboard which provides the guide for production. The focus is on creating an authentic learning environment, and the educational designer determines how this is best achieved, for example through video, photographs, or interactive activities or a combination of all of these. All learning resources include some form of assessment which is designed to reinforce the learning.

E-learning



Responsibilities

- > Conversion of the educational design into Internet-based resources.
- > Development of interactive elements including assessment.
- > Development and maintenance of systems to support the online resources (e.g. databases).

Our team of experienced multimedia developers work closely with the graphic designers and education designers and take the storyboard and transform it into an engaging, interactive online experience for users. They have developed, and continually update the Digital Media eLearning platform which provides web-based access to a range of courses. Digital Media eLearning platform enables tracking, certificates and reporting of course completions.

Digital Media has developed and hosts a wide range of courses at digitalmedia.sahealth.sa.gov.au. These include courses specifically for WCHN staff, as well as courses that are accessed across SA Health.



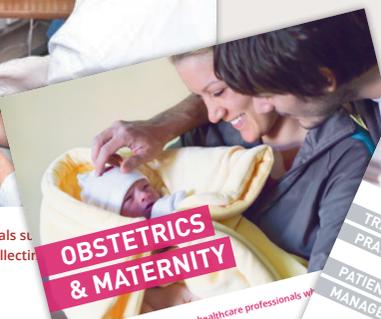
COLLECTING BLOOD SPECIMENS

Free eLearning course for healthcare professionals such as and venepuncture nurses whose main role is collecting other blood samples.

Aims
This course will increase your knowledge of the correct procedures for patient identification, specimen collection and labelling in order to prevent transfusion reactions due to identification and labelling errors.

Assessment & CPD
Includes online assessment, and a certificate for continuing professional development (CPD) points.

Content
Course content is based on recommendations and guidelines by the Australian and New Zealand Society of Blood Transfusion (ANZSBT). This is a short course designed for phlebotomists and venepuncture nurses whose only role in the transfusion is collecting blood specimens. It also prescribes transfusion, and or monitor patients during a transfusion you should complete Transfusion Practice (CTP) course includes this module on blood specimens.



OBSTETRICS & MATERNITY

Free eLearning courses for healthcare professionals who work with pregnant women.

Aims
These courses will help you understand and apply blood management strategies in the care of pregnant women during the antepartum, intrapartum and postpartum periods.

Assessment & CPD
Includes online assessment, and a certificate for continuing professional development (CPD) points.



OUR COURSES

Free eLearning courses for health professionals
www.bloodsafelearning.org.au

TRANSFUSION PRACTICE
Clinical Transfusion Practice
Transporting Blood
Collecting Blood Specimens

PATIENT BLOOD MANAGEMENT
Patient Blood Management
Critical Bleeding
Periparturative
Critical Care
Medical
Obstetrics and Maternity
Iron Deficiency Anaemia
Neonatal and Paediatrics (available 2018)

BloodSafe
ELEARNING AUSTRALIA

www.bloodsafelearning.org.au



Clinical Transfusion Practice

- Introduction
- 1 Decision to transfuse
- 2 Pretransfusion samples
- Overview
- Mistakes
- Patient identification
- Specimen labelling
- Correct process
- Summary
- Assessment
- 3 Picking up blood
- 4 Administering blood
- 5 Transfusion reactions
- References

Specimen labelling

- Specimens for pretransfusion testing must:
- be collected into an unlabelled specimen container (prelabelling increases errors)
 - have patient identification details added immediately after blood is collected into the tube
 - be labelled at the patient's side
 - have date and time of collection written on the label
 - be signed by the collector confirming correct patient identification.

Specimen rejection
If the specimen and/or request form does not meet labelling guidelines the transfusion laboratory must discard the specimen.

All blood samples must be legibly labelled with these minimum details:



BloodSafe eLearning Australia

BloodSafe eLearning Australia is an award-winning, online education and training resource for health professionals in Australia.

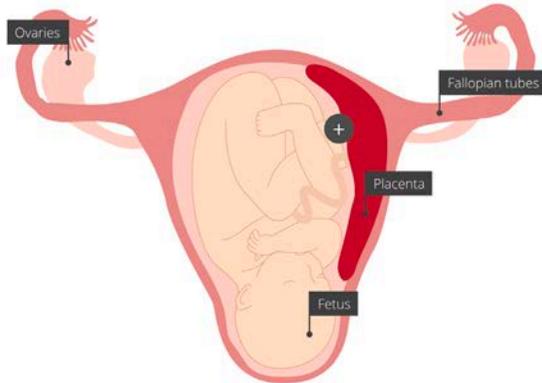
These courses provide knowledge of patient blood management and clinical transfusion practice that can be applied in the clinical setting to improve patient outcomes. All courses are based on published guidelines, evidence-based practice and expert opinion, and provide up to date information for health professionals.

- ×
- < PREV
- NEXT >
- Introduction
- Overview
- The uterus**
- The placenta
- Circulatory changes
- Iron needs in pregnancy
- Coagulation changes
- Third stage of labour
- Normal blood loss
- Estimating blood loss
- Postpartum haemoglobin and anaemia
- Summary
- Assessment
- References

The uterus

The uterus is a pear-shaped, muscular organ consisting predominantly of smooth muscle (the myometrium).¹ The myometrium is composed of an interlacing network of muscle fibres and connective tissue. Pituitary oxytocin and uterine prostaglandins are involved in the regulation of smooth muscle contractility.¹

Instruction Select the plus icon to see the muscle layers of the uterus.



Placental development is marked by extensive utero-placental implantation and maternal haemodynamic changes to allow the developing fetus maximal access to maternal nutrients. For example, uterine artery blood flow increases from 10–15 mL per minute before pregnancy to



References

Award winning transfusion practice and patient blood management education online

Latest News

Obstetrics and Maternity courses launched
Obstetric Haematology, Obstetric Blood Management and Postpartum Haemorrhage.
[read more...](#)

My Courses

Logout

Transfusion Practice Courses

Patient Blood Management Courses

Resource Centre

Courses are used by doctors, nurses, midwives and other health professionals from more than 1500 hospitals, universities and other organisations in Australia.

The program is based in the Centre for Education and Training and new courses are developed in partnership with Digital Media and educational designers. BloodSafe eLearning Australia is supported by all Australian governments, the National Blood Authority, the Australian Red Cross Blood Service and the Australian and New Zealand Society of Blood Transfusion. Courses are endorsed by professional colleges and societies, enabling learners to provide evidence of Continuing Professional Development (CPD) for their professional and specialist registration.

Evaluation of the program shows that BloodSafe elearning courses provide users with a consistent and reliable knowledge base that translates into changes to practice and improved patient outcomes.

'It is great to have such valuable information/seminar readily available without needing to spend money. While I was going through the registration process I was dreading the part where it will ask for payment method and it never came. Thank you BloodSafe! Keep up the good work!' 26 October 2016 Registered Nurse

'Probably the best online course I have done. The videos were great; I loved hearing the experts speak rather than having to read that in a block of text.' Registered Nurse and Midwife 20 March 2017

'[This is] a well written and comprehensive course that has been developed by people who are passionate about this topic. All people who are involved in transfusions should complete it.' Medical Consultant 1 February 2017



SA Health Award 2017: Improving Safety and Quality Award



WCHN Service Excellence Award 2017: Excellence in Teaching and Learning

Recognition and Awards

SA Health Award 2017: Improving Safety and Quality Award

- > Translating the National Safety and Quality Health Standards into Practice using Online Learning-Digital Media Team

WCHN Service Excellence Award 2017: Excellence in Teaching and Learning

- > Neonatal Resuscitation online Education- Trevor Cresp, Peter Bailes and Andy McPhee

International e-Learning Awards. 2017 Runner Up e-Learning Business Division.

- > BloodSafe E-Learning Australia

SA Nursing and Midwifery Award 2017: Excellence in Innovation in Education

- > Trudi Verrall

SA Nursing and Midwifery Award 2016: Excellence in Innovation in Education

- > Vanessa Tilbrook

SA Nursing and Midwifery Award 2015: Leadership: Present and Future

- > Elaine Bell

Learn X Foundation: Best e-learning Model 2015: Silver Certificate

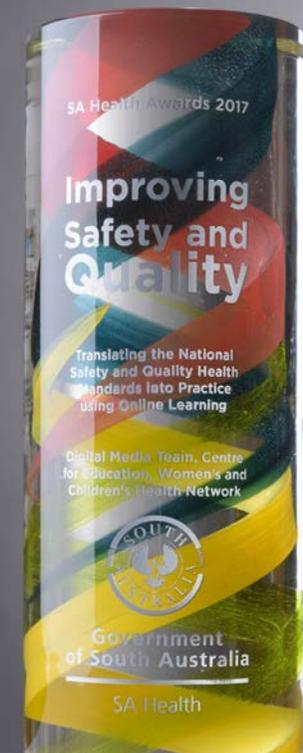
- > BloodSafe E- Learning Australia

WCHN Service Excellence Award 2015: Excellence in Teaching and Learning

- > Kylie Eddy, Robyn Brodie and Res Chanresmey

WCHN Service Excellence Award 2015: Translational Research

- > Danni Boyd Turner



WCHN Service Excellence Award 2015: Innovation in Practice

- > Vanessa Tilbrook

International e-Learning Awards. 2015: Honourable mention e-Learning Business Division.

- > BloodSafe E- Learning Australia

SA Nursing and Midwifery Award 2014: Education

- > Jayne Hartwig

The Australian Institute of Medical and Biological Illustration: Best Overall Video and Gold Award 2012

- > You are in good hands – Christopher Sprod

WCHN Service Excellence Award 2012: Excellence in Research, Innovation and Change

- > Healthy Kids Check e-learning for Practice Nurses – Digital Media Team

SA Health Award 2012: Minister's Innovation Award

- > Learning Together – Richard Sprod

SA Premier's Nursing and Midwifery Scholarship 2012

- > Jayne Hartwig

Premier's Award for Excellence in the Public Sector 2011: Improving Wellbeing Category

- > Bloodsafe E-Learning Australia, Children, Youth and Women's Health Service and Blood Organ and Tissue Program, SA Health

Australian and New Zealand Mental Health Service Achievement Award 2011

- > Keeping Families and Children in Mind AICAFMA

SA Health Award 2009: Research/education in patient safety

- > BloodSafe E-Learning Project David Peterson

CYWHS Service Excellence Award 2009: Excellence in Service Provision (non patient care)

- > Fire Safety Training Online – Digital Media

CYWHS Service Excellence Award 2007: Teaching and Innovation

- > Oncology elearning – Richard Sprod and Sandy Cleghorn

CYWHS Service Excellence Award 2007: Demonstrated Commitment to the Values of CYWHS

- > Vesna Petiq

For more information

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SA Health