CAREER PRACTITIONERS’ SEMINAR

NURSING
A SEAMLESS TRANSITION FROM LECTURE TO WARD

Dr Ian Mosley
Nursing at La Trobe University
Discover how our unique approach to nursing education provides students with a sense of place that fundamentally shapes the quality of their learning, ensuring they are better prepared for the realities of life as a Registered Nurse.
WHY STUDY NURSING AT LA TROBE?

We are ranked in the top 100 universities worldwide for nursing, according to the QS World University Rankings by Subject 2016.

We were the first university in Australia to offer university-level Nursing courses, commencing in 1974.

By studying with other health students in our common first year, our Nursing students learn how to work in cross-disciplinary healthcare teams.
Prior to the transfer of nursing education to the university sector, nurses were trained in a course of instruction in hospital nursing schools that awarded a certificate in general nursing.

- These courses were generally for a three-year period, and nurses were paid employees of the parent hospital.
- Hospitals awarded distinctive badges upon graduation.
In the late 1970s, the Royal College of Nursing Australia pioneered a course that became the Diploma of Applied Science (Nursing), awarded by the Lincoln Institute in Melbourne.

The Lincoln Institute of Health Sciences became the Faculty of Health Sciences, La Trobe University.

Nursing at La Trobe has an outstanding history and reputation for the quality of its education programs and graduates.

The first university-based nursing program in Victoria and one of the earliest in Australia.
Claire Carew, Bachelor of Nursing/Bachelor of Midwifery graduate

Claire works for Monash Health after graduating with a Bachelor of Nursing/Bachelor of Midwifery.

‘During my course I developed a range of skills and came to understand the team-based model of care that is fundamental in delivering health care to the community.

‘In my third year I was fortunate enough to go on exchange to Malmö University, Sweden. A highlight for me was the community placement, where we’d ride our bikes to patients’ houses doing home visits.

‘La Trobe provides Clinical Support Educators to every student whilst on placement. They provide outstanding support, and we have the opportunity to use them as clinical referees when we go for a job.

‘My clinical educator was able to give an accurate description of my work ethic, progress over the four years and suitability for the job I was applying for. I believe this was a significant contributing factor to me receiving my first preference job with Monash Health.’
DEMAND OF NURSES

- The young and very young
- Older and/or frail
- Whose social circumstances increases their risk of illness or poor health
- Chronic, long term conditions
- Who are nearing the end of their life
- Who care for sick or disabled relatives/friends
- Who have need of urgent or critical care, trauma, stroke, cardiac etc.
- Who need help to recover from illness or an accident, rehabilitation
- Undergoing investigations or treatment
- Who need to learn how to stay well or prevent their health deteriorating
- There is no one thing that nurses do
# CORE FIRST YEAR SUBJECTS

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<tr>
<th>Semester 1</th>
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<td>HBS1HBA</td>
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<td>HBS1HBB</td>
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<tr>
<td>Human biosciences A</td>
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<td>Human biosciences B</td>
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<td>HLT1RAE</td>
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<tr>
<td>Introduction to professional practice &amp; profession mentoring</td>
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<td>Research &amp; evidence in practice &amp; profession mentoring</td>
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<td>PHE1IDH</td>
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<td>Individual determinants of health</td>
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<td>Social determinants of health</td>
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<td>NSG1INA</td>
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<td>NSG1NAM</td>
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<tr>
<td>Introduction to nursing assessment (Clinical placement)</td>
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<td>Nursing assessment and management (Clinical placement)</td>
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<td>NSG2NMR Nursing &amp; Midwifery research</td>
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<td>NSG2IIH Indigenous and intercultural health</td>
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<td>NSG2ELE</td>
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<td>NSG2IIH Indigenous and intercultural health</td>
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<tr>
<td>1. Transitions in Dementia Care NSG2TDC</td>
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<td>Nursing patients with a chronic illness Clinical placement (80 hours)</td>
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<td>2. Health Care Ethics and Law NSG2HEL</td>
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<td>3. Education in Health Professional Practice NSG2EHP</td>
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<td>Nursing patients with a chronic illness Clinical placement (80 hours)</td>
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<td>4. International and Clinical Elective for Nursing and Midwifery NSG3CEL</td>
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<tr>
<td>NSG2ANA Nursing patient with an acute illness A Clinical placement (80 hours)</td>
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<td>NSG2ANB Nursing patient with an acute illness B Clinical placement (120) hours</td>
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<tr>
<td>Nursing health priorities A</td>
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<td>Nursing health priorities B</td>
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# THIRD YEAR SUBJECTS

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<th>Semester 2</th>
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<tr>
<td>NSG3TCN Nursing patients in a time Critical Context Clinical placement (80 hours)</td>
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<td>NSG3EPN Engagement in professional nursing</td>
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<tr>
<td>Nursing mental health and illness Clinical placement (120 hours)</td>
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<td>NSG3PHN Primary health care nursing Clinical placement (80 hours)</td>
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<td>NSG3NCR Nursing consolidating reflective clinical practice Clinical placement (200 hours)</td>
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Mentor Program

- Nursing and Midwifery Students will participate in the Profession Mentor Program
- Conference Day to discuss issues of importance to professional nursing and midwifery practice
- An opportunity to consider what nursing/midwifery or other professional practice roles contribute and how you develop your skills, qualities and attributes to meet those expectations
- An opportunity to explore and discuss some of the personal and professional challenges that nursing/midwifery present
PATHWAYS

- **Bachelor of Nursing (HBN)**: 3 years full time study
- Graduate Entry (HBNGE): 2 years full time study following a completed degree
- Enrolled Nurse Entry (HBNEN)
- 2 years full time study following a Certificate IV in Nursing (Enrolled Nurse)
- 18 Months full time study following a Diploma or Advanced Diploma in Nursing. AHPRA Registration required
- Transfer from Bachelor of Health Sciences following completion of common first year
- Mid Year Entry: Accelerated first year
OUR NURSING DEGREE

Double degree

- Bachelor of Nursing/Bachelor of Midwifery
- 4 years of full time study
Learning and Teaching Approaches for Professional Practice

Enquiry Based Learning
- In their workshops, students will be involved in a range of interesting and engaging EBL activities using authentic scenarios and clinical cases

*Teamwork is an attribute highly sought after by prospective employers.*

Blended Learning
- Includes online and *simulation activities*

Learning In Clinical Practice:
- In hospitals, in clinics, in care homes, in the community and in patients’ homes

Teacher led/facilitated learning
- Lectures, workshops and labs

Self- Directed learning
- *Utilising the library resources, Learning Management System, critical reflection in and on practice*
OUR NURSING DEGREE

Where will I learn?

Year 1
Melbourne Campus with 2 weeks of clinical placement

Year 2 and 3:
- Austin Health
- Alfred Health
- Northern Health
- Royal Melbourne Hospital
- Healthscope
- Partner organisations for specialist clinical practice

Why are clinical schools better?
High Performing Clinical Schools

Within a clinical school we have dedicated teaching space at The Alfred, Austin Health, Northern Health, Royal Melbourne, Mercy Health and The Women's.

During the final 2 years nursing students will be located at a Clinical School for classes, nursing labs and simulation sessions.

Classes are delivered by clinical experts who maintain their clinical roles within the acute setting.

Our hospital based labs and simulation centres provide students the opportunity to prepare for the hospital environment.

Students then undertake their clinical placement at their hospital, gaining vital experience and confidence within their clinical school environment.
Clinical supervision is provided by clinical nurses who also continue their clinical duties delivering patient care as well academic teaching.

Students become familiar with the location, physical environment, people, policies and procedures.

Clinical site orientation time is reduced.

While staff within the hospitals become familiar with our students.

This sense of place within the Clinical Schools drives student learning and their capacity to understand the clinical environment.

In turn driving the high employability rates of our students.
OUR NURSING DEGREE
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CAREER PRACTITIONERS’ SEMINAR

QUESTIONS?