



e-Bulletin

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From the Editor's Desk

With International Volunteer Day recently celebrated on Sunday 5th December 2021, I would like to thank those within the ANTS membership group who have donated their time and expertise throughout the year to support the workings of the organisation across each state and nationally. Your generosity certainly does not go unnoticed!

It has been a busy year with our hospital & health care services-based members supporting or preparing their nursing, midwifery, mental health & other stream clinical peers for the challenges that the COVID-19 Pandemic has brought our way. While those of you that are working for the VET or Tertiary Education Sector have faced a second year of juggling undergraduate & post graduate students and the learning challenges brought your way depending on what state you hail from. For those of you in the Armed Services – thank you for your service.

If you have something of interest in your workplace to share, feedback from your attendance at a conference or study day or other activity, please write a short paragraph or more and send through for inclusion in the E-Bulletin to our email – kathryn.geisler@health.qld.gov.au. For example, how has your Education Team or Faculty adapted to the challenge of the past 18 months to serve your communities; are you conducting any research that would be of interest to your education peers across Australia? We would love to share your stories. **The submission deadline for Autumn issue is Tuesday the 15th February 2022.** We would also appreciate your feedback on this version of the e-Bulletin and what you would like to see included in the future. Many thanks to this edition's contributors: Julia, Dianna, Patricia, Jackson Creina & Beth.

For those of you that celebrated Hanukkah from the – 29th November to – 6th December 2021, hoping it was a rewarding commemoration. Wishing you all a happy and safe festive season whether you are working or relaxing with family and friends. And of course, Happy New Year. Hopefully 2022 brings us different challenges.



Kathryn Geisler – Nurse Educator | RN, RM, IPN
Sunshine Coast Hospital & Health Service – ANTS e-Bulletin Editor

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Membership Report

Our membership fees remain very modest. (If you have a colleague that might be interested in joining please refer to the last pages of the e-Bulletin for the Application form).



Stuart Taylor - ANTS Administrator

Image source https://www.pexels.com/photo/background-celebrate-celebration-christian-1552643/?cf_chl_captcha_tk=NGTxXURM9ZG3MHYs6jw3a7nPSKbMQxmM.F28Ev2YpEU-1638883132-0-gaNycGzNBn0

What's Happening



CoNNMO:

The Coalition of National Nursing & Midwifery Organisations (CoNNMO) is made up of 58 national Nursing and Midwifery organisations in an alliance to work collectively to advance the nursing and midwifery profession to improve health care.

The Coalition represents the national interest of nurses and midwives in all sectors of the health profession and comprise specialist national nursing and midwifery organisations from many different areas of practice. With primary funding support from the Australian Government Department of Health, the Coalition meets twice a year.

Latest News links from the CoNNMO site:

NMBA News: November 2021

The Nursing and Midwifery Board of Australia newsletter with important information relevant to regulation and professional practice of nursing and midwifery in Australia. [View here](#) or @ URL link: [Nursing and Midwifery Board of Australia - November 2021 \(nursingmidwiferyboard.gov.au\)](https://nursingmidwiferyboard.gov.au)

Australian Commission on Safety and Quality in Health Care: Spring 2021

A quarterly newsletter from the Australian Commission on Safety and Quality in Health Care. [View here](#) or @ URL link: <https://createsend.com/t/j-A42C0E12FA8683532540EF23F30FEDED>

Chief Nursing and Midwifery Officer News: August 2021

A message from the Chief Nursing and Midwifery Officer, Alison McMillan. [View here](#) or @ URL link: <https://www.health.gov.au/funnelback/search?query=message%20from%20chief%20nursing%20and%20midwifery%20officer>

Codes of Conduct and Codes of Ethics

The Codes of conduct for nurses and midwives and the Codes of ethics for nurses and midwives are available on the NMBA website. [View here](#) or @ URL link: <https://www.nursingmidwiferyboard.gov.au/codes-guidelines-statements/professional-standards.aspx>

CONNMO Information Source: [Home \(connmo.org.au\)](https://connmo.org.au)

Educator Standards Review

The current Australian Nurse Teacher Professional Practice Standards are located via the ANTS Home page – main menu or



https://ants.org.au/ants/pluginfile.php/2208/mod_resource/content/11/ANTS%20revised%20OPPS%208apr10b.pdf for your reference.

Australasian Nurse Educators Conference - 2022

Our New Zealand colleagues will now run their Australasian Nurse Educators Conference in 2022. Keep an eye out for more information.

National Nursing Education Conference (NNEC) – 6th – 9th June 2023

We are calling for nominations for the conference planning committee. You can register your interest via the AGM website - [ANTS NNEC 2023 Committee Nomination Register](#). We will distribute the Conference Flyer when we have more details to share.

Australian College of Nursing

We continue to maintain an affiliation with ACN which continues to provide tangible and intangible benefits to ANTS members



including ACN members discounts. The ACN website can be accessed at: <https://neo.acn.edu.au/home>. If you are not a member there are several webinars that are run by the ACN at no cost to participants throughout the year on a diverse range of topics – check out NEO you might find something of interest.

Accessing the ANTS Web site

Forgotten your username or password? The link will allow you to search by username (generally this will be firstname.lastname - note the dot) or search by email address (this is your registered email address, i.e. it is the one you receive forum posts). You will need access to your registered email address to reset your password. If you have difficulty logging in please ...

Stuart Taylor for assistance at office@ants.org.au

Contributed Articles

TAKE 5 – Student Safety – Sunshine Coast Hospital & Health Service

Julia Stewart – Manager~Nurse Educator
Undergraduate Coordinator – SCHHS
sc.student.hub@health.qld.gov.au

Nursing students have reported feeling overwhelmed whilst on placement which can lead to unsafe practice and impacting on patient safety.

Patient safety, staff support, and student experience is integral to all students' placements within the Sunshine Coast Hospital and Health Service (SCHHS). The TAKE 5 initiative was developed and successfully implemented to support students and staff as part of the Collaborative Learning in Practice (CLiP) nursing/midwifery placement model.

The TAKE 5 initiative aims to support nursing students that are on placement within the SCHHS who need to stop, step away and take time to reflect on some of the following to ensure safe practice, patient safety and their own wellbeing:

1. Patient safety¹

Patient safety is the prevention of harm to patients through care delivery that

- Prevents errors
- Learns from the errors that do occur

- Culture of safety that involves patients, health care professionals, students, and the organisation

Student Safety



Stop, step away, take time.



Image: Student Safety – Take 5 Card (Contributed) - Copyright SCHHS, (October) 2019

2. Scope of Practice

At all times, student nurses should demonstrate that they have the knowledge, skills and abilities necessary to perform a specific task/nursing intervention. Student nurses must also adhere to their education providers scope of practice, and should there be discrepancy, the lesser scope should be followed. It is the student nurse's responsibility to be accountable for their actions and ensure they are working within the appropriate scope of practice.

3. Seek Clarification

In communication, clarification involves offering back to the buddy/preceptor the essential meaning, as understood by the student, of what they have just said. Thereby checking that the students understanding is correct and resolving any areas of confusion or misunderstanding leading to unsafe practice.

4. Wellbeing

Is the state of being comfortable, healthy and happy. We want to focus on the four dimensions of wellbeing to support students whilst on placement– mental, social, financial and physical for students.

5. Communication

The importance of communication in providing safe and quality healthcare is evident from research and clinical practice. This is a key element that students should feel empowered to deliver in a safe manner that is supported by their buddy/preceptor.

Response from nursing students that have implemented TAKE 5 is that they feel empowered to be able to acknowledge that they are feeling unsafe and have a support mechanism to ensure patient safety and their own

Reference:

1. Patient Safety and Quality: An Evidence – Based Handbook for Nurses (2016). Defining patient safety and Quality Care, Chapter 1, NCBI

Reflections of a Registered Nurse Immuniser / Educator in Regional Victoria

Dianna Burr - FACN, Nurse Immuniser (NI), Registered Nurse (RN), Education Consultant

It's August 2021 and I am exactly where I imagined I'd like to be when last year, in April 2020, I made the decision to be a part of the Covid-19 solution. Back then I was working from home, teaching nursing over Zoom, and I engaged with one of the regular Wednesday evening ACN Sydney region seminars on Covid. The mood was a feeling of helplessness, as we shared stories of anxiety, frustration and fear dealing with Covid and managing our new look workplaces of screens and slippers. I could see the day when a vaccine would become available, and everyone would need it in order to get back to normal freedoms, and so I enrolled in the ACN Nurse Immunisers Course to become a nurse immuniser in my community. I am now employed part time as a NI/RN (Nurse Immunizer Registered Nurse) in my local Public Health Unit Vaccination Clinic. I also provide the on-boarding orientation and training for new staff, and staff for our region sub-hubs.

Our workplace is an ex-supermarket which has been converted from a large cavernous space once filled with aisles and

checkouts to a bustling community of healthcare staff occupying workstations, inhabiting pods, and marshalling clients.



Photograph. Dianna in full PPE
(Contributed)

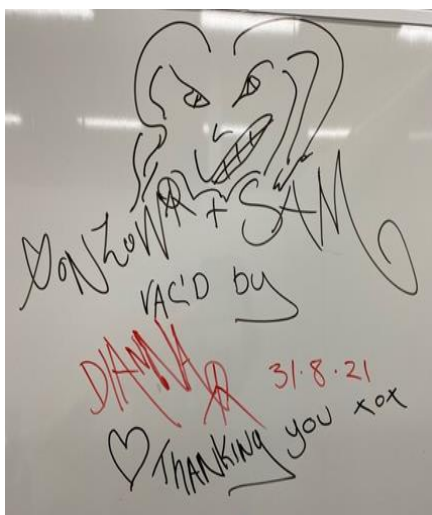
It is noisy and busy, our 36 pods are minimalist, made from pre-fabricated materials coated with a smooth white-board type finish, which we use for information sharing for staff and clients, such as second dose appointment dates, updates to eligibility, and we personalise and decorate our pods with our name which we clean off at the end of every day. We start the day preparing for clients to attend from 08:30 six days a week, finishing at 5pm weekdays, and 4.30pm on Saturdays, and 8pm on Fridays as more vaccine supply becomes available. The team is led by a NUM, and ANUM Team Leaders managing the day-to-day activities. Our immunisers are RNs, ENs, and RN/NIs with AINs and admin staff as support workers. We have an RMO onsite, a security team present at all times, and a team of concierges managing crowd control. The heart of the unit is the pharmacy where we have a full-time pharmacist managing our vaccine supply and cold chain monitoring and management. We roster staff from 0800 to prepare the vaccines - a never ending job throughout the day, until our final clients are checked into the clinic. We are now expert at stock management and ensuring no wastage of vaccine occurs. Our clients vary all the time and are determined by the changing eligibility criteria.

Communication is a challenge, with changes to our work practices occurring regularly and often. The changes relate to client eligibility for vaccine type, and information about emerging side effects for screening clients. Almost all staff in our clinic are part time or casual, with very few full-time staff, so it is critical to catch up with all or any changes to work practices that occur on days off. We have regular team catch-ups to share updates, and our whiteboard walls carry the latest information. As the vaccine roll-out has progressed, so the eligibility criteria changes, and we have to make sure we are giving the correct vaccine to the correct cohort according to the current government guidelines. The vaccine management system we use is state based and does not always contain information relevant to clients from outside Victoria which is a challenge when we are a border-based facility. Having a team checking the



Australian Immunisation Register for each client provides the evidence we need in determining correct medication for the correct client at the correct time. Our clients can be challenging at times due to a range of reasons, anxiety and needle phobia are very common, and there is always the risk of anaphylaxis occurring, although our screening methods aim to pre identify high risk patients. We have capacity to manage people with disabilities and their carers, as well as CALD communities. We regularly access the official interpreter service when we need to, in order to gain informed consent from our CALD clients. The fluid situation regarding Covid outbreaks is challenging too, as the infection control status changes regularly to reflect the current risk. Working a full shift in P2 masks and visors makes it challenging, physically, and when communicating and assessing the myriad health screening questions, explaining the vaccine side effects and risks, as we have to speak louder and enunciate more clearly and slowly, to gain understanding, and for those clients who rely on lip reading to supplement their hearing deficit, it is even harder.

When we first started in our current work environment, we trialled different ways of streamlining our services and over the past six months we have made a number of changes to ensure primarily the safety of the public is preserved at all times. Those changes include managing crowd control, crowd flow through management, ongoing bookings for second doses, and medication preparation practices for vaccine management. Our work is rewarding, especially when we are able to reassure and inform the public about Covid vaccines and the benefits and educate them in a way they understand that vaccination is safe, and critical in protecting themselves, their loved ones, and the community from this deadly and debilitating virus.



Photograph: 2. Artwork from a satisfied customer (Contributed)

Being an RN with a substantial background in nursing education, I like to describe our work as another example of Medication Administration 101 - we utilize the Rights of Medication Administration as the basis of our role - the right person receives

the right dose of the right medication at the right time via the right route for the right reasons followed by the right documentation, and they have the right to refuse as it is a voluntary procedure. The best advice I can give those who are working in or considering working in this environment is to embrace flexibility, and patience, because although many elements of the role are repetitive, no two days are ever the same. When vaccinating members of the public, their level of health literacy and knowledge around vaccines and the virus varies greatly. Taking time to clearly explain the possible side effects of TTS relating to Astra Zeneca (thrombosis with thrombocytopenia syndrome) and pericarditis, myocarditis relating to Pfizer helps reassure clients and calm anxieties caused by misinformation. It is also critical to practice self-care and take the time to have proper breaks and stay hydrated, because wearing the P2 mask and visor for long periods of time is uncomfortable and tough.

Our team copes well, as we share the common goal of vaccinating our way to a safe and normal life again sometime in the future, but some days are challenging, especially when clients become argumentative and demanding when they don't fit certain eligibility criteria for vaccines. Our wellness team regularly brings 'treats' to thank us for our work, mostly on days when we break our vaccination record for highest numbers per day. Cross-border issues can be stressful too, with staff travel movements being monitored by police patrols checking work permits, delaying travel to work time. And hearing of Covid outbreaks getting closer to our Covid-free regional community is very stressful, as we can only hope that people attending for vaccination are being honest when completing their check-in attestation process. Like all nurses and healthcare professionals we are at risk of burnout or carer stress in some way or another, with the specter of Covid ever-present and the risks associated with potential community spread infection into the clinic and then our homes hanging over us at all times. We know how evil this virus is and how it seeks out the vulnerable, and ill-informed. We work hard to protect the public.

Nurses are exhausted, and generally feel undervalued - we need a major overhaul of work practices that see structured succession planning, we need employers to recognize that staff must be supported better in terms of working conditions, so that facilities can attract and retain nurses rather than over-use them and then lose them. Closer relationships with nurse education providers are essential so that stakeholders have a true understanding of the challenges being faced in clinical areas and students can be more appropriately prepared for the reality of

nursing rather than the ideal. Fundamental to working or training as a nurse should include learning self-care strategies to use at work, as well as the importance of making time for self-care during work, so that nurses learn how to manage the inherent stressors of the caring profession. Creative solutions around break times can be easily adopted into current work environments. One day I want to see my ideal workplace for nurses, one that has subsidized onsite childcare, a gym, a pool, healthy eating venues and massage facilities 24/7. Now that is what I call a magnet employer, staff would be on a waiting list to work there.

It is now November 2021, and our state has reached over 90% fully 'vaccinated' – the numbers attending our clinic have substantially reduced, and I will move on now our work is done here.

It has been an amazing experience, at times challenging, but mostly uplifting and rewarding. We move into the next phase, of boosters, and living with the virus, and appreciating time spent with loved ones.

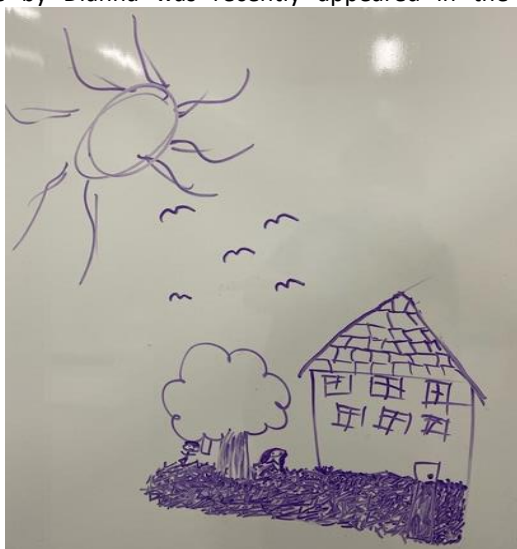
Photograph: 3. Artwork from a customer's child waiting patiently

A similar article by Dianna was recently appeared in the Australian

College of Nursing's – "the hive" #35 Spring 2021: 22-23 .

For ANTS & ACN members it can be read at:

the-hive-35-spring-2021.pdf
(acn.edu.au)



Promoting a culture of academic integrity at Griffith College with academic skills training - Case Study

Patricia Jones

Registered Nurse / Program Convenor Diploma of Health Care
– Griffith College, Queensland

Original Article by Oxford University Press & Epigeum, 2021
(Permission granted to reproduce)

Background

Located within the Griffith University Southport (Gold Coast) and Mt Gravatt (Brisbane) Campuses, Griffith College is embedded within the Griffith University community. It offers students an opportunity for entry to higher degree programs, with extra support and services available for each student to succeed.

Griffith College is committed to ensuring an easy transition from college to university and believes that all people, no matter their background, have the potential to excel when given the appropriate tools and support to do so. As part of this commitment, skills such as academic writing, referencing, and essay planning are taught at the start of the first trimester to support students with their further studies at college and beyond.

Implementation

Griffith College started using Epigeum's online training course Academic Integrity in 2019, but 2021 has seen Griffith College's Academic Skills Course reimagined after a college-wide review. The new course combines three of the five online student-facing modules from Epigeum's Academic Integrity, which students are expected to complete in their own time, with in-person classes. The three modules are hosted on Griffith College's Virtual Learning Environment, allowing students to access the modules week-by-week. Subject lecturers teach the in-person classes, enabling the course to be tailored towards each discipline's needs, whether Health Care or IT.

For this case study, we spoke to Patricia Jones, Program Convenor Diploma of Health Care at Griffith College who has been directly involved in the development and implementation of the new structure and increased focus on Epigeum's Academic Integrity modules to support this course.

"The course aims to enable students to develop academic writing skills along with the relevant academic language. The course consists of three main areas, which are interwoven throughout the trimester. Learning is maximised by ensuring that basic skills are consolidated before more advanced skills are introduced."

The first area covers general learning skills relevant to a university and a professional context providing the important



factor of future relevance and the immediate need of students to link to the programme of study that they choose, such as Nursing. It includes skills related to academic integrity, individual learning approaches and strategies and analytical and critical thinking.

The second area focuses on skills required to extend students' learning beyond lectures and textbooks. Students will learn how to recognize different types of texts, search databases, understand the production of research, read the literature analytically and critically, and apply knowledge to 'real world' contexts.

The third area is concerned with the skills students require to learn how to 'own their work' and display information in the most effective manner. Among the written skills addressed are citation and referencing skills, paragraphing, developing an argument, and using literature to support an argument.

The Academic Skills Course is a requirement for all students at the college, however it does not contribute towards students' final grades. The first trimester is front-loaded with the Academic Skills course, which provides a guide to studying with integrity, emphasizing the positive values, skills, and behaviour necessary throughout their studies and post-graduation. The course eventually tapers off towards the end of the trimester, before exams begin. This sets students up for success, providing a solid foundation of skills to support students to do well in their exams and assignments.

(Photograph from original article)

Staff are also required to take the 5 staff-facing modules of Academic Integrity. This ensures that every member of the university community, both staff and students, is on the same page regarding what constitutes best academic practice in their role. The staff course is set up on a dedicated site for staff alongside PowerPoints, FAQs and policies around academic integrity.

Patricia believes there are several benefits for staff: "The availability of a dedicated person that all staff can approach with questions on any academic integrity issue from simple things such as how to process a breach, is it a breach, and what penalty they should apply, is incredibly beneficial. Staff can access support in a timely manner and not simply be advised to read the Policy or go to the site." Importantly, Patricia is well known and is a teacher and programme convener, so has the same

interactions as other staff with the students and the Policies that Griffith College uses.

The Academic Integrity Matters site is an inclusive area where information can be found, and staff can engage on a Padlet to ask questions or provide articles of interest.

These two key elements of a dedicated site and person provide a very real, active and focused approach to making academic integrity a positive part of a student's journey. It is a topic that teachers can discuss openly with the knowledge that there are simple processes in place for teachers and administration staff to manage all aspects of AI.

Outcomes

While it is still early days, Griffith College has seen a decline in integrity breaches in Trimester 1 of 2021 compared to the same trimester in 2020 down from 6.7% to 2.9%. Breaches could be anything from cheating on exams – such as copying and pasting answers from the internet – to poor referencing and collusion. Occasionally, students aren't even aware they are in breach, and Griffith College always aims to take an educative response to any such violations. Patricia acknowledges this decline in breaches is due to both the Academic Skills course and the engagement with academic integrity from both students and staff members.

Griffith College provides a yearlong pathway into various university courses. Patricia believes learning about Academic Integrity sets students up for future success, which is proven by students attaining the same, or even surpassing, the academic achievements of those who have taken pathways straight into university.

"I feel that after completing the modules, staff are better informed and have current knowledge on all aspects of academic integrity and can make more informed judgments with a focus on understanding the student's perspective and cultural factors that impact on integrity. Of course, my "rose tinted glasses" do know that sometimes students simply cheat, and this is when firm penalties are needed but always in conjunction with a student interview."

You can find out more about Academic Integrity and how it can support a consistent and unified approach to integrity training at your institution by contacting: www.epigeum.com
epigeum@oup.com





Nurse Break

Jackson Heilberg

Registered Nurse / BA, BSc, MNP, RN, MACN
Founder | The Nurse Break



Jackson Heilberg is a Registered Nurse working across Australia, but currently residing in the Northern Territory. He created The Nurse Break in early 2019 and it has gone strength to strength, connecting, empowering and inspiring nurses, midwives and students across Australia.

Photograph: Jackson Heilberg - RN (Contributed)

Why I created The Nurse Break

The Nurse Break is something I started when I was still studying nursing. I was meeting lots of interesting nurses from different areas and wanted to share their stories. I was meeting incredible nurse educators from The Alfred Hospital in Melbourne who were incredibly engaged in our learning as students and challenged us to delve deeper into our understanding of the patient conditions we were looking after.

Another consideration was that nurses make up the majority of health professionals, yet are often the silent majority, so I wanted to create a platform to allow for sharing of experience and breaking down of public and societal misconceptions about the diverse role of a nurse. We work in multi-disciplinary teams, yet often are poorly informed about the context within which our colleagues work, so it's all about breaking down barriers!

Check out The Nurse Break [here](#)



Image: from the Nurse Break Web site

Nurse Educators

The Nurse Break interviews in written and video format, nurses and other health professionals from every field and all levels of experience across Australia. This includes: Students and Graduates through to Nurse Practitioners, Nurse Executives and CEO's through to Researchers and Educators.

Nurse Educators are central to the development and advancement of our future generation of clinicians. It's important that we capture their experiences, advice and learnings so that we can collectively improve our practice as educators. It's great to see organizations such as ANTS providing a community for nurse teachers and educators. Some recent nurse educators I have interviewed that I recommend you check out include:

- ♥ [Cardiac Nurse Educator Matthew Derbyshire](#)
- ♥ [ICU Nurse Educator Rachel Longhurst](#)
- ♥ [Senior Lecturer in Nursing Ashton Kline](#)
- ♥ [Senior Nurse Leader and Educator Elizabeth \(Matters\) Tollenaere \(FACN\)](#)
- ♥ [Perioperative Nurse Educator Michael Visser](#)
- ♥ [Midwifery Educator Mary Lucas](#)

Growth and the End Goal

The Nurse Break has grown exponentially becoming incredibly popular and trusted amongst nurses and students, organizations and universities alike. We have collaborated with amazing people and health services including major health services, Doctor Without Borders, Flight Retrieval organizations such as Royal Flying Doctors Service and much more. Our website has had hundreds of thousands of hits. We can now be found on all major social media platforms, and encourage all nurses and students to join our active private [FB group](#) to network and ask questions amongst colleagues. We are also on LinkedIn, Youtube, Spotify, Instagram and Twitter.

As long as we focus on empowering, connecting and inspiring nurses then The Nurse Break is achieving its goal while keeping all content free and open access.

Reach out

If you'd like to get involved with [The Nurse Break](#) either by contributing in an interview or article, collaborating or something else please reach out to Jackson at hello@thenursebreak.org



Time for a refresh? 10 tips for effective and engaging educational videos

Beth Pierce – Lecturer - Griffith University
Creina Mitchell – Adjunct Senior Lecturer - Griffith University

Moving into a new year, many nurse educators consider ways to refresh their teaching materials and approaches. Repackaging learning into concise engaging videos is one way to enhance learning.

Why videos?

Brame (2016) contends that videos are important educational tools, which can enhance preparation for and engagement with learning. Videos can:

- prepare learners for face-to-face engagement
- explain difficult or tricky-to-visualise concepts
- summarise concepts before, during or after learning
- unpack assessments\

Photograph source: <https://www.pngall.com/wp-content/uploads/2016/05/Video-Camera-Free-PNG-Image.png>

10 tips for creating effective and engaging video:

According to Brame (2016), educators can maximise a video's utility by considering three main elements: cognitive load, student engagement and active learning. With this in mind, here are 10 tips for creating effective videos:

1. Keep videos short – no more than 6 - 9 minutes.
2. Use conversational language and place the learner in the conversation. For example, use statement like *'your assessment'* instead of *'the assessment'*.
3. Personalise the videos and create a connection with learners by using 'I'. For example, *'I really love this model. It puts all the concepts together'* or *'I want to stress the importance of...'*
4. Speak reasonably quickly and with enthusiasm.
5. Avoid background music during voice-overs and avoid busy backgrounds – keep visuals clean!



6. Use *signalling* to highlight key info through the video. For example, present key words on the screen.
7. Use *segmenting* to chunk information into major concepts. Try changing the background colour between major concepts.
8. Introduce the video with text that explains the purpose of the video. For example, explain that *'watching this video will assist you to...'*
9. Use guiding questions to give learners a focus. For example, at the beginning of the video, state *'while watching this video consider the following questions...'*
10. Add follow-up questions after a video to reinforce understanding, such as multiple-choice questions, hide-and-reveals, true/false, reflective questions... online tools like H5P and Padlets are great for creating these!

(Tips assembled from Brame, 2016 and Gau et al., 2014)

How to create?

Videos can be formatted and created in many ways, including slides with voice-overs (can then convert to mp4 or upload to YouTube), the educator as a 'talking head' and also animations (cartoon or whiteboard animation).

Many online programs (most free/free trial with sign-up) can assist with video creation including:

- Powtoons and Moovly (animation, images, sound)
- Videoscribe (whiteboard animation)
- Camtasia and Teams (voice over/floating head imposed over slides).

Further info?

These two resources are excellent reads around education video creation:

Brame, C. J. (2016). Effective educational videos: Principles and guidelines for maximizing student learning from video content. *CBE—Life Sciences Education*, 15(4), es6.

Guo, P. J., Kim, J., & Rubin, R. (2014, March). How video production affects student engagement: An empirical study of MOOC videos. In *Proceedings of the first ACM conference on Learning@ scale conference* (pp. 41 - 50).





Council of Deans of Nursing and Midwifery (CDNM) YouTube Channel



The CDNM has recently launched a YouTube channel. They are producing a range of CDNM content, webinars and recordings available for educators and any interested nurse or midwife.

The latest webinar event shares the findings and recommendations of a comprehensive report exploring clinical placement for nursing students, 'Entry to Practice Programs in Nursing: Contributions to Learning, Direct Patient Care & Health Systems'.

"This special launch event provides critical insights into the current state of work-integrated learning practices for nursing students and will offer potential roadmaps towards a clinical placement experience that not only improves student learning outcomes, but also advances student contributions to health service delivery."

For those that missed this webinar it can be accessed via <https://youtu.be/W8XINI6VjxA>

Dr Christine Taylor - ANTS National Treasurer
Senior Lecturer | Deputy Director, NSW Centre for Evidence-Based Health Care: A Joanna Briggs Institute Affiliated Group
School of Nursing and Midwifery
Western Sydney University



Photograph source: <https://www.pngall.com/wp-content/uploads/4/Cafe-Coffee-PNG-Free-Download.png>

Supporting clinicians at the Point of Care

Kathryn Geisler – Nurse Educator | RN, RM, IPN
Sunshine Coast Hospital & Health Service – ANTS e-Bulletin
On behalf of the SCHHS Nursing & Midwifery Practice Development Team
Editor

With the rapid growth of the Sunshine Coast Hospital & Health Service in over the past 5 years the Sunshine Coast Hospital & Health Service (SCHHS) the Nursing and Midwifery Practice Development (NMPD) team conceptualised an innovative method to support clinical skills development at the point of care. The existing education and learning documents have evolved into a suite of Clinical Assessment Tools (CATs) [17], Coaching Tools (TOOLs) [59], Coaching Tips (TIPs) [33] and more recently Tutorials (TUTES) [19]. To support nursing and midwifery clinicians at the point of care. The NMPD, in collaboration with clinical experts, are using technologically enhanced learning (TEL) with the development of video-based TUTES that are embedded into the educational and assessment programmes across the SCHHS. "Technology Enhanced Learning (TEL) is used to describe the application of technology to teaching and learning¹".

Over the past 4 years the TUTE concept has moved into the clinical space providing education at the point of care. To date a total of 19 TUTES have been developed and embedded into the education and learning tools used by qualified nurses and midwives and their undergraduate colleagues. The use of TEL has allowed the NMPD team to support more clinicians than ever before at the bedside where it counts.

The reason for developing the TUTES was two-fold. Firstly, GEN Z (the oldest now turning 24 - 25). With those Gen Z-ers who have selected Nursing and Midwifery or both as their career path, known as digital integrators. They "are the most materially endowed, technological saturated, formally educated generation our world has ever seen²." Therefore, digitally based learning will play a large role in the education and training of these clinicians in the workplace as they are both comfortable with eLearning and more inclined to use it due to their familiarity with mobile devices.

Secondly, TUTES are accessible anywhere, anytime, that is, on the floor, in the lunchroom, at home, across all shifts and 7 days a week. TUTES enhance the teaching and learning paradigm by providing real time visual cues for the learner. Competence of our staff can be assessed by our Clinical Coaches, Nurse Educators, Associate Clinical Nurse Consultants and Clinical Nurse Consultants or Nurse~Midwifery Unit Managers. However, as with any Competence assessment these are against a moment in time and maintaining competence can sometimes mean that staff need to refresh prior to undertaking a task. This is especially true for our new graduates across nursing & midwifery and more recently newly recruited staff from the





Aged Care and Primary Care setting who have joined our team to assist us managing the demands of the COVID-19 Surge planning and provision of care across our 5 hospital campuses, numerous Community Health Centres and COVID-19 Fever and Vaccination Clinics.

Our TUTEs are designed to run for a maximum of 5-minutes and provide video graphic guided instruction in combination with CATs and TOOLS. This aligns with our Practice Development Methodology which our Clinical Coaches (clinically based educators at the bedside) utilise daily while teaching skills at the point of care, supporting their healthcare team towards a person-centred approach to care. TUTEs can be used by the interdisciplinary team to refresh and review procedures prior to undertaking them.



Image Source: <https://unsplash.com/s/photos/clinician-using-a-mobile>

TUTE development is highly governed and rigorously scrutinised by our clinical teams. Strict processes surround the development (storyboarding), and the final publication of TUTEs to the SCHHS Intranet with input from Clinical Leads, Infection Control, Educationalists within our team and our Instructional Designer who films and edits each production.

TUTEs are, once peer reviewed and endorsed for use are labelled with a QR™ Code which is embedded into the relevant CAT, TOOL or TIP. Our clinical peers can scan the code with their mobile device or directly access from the Intranet on a desktop device (via the provided link) and view the TUTE prior to undertaking a procedure if they feel the need to refresh on a particular skill. As a team we acknowledge that many staff and undergraduate students often download a physical copy of these documents so that they can review them while preparing the equipment for a procedure. Using the QR code™ allows them to multitask and what the TUTE at the same time as preparing for the procedure, this is another trait of the GEN Z learning style. Our local Intranet site tracks hits for all our educational support documents and TUTE views allowing the NMPD team to monitor use across the range of educational support products. We have had extremely positive feedback from a diverse range of users, including our partners from the University of the Sunshine Coast and TAFE Sunshine Coast.

In 2019, our team were State Finalists in the e-Health Awards for the use of TEL at the point of care.

1. Australian Catholic University. 2020. *What is Technology Enhanced Learning?* [What is Technology Enhanced Learning? - Staff - Australian Catholic University \(acu.edu.au\)](https://acu.edu.au/what-is-technology-enhanced-learning/)
2. McCrindle Research, 2021. Trends. [Trends - Generation Z](https://mccrindle.com.au/trends/)

Sim Cafe: Healthcare Simulation Podcast Features Expert Interviews

The [healthcare simulation](https://www.healthysimulation.com/) industry is constantly evolving, with new standards, best practices, and technologies arising each year. To help the clinical [simulation](https://www.healthysimulation.com/) community stay up-to-date on what others are seeing and experiencing across the field, Deb Tauber MSN, RN, CHSE, CEN, has founded “The Sim Café” podcast. Produced by the team at Innovative SimSolutions, these podcasts feature interviews with subject matter experts from across the globe to redefine clinical education and the use of healthcare simulation. What to know more? – if so, go to:

<https://www.healthysimulation.com/35324/sim-cafe-podcast/>

Here is a list of her current podcast episodes:

- ♥ **Episode 1:** Interview with Dr. Kim Leighton - Executive Director of Itqan Clinical Simulation and Innovation Center at Hamad Medical Corporation in Doha, Qatar
- ♥ **Episode 2:** Interview with Dr. Penni Watts - Assistant Director of the Office of Interprofessional Professional Curriculum and Associate Professor and the Director of Simulation at the UAB school of nursing in Birmingham, Alabama
- ♥ **Episode 3:** Interview with Dr. Andrew Bazakis - Clinical Associate Professor of Emergency Medicine at Central Michigan University, College of Medicine
- ♥ **Episode 4:** Interview with Lance Bailly - HealthySimulation.com Founder

Nursing & Midwifery Board- AHPRA Update

14 Sep 2021 - Registration fees frozen for 2021-22

The Nursing and Midwifery Board of Australia (NMBA) has announced the national registration fee for nurses and midwives for 2021-22. The NMBA has frozen the registration fee for nurses and midwives at \$180. The fee for nurses and midwives whose principal place of practice is New South Wales is also \$180. A full





fee schedule, including for NSW, is published on the [NMBA's website](#).

The NMBA's work to set and maintain the standards of the professions and support nurses and midwives to practise safely is funded by fees and the Board receives no ongoing government funding.

The NMBA is committed to keeping fees as low as possible, while meeting its regulatory obligations to protect the public. More information about the Board's work and the costs of regulation are available in the National Scheme's [Annual Reports](#).

Source: <https://www.nursingmidwiferyboard.gov.au/News/2021-09-14-registration-fees.aspx>

NMBA streamlines supervised practice for pandemic response

The NMBA have reduced the supervised practice documentation requirements so that registered nurses returning to the profession who haven't started supervised practice yet can join the pandemic response quickly. RNs who hold provisional or general registration with supervised practice conditions for re-entry to practice will receive an email from the NMBA and AHPRA about the changes. You can also view the [fact sheet](#).

Source:

<https://www.nursingmidwiferyboard.gov.au/News/Newsletters/November-2021.aspx#supervised>

Independent Accreditation Committee established

A new independent accreditation committee has been established by AHPRA in line with Health Ministers' policy direction issued earlier this year and as a key element of Health Ministers' response to the *Independent review of accreditation systems final report*.

The broad stakeholder membership of the committee will bring a wide range of perspectives to the new committee's work, recognizing the importance of professional and accreditation expertise as well as community, employer and education provider involvement.

Accreditation provides a framework for assuring that individuals seeking registration are suitably trained, qualified and competent to practise as health practitioners in Australia.

The new committee brings together a broad range of expertise that will help inform health practitioner education to support future workforce needs and protects the public. The





committee's terms of reference have been published on the [AHPRA website](#).

Members have been appointed for a three-year term and have been drawn from categories identified by the Health Council, with the addition of a member who identifies as Aboriginal and/or Torres Strait Islander.

Source:


<https://www.nursingmidwiferyboard.gov.au/News/Newsletters/November-2021.aspx#accreditation>

Keep in touch with the NMBA

-  Visit the [NMBA website](#) for registration standards, codes, guidelines and FAQs.
-  Lodge an [online enquiry form](#).
-  For registration enquiries, call 1300 419 495.
-  Address mail correspondence to: Adjunct Professor Veronica Casey AM, Chair, Nursing and Midwifery Board of Australia, GPO Box 9958, Melbourne, VIC 3001.

Practice UPDATE Resource


Presented by ELSEVIER



practice

UPDATE

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A summary of the most important, practice-relevant findings










Commentary on these findings to help put them into perspective





The contact us link for the practice UPDATE site is:
<https://service.elsevier.com/app/contact/supporthub/practice-update/>

Specialty topics available at this site include:

-  Benign Hematology
-  Cardiology
-  Clinical Dentistry
-  Dermatology
-  Diabetes
-  Eyecare
-  Gastroenterology
-  Neurology
-  Oncology
-  Primary Care
-  Respiratory Medicine
-  Urology

The joining link for the practice UPDATE site:
https://www.practiceupdate.com/welcome?elsca1=emc_acq_splty-all_v3_capri_20211124_T1&elsca2=email&elsca3=capri-all&elsca4=20211124_NONUS&elsca5=acquisition




Photograph
<https://unsplash.com/photos/Y-3Dt0us7e0>



Source:

Conferences & Workshops

FEBRUARY 2022

-  21st – 22nd - 2nd Digital Health Institute Summit - [Summit Digital Health Institute Summit](#)
-  21st – 24th - 2022 Tripartite Colorectal Meeting - Looking Forward, Looking After - Ma Muri Ki Muab - [2022 Tripartite Colorectal Meeting - ANMJ](#)


APRIL 2022

-  3RD – 6TH – 8TH International Nurse Education Conference NETNEP 2022 – Sitges, Barcelona, Spain - [International Nurse Education Conference \(elsevier.com\)](#)
-  27th – 29th - Australian & NZ Intensive Care Society/Australian College of Critical Care Nurses Annual Scientific Meeting - Harbouring Excellence in Intensive Care and Beyond - [ANZICS/ACCCN Intensive Care ASM | 27-29 April 2022 Sydney, NSW](#)

MAY 2022

-  17th - International Conference on Nurse Education and Training (ICNET) - Sydney, Australia / International Conference on Simulation in Nurse Education and Training (ICNSET) - Sydney, Australia
-  19th – 21st - ACORN Conference - [ACORN Conference \(May 2022\), Gold Coast Australia - Conference \(10times.com\)](#)
-  20th – 22nd - United in Compassion Australian Medicinal Cannabis Symposium - The New Frontier of Medicinal Cannabis Nursing - [2021 Symposium – UIC \(unitedincompassion.com.au\)](#)

JUNE 2022

-  6th – 8th – International Forum on Quality and Safety in Healthcare Conference - https://internationalforum.bmj.com/sydney/call-for-speakers/?utm_campaign=International%20Forums%202022&utm_medium=email&_hsmt=168469636&_hsenc=p2ANqtz-h1HRe1Toc6EWg7iJfjEQMUR2yMkMyBNv-L-o_CbkVrtKmDZwsOi_jCGNTn68s6NbteYEQsbuOn2wiQagiyYX9i8Jo7ILbl3-wRELX1XTt-w-KyQ&utm_content=168469636&utm_source=hs_email
-  16th – 18th - Renal Society of Australasia Annual Conference - Reaching for the Top: Equity in Kidney Care - [2022 annual conference - https://www.renalsociety.org/education/2022-conference/](#)
-  28th – 29th - Queensland Healthcare Week 2022 - Queensland Healthcare Week 2022 - [Queensland Healthcare Week 2022- Brisbane Showgrounds](#)

AUGUST 2022

-  30th - International Conference on Current Trends in Nursing Education (ICCTNE) - Sydney, Australia

SEPTEMBER 2022

-  14th - 16th - 9th Biennial International Australian & NZ Orthopaedic Nurses Association Conference - Resilience - Recovery – Restoration - ANZONA - Home





- 19th – 20th – 24th World Nursing Education Conference - Recommended Nursing Global Conferences (nursingconference.com)

DECEMBER 2022

- 2nd - [International Conference on Health and Nursing Education \(ICHNE\)](#) - Sydney, Australia

JANUARY 2023

- 28th - [International Conference on Simulation-Based Nursing Education \(ICSBNE\)](#) - Sydney, Australia

→ A comprehensive list of International Nurse Education related Conferences can be found at: [Nurse Education Conferences 2021/2022/2023 \(conferenceindex.org\)](http://Nurse Education Conferences 2021/2022/2023 (conferenceindex.org))

If you have a conference that you would like included in the ANTS e-Bulletin please let us know so we can spread the word.



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Upcoming Health Promotion Days & Weeks

February 2022

- 1st – 28th FebFast / Red Feb / Feel Good / Ovarian Cancer Awareness M'th International Childhood Heart Disease (CHD) Awareness Day / National Sustainable Living Festival Feeding Tube Awareness Week (date to be confirmed)
- 7th – 13th Tinnitus Awareness Week (date to be confirmed)
- 8th – 14th International Darwin Day
- 12th Sweetheart Day
- 12th – 14th Apology Anniversary
- 13th National Condom Day
- 14th V-DAY (date to be confirmed)
- 14th - 21st WA Sexual Health Awareness Week (date to be confirmed)
- 16th Feb to 16th March UnitingCare Pancake Day (date to be confirmed)
- 18th International Asperger's Day
- 20th World Day of Social Justice
- 21st International Mother Language Day
- 24 Teal Ribbon Day
- 28th Rare Diseases Day (date to be confirmed)
- Summer's Day

MARCH 2022

- 1st World Compliment Day

- 1st – 31st The Charge (NSW) / The Water Challenge / Jump to Cure Diabetes (date to be confirmed) / Bandaged Bear Appeal (NSW) / Into Yellow (Endometriosis) / National Epilepsy Awareness Month / Adenomyosis Awareness Month / Endometriosis Awareness Month / Hearing Awareness Week / World Glaucoma Week / World Salt Awareness Week (date to be confirmed) / International Women's Day / World's Greatest Shave (date to be confirmed) / World Plumbing Day / World Kidney Day (date to be confirmed) / Coeliac Awareness Week (date to be confirmed) / Kidney Health Week (date to be confirmed)
- 3rd – 9th
- 6th – 12th
- 7th – 13th
- 8th
- 10th – 14th
- 11th
- 13th – 20th
- 14th – 20th

APRIL 2022

- 2nd Go Blue for Autism (Qld) / World Autism Awareness Day
- 7th World Health Day
- 11th World Parkinson's Day
- 15th Good Friday Appeal (Funds to RCH, Melbourne) / National LSVRO Prevention Awareness Day (date to be confirmed) / Youth Homelessness Matters Day (YHMD) (date to be confirmed) / World Haemophilia Day (date to be confirmed) / Undiagnosed Children's Awareness Day
- 16th World Malaria Day
- 17th
- 18th – 19th
- 25th

MAY 2022

- 1st – 31st Neurofibromatosis Awareness Month

SEPTEMBER 2022

- 1st – 30th Australian Dystonia Awareness Month

Source & for additional information, Educational Material & Resources: Calendar of Key Events - ourcommunity.com.au

Submission / Advertising deadlines

Autumn Edition | 15th February
Winter Edition | 15th May
Spring Edition | 15th August
Summer Edition | 15th November
(exceptions by arrangement)

Submissions from members AND non-members are accepted





Behind every good Nurse is a good Nurse Educator



The inaugural Australian Nurse Teachers' Society was established in New South Wales in 1975. To cater to the professional interests of Nurse Teachers. Since its inception the Society has grown to encompass

both nursing and midwifery with membership including clinicians, specialist and academics with an interest in education. ANTS is run by a voluntary committee structure.

As a Society we aim to provide support to those who provide education and learning to both nurses and midwives by the provision of educational forums, research and study grants, support for conference attendance the opportunity to meet and network with other like-minded professionals. In addition to this the society provides reports on policy document and curricula.

Our Objectives ...

- Representing the needs of nurse education in various committees and forums
- Making formal representations and developing position papers in response to issues and policy papers
- Sponsoring professional development, research grants, educational forums and open meetings
- Publication of an online quarterly e-Bulletin
- Run the Australian National Nurse Educators' Conference

Join us ...

Complete the attached application form (on the next page) or download an application form from our website <http://www.ants.org.au>

Eligibility for membership:

The Society comprises of Ordinary Members, Honorary Members and Life Members.

Ordinary Membership categories are:

- **Category One:** Registered Nurses or Midwives who are engaged in the teaching of nurses and scholarship
- **Category Two:** Registered Nurses or Midwives who are engaged in teaching of nurses as part of their role, but generally it is not their primary role

- **Category Three:** Other person who are primarily engaged in the teaching of nurse and midwives

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e-Bulletin Contributions

The official e-Bulletin of the Australian Nurse Teachers' Society Inc is published quarterly.

The opinions expressed by the contributors do not necessarily reflect the views of the Executive or other members of the Australian Nurse Teachers' Society. The Editor reserves the right to edit or delete submissions for length, content, or policy. All advertisements and items are taken in good faith, but the Australian Nurse Teachers' Society Inc. cannot accept responsibility for misrepresentations by advertisers nor does inclusion of any item imply endorsement by the Australian Nurse Teachers' Society Inc. All rights reserved.



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The ANTS National Committee Hope that
you have a



and a regular (£ Chinese – 1st February)





NEW MEMBERSHIP/RENEWAL APPLICATION

SECTION A: Please complete the following using block letters

Title: First Name: Surname:
 Preferred Name:
 Home (Postal) Address:
 Suburb: State: Post Code: Country:
 Position: Employer:
 Employer Address:
 Suburb: State: Post Code:
 Home Telephone: Home Fax: Mobile:
 Home Email:
 Work Telephone: Pager: Work Fax: Work Mobile:
 Work Email:
 Preferred Mailing Address: ☐ Home ☐ Work Preferred Email Address: ☐ Home ☐ Work
 Approximate percentage of time allocated to nurse education %
 Do you consent to having your name published in the ANTS bulletin? ☐ Yes ☐ No
 CATEGORY OF MEMBERSHIP: ☐ 1 ☐ 2 ☐ 3 (refer to next page for details)

SECTION B: New Applicants only

Please supply details of nursing and academic qualifications (For statistical purposes only)

QUALIFICATION	INSTITUTION	YEAR
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

SECTION C: Payment method

☐ New Application 1 year \$80 ☐ New Application 3 years \$200 ☐ Renewal 1 year \$70 ☐ Renewal 3 years \$200
 Paid by: ☐ Cheque/Money order made payable to The Australian Nurse Teachers' Society
 Credit Card: ☐ Mastercard ☐ Visa
 Card Number: Expiry date:
 Card holder's name:
 Signature of card holder: Date:

Contact Details

Mail to: Administrator, PO Box 4647, North Rocks, NSW 2151 or fax to 02 8252 4712
 Email: office@ants.org.au <http://www.ants.org.au> ABN: 43808 927 459
 Form updated 5 Nov 15

