



Centre for Education
and Workforce Development

Course Handbook | 2023

Centre for Education and Workforce Development

In-person and Virtual Courses

Education and Development for all Sydney Local Health District Staff.

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How to apply for CEWD courses

Are you looking to upskill and take your career to the next level at Sydney Local Health District? The Centre for Education and Workforce Development (CEWD) has a range of high-quality professional development courses designed for all staff.

CEWD courses are open for application in My Health Learning.

Your manager/supervisor needs to approve your application in My Health Learning before your attendance can be confirmed.

Clinical Skills

Assisting you to develop the clinical skills you need to be safe, effective practitioners.

Adult Venepuncture & Cannulation Pre-accreditation

The aim of this course is to acquire knowledge and skills in peripheral venous cannulation and venepuncture in order to maintain quality patient care through prompt administration of prescribed intravenous medications or fluids and prevent any delay in patient blood investigations.

Participants are required to complete pre-course work book at least 2 weeks prior to the workshop. You are required to access the Sydney Local Health District Education Support Portal (ESP). You need to login to the Peripheral Venous Cannulation and Venepuncture Resources and complete the Peripheral Venous Cannulation and Venepuncture Pre-accreditation (must achieve 100%).

To access the ESP click on the link below and you will be taken to the login screen of the ESP:

[CEWD: Education Support Portal](#)

To login:

- Enter your employee number as the username
- Your password will be the same as the one you use for your Stafflink ID

Priority and allocation to the Peripheral Venous Cannulation and Venepuncture Workshop is determined by completion of the online resources for the Peripheral Venous Cannulation and Venepuncture Pre-accreditation assessment.

In order to be accredited to cannulate or perform venepuncture, staff must be deemed competent by an approved assessor. Attendance at this workshop is a pre-requisite for accreditation, and does not reflect competence in either skill.

Please note that this course is no longer available as a Nationally Recognised Training course.

Objectives

This course will enable participants to:

- Apply the SLHD policy & procedures relating to peripheral venous cannulation and/or venepuncture
- Adhere to infection control policy and standard precautions when accessing peripheral veins for cannulation and/or venepuncture
- Demonstrate competency in the performance of peripheral venous cannulation using safety cannula and venepuncture using the vacutainer system
- Identify and comprehend the potential complications related to peripheral venous cannulation / venepuncture

Audience

Registered Nurses, Registered Midwives, Enrolled Nurses and Registered Professionals with AHPRA who are required to perform IV cannulation and/or venepuncture as part of their role.

Advanced Emergency Practice (AEP)

To provide Emergency Department nurses an opportunity to gain Advanced Emergency clinical skills and knowledge to initiate care for patients waiting to be seen by a Medical Officer and then to implement definitive management of patients using the Clinical Initiatives Nurse (CIN) protocols. The course involves face to face lectures, case studies, clinical simulation and interactive workshops.

Objectives

By the end of this course participants should:

- Demonstrate an advanced level of clinical competency in the care of patients outlined in the NSW Health CIN role using theoretical knowledge and clinical judgement by successfully completing the program assessments.
- Effectively assess patients on presentation to ED as outlined in the NSW Health CIN role and independently initiate investigations based on this assessment.
- Utilise advanced skills in emergency nursing including advanced assessment skills; initiation of x-rays, investigations & analgesia based on these assessment skills; and implement patient care using advanced clinical skills such as wound closure techniques, fracture management and invasive procedures (e.g. arterial blood sampling).
- Determine, prioritise and justify clinical decisions using best practice as described in the AEP program.
- Demonstrate collaborative practice as a member of a multidisciplinary team, together with an ability to work within scope of practice in the Advanced Emergency role.

Audience

ED Nurses

Balmain Hospital Allied Health Mandatory Training

This session covers face to face mandatory training requirements for Allied Health Staff:

- Basic Life Support
- Infection Control
- Donning & Doffing Practical Assessment
- Hand Hygiene
- WHS/Manual Handling patient moving
- Fire Safety
- Security and Personal safety

Balmain Hospital Professional Development Mandatory Training Day / Clinical Staff

This course completes the MOH policy requirements for mandatory training for clinical staff.

Objectives

To provide an opportunity for all clinical staff to fulfill mandatory training required by MOH policy at the end of the sessions participants will:

- Demonstrate competence in the performance of basic life support
- Adhere to fire safety rule and operate a fire extinguisher
- Apply infection control policy to minimise infections in the work place
- Demonstrate competence in Donning and Doffing PPE
- Demonstrate correct manual handling patient transfer techniques adhering to ergonomic principles.
- Recognise the clinical signs and symptoms of deterioration in patients
- Gain awareness of Pressure Injury prevention and management and risk assessments
- Gain awareness of falls and harm from falls in hospitalised patients and risk assessments
- Gain awareness of Medication Safety and risk
- Gain Awareness of Delirium and Dementia and risk assessments
- Security and Aggression Management
- Quality and Safety updates

Audience

All Clinical Staff at Balmain Hospital

Breastfeeding Basics SCORPIO

The Breastfeeding SCORPIO is a structured, clinical, objective-referenced, problem-based integrated program. Following a short introductory lecture, participants rotate in small groups (max 8), through a series of teaching stations. Breastfeeding Scorpios are a Tell, Show and Do style of teaching.

Aim: To develop an understanding of the importance of exclusive breastfeeding to infant health through improved infant nutrition, reduced infection, morbidity and mortality and how exclusive breastfeeding is successfully established and supported by multifaceted implementation strategies and education.

Objectives

By the end of this course participants should have an understanding of:

- The importance of breastfeeding
- The importance of BFHI and the WHO code to create an environment where breastfeeding is normal
- How milk gets from the breast to the baby
- Establishing early breastfeeding and how to support mother and infant
- Supporting breast milk feeding for premature babies
- Sustaining exclusive breastfeeding
- Management of breastfeeding challenges

Child Protection (1 Day) targeted training Identify and Respond to Children and Young People at Risk

The course enables workers to gain a level of knowledge and skills required to support and protect children and young people who are at risk of harm in relation to child abuse and neglect. This course covers the legislative and policy frameworks for Health Staff.

This course will build on the Mandatory Training 2-hour online, completed as part of corporate orientation.

This module contains information that may be emotionally confronting for some people. If you find it raises any concerns please speak to your manager or contact Employee Assistance program or Lifeline.

Objectives

- Implement work practices that support the protection of children and young people;
- Increase awareness of the impact of child abuse and neglect;
- Identify indicators and risk factors for children and young people at risk of harm;
- Build an understanding of Child Protection legislation, legal responsibilities and policy requirements as NSW Health Department staff;
- Know how to respond to a possible risk of harm, consultation process and use of the Mandatory Reporters Guide (MRG) to assess risk of harm;
- Enhance the quality of child protection reporting;
- Apply ethical and nurturing practices in work with children and young people;
- Know how to respond should a child or adult make a disclosure to you.

Discharge Assessment of The Well Neonate (DAWN)

Discharge Assessment of the Well Newborn (DAWN) is an advanced skill for midwives participating in the care of well neonates in the postnatal period, Caseload Midwifery and Birth Unit.

This program will empower midwives working in the postnatal ward to improve the care of women and their babies, and decrease the frustration felt by midwives and women while waiting for a medical officer to arrive on the ward to perform neonatal discharge assessment, especially after hours and on weekends.

It is recognised that clinicians bring with them considerable skill in conducting physical examination, especially of neonates. The information package will concentrate on giving clinicians a deeper knowledge of checking the eyes, palpating the neonatal abdomen, and listening for cardiac murmurs. There will also be a review of changes that occur in the cardiovascular system at birth. This information will be taken directly from the text and reinforced through tutorial sessions.

Participants will be required to complete the self-directed learning package and be assessed on four (4) occasions by an accredited assessor for successful completion of the program.

Objectives

- To develop the midwives'/nurses' skill in facilitating the assessment of healthy, well neonates for discharge from the postnatal ward or Birthing Unit.
- The length of stay within the hospital is reduced, thus maintaining an efficient bed management situation within the postnatal ward.
- Continuum of care is optimised and efficient transfer to community facilitated.

Audience

Midwives and Registered Nurses

Drug Health Services Masterclass: Series 2

Drug Health Services is holding a series of MASTERCLASS sessions. The Series is designed for clinicians, managers and medical officers to enhance their knowledge of drug and alcohol (D&A) dependence to best support patients in their care. The Series will cover content specific drug and alcohol topics, common clinical issues and special populations. Sessions will have identification of D&A issues, clinical presentations and clinical management, engagement strategies and the impact of co-morbidities and D&A issues with principle presentation issue. Information will be provided regarding the role of DHS across the District, DHS services and supports for patient referral and staff consultation.

Objectives

- Series Two: Drug and Alcohol Clinical Issues
- Session 1 – Intoxication and Overdose
- Session 2 – Clinical Assessment
- Session 3 – Withdrawal
- Session 4 Screening and Brief Interventions
- Series One: Substance Specifics

Audience

SLHD Employees

Drug Health Services Masterclass: Series 3

Drug Health Services is holding a series of MASTERCLASS sessions. The Series is designed for clinicians, managers and medical officers to enhance their knowledge of drug and alcohol (D&A) dependence to best support patients in their care. The series will cover content specific drug and alcohol topics, common clinical issues and special populations. Sessions will have identification of D&A issues, clinical presentations and clinical management, engagement strategies and the impact of co-morbidities and D&A issues with principle presentation issue. Information will be provided regarding the role of DHS across the District, DHS services and supports for patient referral and staff consultation.

Objectives

Improved understanding of drug dependence, increased knowledge of substance specifics, treatment modalities and pathways of care.

- Session 1: Pain Management and Pharmacological Opioids
- Session 2: Benzodiazepines
- Session 3: Care of the older patient with alcohol and substance abuse issues
- Session 4: Needle Syringe Program: People who inject drugs
- Series One: Substance Specifics
- Series Two: Drug and Alcohol Clinical Issues
- Series Three: Drug and Alcohol Special Populations and Interventions

Audience

SLHD Employees

EDVPM Physical Skills Emergency Department Workshop

The EDVPM Physical Skills workshop briefly revises the pre-requisite modules and focuses on learning and practicing personal safety and team restraint techniques. Effective communication and de-escalation skills are an important part of the workshop. This workshop is specific to emergency department staff.

This module contains information that may be emotionally confronting for some people. If you find it raises any concerns please speak to your manager or contact the Employee Assistance Program.

A certificate is issued on completion of the learning path.

Objectives

After completing this workshop, you will be able to:

- Describe the importance of self, environment and others in relation to violence prevention and management
- Apply a risk assessment approach to preventing and responding to workplace violence
- Use techniques and restraints to maintain personal safety when responding to a violent person

Audience

This module is designed for NSW Health Nursing, Allied Health, Medical Staff, Security staff completing the EDVPM program.

Essential Youth Healthcare Skills Workshop

The workshop is designed to equip health workers with the confidence and essential skills required to work effectively with young people. It is based on universal and core competencies identified in the Youth Health Competency Framework.

Objectives

- Understand and apply a developmental perspective of adolescent health;
- Identify and address barriers young people experience when accessing services;
- Conduct a HEEADSSS psychosocial assessment; apply youth friendly consultation skills to engage young people;
- Respond to diversity issues impacting on the young person; respond to medico-legal issues relevant to young people;
- Identify collaborative management issues and referral pathways within the LHD for young people.

Audience

Health workers who come into contact with young people in service delivery

Essentials in Emergency Nursing

This course follows on from the Transition to Emergency Nursing Department of Health program. It develops the RN's skills and knowledge when caring for critically ill patients within the resuscitation area in emergency department. Participants will engage in simulated resuscitation events with modules aimed at advanced airway, ventilation and circulation management.

Objectives

By the end of this course participants should be able to:

- Analyse the causative pathophysiology of disease that a patient would require resuscitation and demonstrate assessment and care delivery of the critically ill
- Describe and demonstrate competence in performing advanced patient assessment and advanced clinical skills when managing the critically ill patient in the resuscitation ED
- Identify and utilise advanced knowledge of blood, X-ray and other tests results to provide the critically ill patient with best practice individualised nursing care in ED.

Audience

ED Nurses

Critical Care Nurses

GradStart Study Day TCH 2022: Grad FEAR-Deteriorating Patient

This program covers ongoing professional development for new graduate nurses. The content will vary depending on the needs of the cohort.

Audience

New Graduate Nurses

Hoarding & Squalor: Introduction for clinicians virtual (Zoom)

This session introduces clinicians to the background on hoarding and squalor, assessment tools, treatments available and services to contact or refer to.

Objectives

By the end of this course participants should be able to:

- Identify hoarding & squalor when they see it
- Assess hoarding & squalor severity using the CIRS and ECCS tools
- Work with clients and services to identify safety issues and actions required
- Have a basic understanding of treatments available
- Identify services to involve for an effective collaborative coordinated response

Audience

Clinicians

Implanon Insertion Workshop

To provide evidence-based theoretical knowledge and practical skills to enable Registered Midwives and Junior Medical Officers to competently insert Implanon NXT contraception devices postnatally. This course is suitable for beginners and clinicians requiring a refresher.

Objectives

By the end of this course participants should be able to:

- Assess the woman's suitability for contraceptive implant
- Provide advice about possible side effects and management options
- Set-up the environment and equipment for the insertion
- Position the woman and prepare the insertion site
- Insert the implant correctly and dress the insertion site
- Provide advice to the woman on self-care relating to insertion
- Describe appropriate steps to take in case of non-palpable implant following insertion

Audience

Midwives and Obstetric Medical Officers in SLHD

Mental Health Assessment

The aim of this course is to enhance clinicians' skills in undertaking a comprehensive mental health assessment and enable them to undertake:

Mental Health Triage: risk and vulnerability, Mental State Examination; Psychiatric assessment; Physical and Mental Health Assessment

- Strengths-based assessment
- Engagement skills and communication management
- Clinical impression formulation/ Differential and provisional diagnosis
- Clinical decision making
- Documentation: descriptive and narrative; MH-OAT format
- Cross-cultural assessment
- Consumer Perspective
- Assessment tools: BPRS, DASS, K10, EPNPS
- Care Planning

Objectives

This course will enable participants to:

- Gain an appreciation of consumers who receive an assessment
- Recognise the cultural and clinical requirements of undertaking an assessment on a client from a CALD background
- Outline and discuss the components of a MSE
- Outline and discuss the components of a Risk Assessment
- Demonstrate application of both descriptive and narrative documentations
- Report findings of clinical tools used in assessment
- Recognise their own preferences in clinical decision making

Audience

Nursing staff and Allied Health staff who work within an Adult Mental Health Clinical Environment

Mental Health First Aid

The Mental Health First Aid course (Fourth Edition) is a nationally acknowledged program designed to help persons (employees) who are developing a mental health problem, or who are in a mental health crisis, until appropriate professional treatment is provided or the crisis resolves. The course enables managers and supervisors to develop and implement strategies and improve capability to recognize, communicate with and support employees suffering from mental health issues until they can access professional mental health services. This course is not designed to provide specialist knowledge and skills for mental health or other clinical professionals working with mental health clients.

It is recommended that candidates for this course access and review the learning materials on the Heads up link of the beyondblue.org.au website to determine whether they also need to complete the MHFA course.

Objectives

Course participants learn about the signs and symptoms of the common and disabling mental health problems, how to provide initial help, where and how to get professional help, what sort of help has been shown by research to be effective, and how to provide first aid in a crisis situation.

Developing mental health problems covered are:

- Depression
- Anxiety problems
- Psychosis
- Substance-use problems
- Mental health crisis situations covered are:
 - Suicidal thoughts and behaviours
 - Non-suicidal self-injury (sometimes called deliberate self-harm)
- Panic attacks
- Traumatic events
- Severe effects of drug or alcohol use
- Severe psychotic states
- Aggressive behaviours

Audience

Staff in positions who have line management responsibility of other staff, managers and supervisors who work with and provide advice to employees suffering from mental health/substance use issues; heads of departments; senior education staff; human resources staff.

Nursing In-Charge of Shift workshop - Balmain

Clinical Skills “The Balmain Hospital “In-Charge of Shift”” workshop helps identify the roles required of the In-Charge nurse and aims to develop core skills in managing the ward functions, patient, family and staff needs and addresses established ways to manage issues that may arise during the shift.

Objectives

By the end of this course participants will have:

1. Identified the key roles for managing a shift when designated ‘In-Charge’
2. Discussed and reviewed key elements for maintaining ward functions
3. Establish best practice for the care of patients, family and staff working within the ward and hospital
4. Reviewed the CORE values and best practice communication methods
5. Identified core processes for managing issues regarding care delivery, patient safety and management of core functions for the ward and hospital

Audience

Nurses who have recently undertaken or wish to undertake ‘in-charge of shift’ roles”

Manual Handling Patient Moving: Canterbury (TCH staff only)

Palliative Care at Home delivered via Zoom

This is an introduction to caring for palliative care patients in the community setting. It provides an overview and is not intended to be a comprehensive course. This course is aimed at nurses but can be attended by OTs, physios, Aboriginal Health Workers or other allied health staff.

Objectives

- By the end of this course participants should:
- Have an understanding of the palliative approach.
- Have understanding of assessment and management of the seven PCOC symptoms.
- Understand the different needs of the patient and family in end stage.

Audience

Nurses

Patient Centred Care for Patients with Complex Drug and Alcohol Issues

This course supports the learning and development required for chronic disease management for ongoing care and support to assist patients impacted by a chronic health condition with the medical care, knowledge, skills and resources they need to better manage on a day to day basis.

This course will demonstrate the trajectory and complexity required to manage associated gastro/ liver, blood borne virus, metabolic monitoring, cardio-thoracic, mental health, sexual health, impaired dietary intake to better support the clinical care related to unstable drug and alcohol use of patients and their families in the community.

Underpinning this course will be the reinforcement of the social determinants of health, reducing stigma and discrimination of drug health patients through the improved understanding of chronic disease management required for patient centred care.

Objectives

By the end of this course participants should:

- SLHD staff can support the provision of patient and family centred care to a marginalised group in the community.

Audience

All SLHD staff

Perinatal Safety Education Fetal and Maternal Team Training Workshop

3 Fetal Safety Education Team Training workshop sessions and 3 Maternal Safety Education Team Training workshop sessions to complete the Perinatal Safety Education Pathway

Objectives

By the end of this course participants should:

- Utilise a systematic approach to ensure that a comprehensive assessment is conducted.
- Identify risk factors and associated physiological responses that may impact on maternal and/or foetal well-being.
- Assess the individual clinical situation to determine method of FHR monitoring.
- Consider how human factors can contribute to errors and discuss strategies to address this.
- Apply understanding of maternal physiology and the physiology of FHR control to identify, interpret and evaluate the early & later warning signs of foetal deterioration.
- Use algorithms to guide appropriate care planning, initial management and appropriate escalation when foetal deterioration is identified or suspected.
- Demonstrate an understanding of how additional tests of well-being can inform care planning.
- Discuss local Clinical Escalation Response System (CERS).
- Discuss processes in place for the facilitation of a second clinician review.
- Discuss the importance of effective communication including the importance of accurate and timely documentation.

Audience

Midwives and Obstetric Medical Officers

R.E.S.U.S. Responder Education Skills Under Stress

This is a new workshop for Balmain Hospital staff only. R.E.S.U.S. Responder Education Skills Under Stress.

Objectives

By the end of this program participant's will be able to demonstrate improved resilience with rapid response/deteriorating patients at Balmain Hospital.

Program includes :

- Roles & Responsibilities during a Rapid Response
- Airway Management at Balmain Hospital
- Trolley Equipment
- Communication
- Scribing
- Scenario Simulation
- Audience
- Balmain Hospital Staff

Respiratory Nursing Course

This course will be delivered over 3 days and aims to provide an educational opportunity for registered nurses and enrolled nurses to gain essential theoretical knowledge and develop safe essential respiratory nursing skills.

Objectives

- Gain fundamental theoretical knowledge regarding respiratory nursing
- Develop safe practices in performing fundamental nursing skills with respiratory patients
- Demonstrate understanding of sound working practices for staff caring for respiratory patients with infectious diseases
- Gain an understanding and skills for management of a patient with acute or chronic respiratory failure
- Identify the role of allied health and support staff in caring for respiratory patients

Audience

Respiratory nurses

Suicide Detection, Assessment and Management for Non Mental Health Clinicians

The workshop aims to provide participants opportunities to increase their awareness and skills in the detection, assessment and management of persons experiencing suicidality.

Objectives

Participants will be able to:

- Explore a broader consideration of the suicidal experience.
- Gain awareness of the NSW Ministry of Health Policy and Frameworks for the Management of Suicidal Behaviour.
- Critically consider statistics that are known about suicide and their impact upon both the wider public perception and the possible management of the suicidal person.
- Have the opportunity to review and consider their beliefs and attitudes about suicide in both a personal and work role orientation.
- Reflect upon the nature of duty of care in relation to suicide.
- Consider the notion and integration of risk within a risk assessment.
- Practice a number of risk assessment strategies and techniques.
- Formulate a safety management plan for the suicidal person.
- Become aware of the nature and methods of clinical referral.
- Be aware of the need for adequate postvention strategies for themselves and survivors of death from suicide.

Audience

Clinical staff who work in NON-mental health clinical environments who wish to increase their understanding of the detection and management of persons who may be displaying or expressing suicidal ideation.

Suicide Detection, Assessment and Management for Mental Health Clinicians

The workshop aims to provide participants opportunities to increase their awareness and skills in the detection, assessment and management of persons experiencing suicidality.

Objectives

- Provide participants with a broader consideration of the suicidal experience.
- Participants will be able to critically consider statistics that are known about suicide and their impact upon both the wider public perception and the possible management of the suicidal person.
- Participants will have the opportunity to review and consider their beliefs and attitudes about suicide in both a personal and work role orientation.
- Participants will be able to reflect upon the nature of duty of care in relation to suicide.
- Participants will be able to consider legal factors as they relate to suicide and suicidal behaviour
- Participants will be able to consider the notion and integration of risk within a risk assessment.
- Participants will be able to practice a number of risk assessment strategies and techniques.
- Participants will be able to formulate a safety management plan for the suicidal person.
- Participants will become aware of the nature and methods of clinical referral.
- Participants will be aware of the need for adequate postvention strategies for themselves and survivors of death from suicide.

Audience

Clinical staff who work in mental health clinical environments

TCH: Basic Life Support Assessment (Canterbury staff only)

Violence Prevention and Management Personal Safety

This face-to-face workshop discusses how to recognise escalating conditions and signs of impending violence, and how to apply de-escalation techniques to minimise violence.

The requirements for this training are set out in PD2005_315 Zero Tolerance Response to Violence in the NSW Health Workplace.

A certificate is issued on completion of the learning path.

Objectives

After completing this training you will be able to:

- apply de-escalation and breakaway techniques as a form of violence prevention and minimisation.
- Describe the importance of self, environment and others in relation to violence prevention and management.
- Apply a risk assessment approach to preventing and responding to workplace violence.
- Identify the role of verbal and non-verbal communication in the prevention and management of violent behaviour.
- Use de-escalation skills to effectively manage violent behaviour as it occurs in the workplace.
- Identify and select appropriate response options when confronted with violent individuals.
- Use evasive techniques to maintain personal safety when responding to a violent person.
- Implement local workplace policies and procedures regarding the prevention and management of workplace violence.

Audience

This workshop is targeted at staff working in security and duress response; staff working in extremely high risk environments including Emergency Department, Mental Health and Community Health; and staff working in locations where a local risk assessment has determined there is a potential for violence to occur.

Violence Prevention and Management Personal Safety Mental Health Staff ONLY

This workshop is aimed at staff working in high risk environments. This blended-learning program builds on previous content covered in eLearning modules, and aims to equip staff with the essential knowledge and skills to prevent, manage and respond effectively to difficult, challenging and/or violent behaviours of patients and visitors in the workplace.

The workshop aims to provide staff with advanced communication and de-escalation skills, and the ability to practice a range of evasive self defence techniques to increase the safety strategies available in the workplace when confronted with violent behaviour.

Content areas:

- Awareness and understanding of violence in the workplace
- Assessing risk in the workplace
- Managing violence includes legal and ethical issues, short and long term management strategies
- Communication and de-escalation skills
- Personal safety strategies
- Evasive self-defence techniques.

Objectives

- Describe the importance of self, environment and others in relation to violence prevention and management
- Apply a risk assessment approach to preventing and responding to violence prevention
- Identify the role of verbal and non-verbal communication in the prevention and management of violent behaviour
- Use de-escalation skills to effectively manage violent behaviour as it occurs in the workplace
- Identify and select appropriate response options when confronted with violent individuals
- Use evasive techniques to maintain personal safety when responding to a violent person
- Implement local workplace policies and procedures regarding the prevention and management of workplace violence

Audience

All health staff who work in high risk environments where violence is a concern.

(Category 2 Violence Prevention and Management Training Framework for the NSW Public Health System PD2012_008)

Participants maybe working in (but not limited to) Mental Health, Emergency Department, Aged Care, Midwifery and Early Childhood, Maternity, Methadone, Brain Injury, Neurology, Community Health and Drug & Alcohol.

Violence Prevention and Management Team restraint Techniques Mental Health Inpatient

The workshop is aimed at staff working in extremely high risk environments who are identified as potentially involved with the physical restraint of other individuals. Building on prior eLearning modules and the Personal Safety workshop (Code: 43059570), this workshop will provide participants with greater awareness and understanding of preventing and responding to violence in the workplace and an opportunity to practice the advanced team restraint skills required to manage aggressive behaviour within a high risk inpatient setting. Participants will practice team restraint techniques with the aim of maintaining personal safety at all times when dealing with aggressive behaviour and violent behaviour in the workplace.

Content areas:

- Personal Safety and Protection
- Considerations when using restraint
- Advanced communication and de-escalation techniques
- Application of safe, therapeutic and least restrictive physical restraint techniques
- Evasive self-defence techniques

Objectives

At the completion of this workshop participants will be able to:

- Identify risks associated with the use of physical restraint and seclusion in a healthcare setting
- Describe the physical and psychological impacts of restraint and seclusion from a patient perspective
- Follow organisational safety procedures
- Communicate clearly and effectively with patients before, during and after restraint and seclusion
- Use verbal and non-verbal communication strategies with colleagues to ensure the safety of staff and patients
- Match appropriate restraint techniques to the level of aggression across age and special population group needs
- Demonstrate the application of safe, therapeutic and least restrictive physical restraint techniques utilising the safe placement of force
- Co-ordinate and use team restraint techniques
- Employ resolution and post restraint management techniques

Audience

All health professionals and security who work in extremely high risk environments where violence is concerned and are identified as staff who are potentially required to use physical restraint on other individuals.

(Category 3 Violence Prevention and Management Training Framework for the NSW Public Health System PD2012_008)

Participants maybe working in (but not limited to) Mental Health, Emergency Department, Aged Care, Midwifery and Early Childhood, Maternity, Methadone, Brain Injury, Neurology, Community Health and Drug & Alcohol.

Violence Prevention and Management Refresher Workshop SLHD Mental Health Inpatient Services

The eight-hour workshop is designed to provide revision and update skills related to Violence Prevention and Management courses Personal Safety and Team Restraint. This course is specific to Sydney Local Health District Mental Health Services.

Objectives

By the end of this course participants should:

- Be able to perform all VPM evasive techniques and VPM team restraint techniques in a safe and effective manner
- Identify risks associated with the use of physical restraint and seclusion in a healthcare setting
- Describe the physical and psychological impacts of restraint and seclusion from a patient perspective
- Follow organisational safety procedures
- Communicate clearly and effectively with patients before, during and after restraint and seclusion
- Use verbal and non-verbal communication strategies with colleagues to ensure the safety of staff and patients
- Match appropriate restraint techniques to the level of aggression across age and special population group needs
- Demonstrate the application of safe, therapeutic and least restrictive physical restraint techniques utilising the safe placement of force
- Co-ordinate and use team restraint techniques
- Employ resolution and post restraint management techniques
- Describe the importance of self, environment and others in relation to violence prevention and management
- Apply a risk assessment approach to preventing and responding to violence prevention
- Identify the role of verbal and non-verbal communication in the prevention and management of violent behaviour
- Use de-escalation skills to effectively manage violent behaviour as it occurs in the workplace
- Identify and select appropriate response options when confronted with violent individuals

Audience

Sydney Local Health District Inpatient Mental Health medical, nursing, and allied health staff, and security staff only

Virtual Breastfeeding Education Series Module 1: (Zoom) The importance of BFHI and the WHO code to create an environment where breastfeeding is the “norm”.

The virtual breastfeeding education series is an interactive teaching program of 7 individual one-hour breastfeeding topics designed to provide an opportunity for participants to gain knowledge and develop skills in the Baby Friendly Health Initiative (BFHI) core competency breastfeeding skills to support breastfeeding women and infants.

Topic 1:

The importance of BFHI and the WHO code to create an environment where breastfeeding is the “norm”.

- How breastfeeding works.
- How milk gets from the breast to the baby.

Objectives

To understand breastfeeding lactation physiology and how this relates to effective breastfeeding and growth of the newborn baby.

Participants are competent in facilitating early breastfeeding

Virtual Breastfeeding Education Series Module 2. Facilitating early breastfeeding (Zoom)

The virtual breastfeeding education series is an interactive teaching program of 7 individual one-hour breastfeeding topics designed to provide an opportunity for participants to gain knowledge and develop skills in the Baby Friendly Health Initiative (BFHI) core competency breastfeeding skills to support breastfeeding women and infants.

Topic 2: Facilitating early breastfeeding

Objectives

- Participants are competent in facilitating early breastfeeding.
- Participants are able to support a mother to recognise when her baby is ready to breastfeed and support a mother to position and attach her baby optimally at the breast.

Virtual Breastfeeding Education Series Module 3: Supplementary feeding (Zoom)

The virtual breastfeeding education series is an interactive teaching program of 7 individual one-hour breastfeeding topics designed to provide an opportunity for participants to gain knowledge and develop skills in the Baby Friendly Health Initiative (BFHI) core competency breastfeeding skills to support breastfeeding women and infants.

Topic 3: Supplementary feeding

Objectives

- Participants are competent to support and counsel a mother who wishes to give her breastfed baby a supplementary feed of formula and are competent to support and counsel a mother who chooses to formula feed her baby.
- Participants are able to provide mothers who are leaving the hospital with information and instruction on the safe preparation storage and handling of reconstituted infant formula using NHMRC Infant Feeding Guidelines.
- Participants are able to provide a demonstration and supervised practice in making up a bottle feed using powdered infant formula.

Virtual Breastfeeding Education Series Module 4: Managing breastfeeding for premature, low birth-weight or sick infants (Zoom)

The virtual breastfeeding education series is an interactive teaching program of 7 individual one-hour breastfeeding topics designed to provide an opportunity for participants to gain knowledge and develop skills in the Baby Friendly Health Initiative (BFHI) core competency breastfeeding skills to support breastfeeding women and infants.

Topic 4: Managing breastfeeding for premature, low birth-weight or sick infants.

Objectives:

- Participants are able to assess readiness for and effectiveness of breastfeeding a pre-term/low birth weight baby and support breastfeeding mothers and babies to progress to full breastfeeds.
- Participants are able to understand the benefits of kangaroo care.
- Participants are able to understand the role of immune-supportive care (SOC).

Virtual Breastfeeding Education Series Module 5: Sustaining exclusive breastfeeding (Zoom)

The virtual breastfeeding education series is an interactive teaching program of 7 individual one-hour breastfeeding topics designed to provide an opportunity for participants to gain knowledge and develop skills in the Baby Friendly Health Initiative (BFHI) core competency breastfeeding skills to support breastfeeding women and infants.

Topic 5: Sustaining exclusive breastfeeding

Objectives

Participants are able to:

- Support families in sustaining exclusive breastfeeding
- Recognise normal infant feeding behaviour and signs of normal lactation
- Address common concerns
- Counsel a mother who does not think she has enough milk supply or a mother with an unsettled baby
- Discuss low milk supply and mastitis and be able to advise on its management

Virtual Breastfeeding Education Series Module 6: The management of breastfeeding challenges (Zoom)

The virtual breastfeeding education series is an interactive teaching program of 7 individual one-hour breastfeeding topics designed to provide an opportunity for participants to gain knowledge and develop skills in the Baby Friendly Health Initiative (BFHI) core competency breastfeeding skills to support breastfeeding women and infants.

Topic 6: The management of breastfeeding challenges

Objective

Participants are able to:

- Assist a mother to maintain milk supply and facilitate exclusive breastfeeding when the baby is not feeding effectively at the mother's breast
- Support a mother to express for initiating, optimising or maintaining her lactation when her baby is unable to attach and/or feed effectively at the breast
- Discuss flat and inverted nipples
- Use hands off techniques when assisting a mother to express her milk
- Counsel a mother on selecting and using an alternative feeding method
- Counsel a mother whose baby is refusing to breastfeed

Virtual Breastfeeding Education Series Module 7: The importance of transition from hospital to home (Zoom)

The virtual breastfeeding education series is an interactive teaching program of 7 individual one-hour breastfeeding topics designed to provide an opportunity for participants to gain knowledge and develop skills in the Baby Friendly Health Initiative (BFHI) core competency breastfeeding skills to support breastfeeding women and infants.

Topic 7: The importance of transition from hospital to home

Objectives

Participants gain knowledge and understanding of the importance of transition from hospital to home for women and Child and Family Health Services role in supporting families.

Participants have an understanding of the importance of the First 2000 days.

Wound Care Module 1 (2 days)

The aim of this course is to reinforce the fact that wound management is not just about selecting the correct dressing but utilising a collaborative, multidisciplinary team approach, that includes a comprehensive assessment, implementation of evidence based principles of wound management, pressure ulcer prevention and management as well as continual evaluation of the wound healing process.

Objectives

This course will enable participants to:

- Describe the normal wound healing process in order to identify when a wound is no longer following the normal healing trajectory.
- Discuss the importance of a holistic assessment of the patient, their wound and their environment.
- Describe the principles of wound management.
- List the clinical features, indications, limitations and guidelines for the more frequently used dressing categories.
- Provide relevant up-to-date resources for wound management.
- Discuss pressure injury assessment, prevention and management of pressure injuries in accordance with the SLHD Pressure Injury Policy.
- Document the assessment, prevention and management of pressure injuries according to the SLHD policies.
- Discuss the management of skin tears.

Audience

Registered Nurses, Registered Midwives, Enrolled Nurses, endorsed enrolled nurses, Community Nurses, CNCs, CNSs, CNEs

Wound Care Module 2 (2 days)

The aim of this course is to assist experienced wound management nurses to develop advanced clinical skills and knowledge in the management of acute and chronic wounds.

Objectives

This course will enable participants to:

- Recognise the importance of wound bed preparation in the management of acute and chronic wounds
- List the clinical features, indication, limitations and guidelines for the following wound care products:
 - Antimicrobial non adherent film coated dressings
 - Hydrocolloid (Absorbent) pastes & powders
 - Multilayer absorbent dressings
 - Odour absorbing dressings
 - Hypertonic saline impregnated dressings

Discuss the assessment and management of:

- Oncology related skin damage
- Burn wounds
- Lower leg ulceration
- The High Risk Foot
- Draining wounds and fistulas
- Discuss the importance of an interdisciplinary approach to wound management

Audience

Registered Nurses, Registered Midwives Enrolled Nurses, Community Nurses, CNCs, CNSs, CNEs

Wound Cleansing and Debridement

The aim of this course is to develop advanced wound management skills in wound cleansing and debridement.

Objectives

This course will enable participants to:

- Discuss the importance of wound cleansing in chronic wound management.
- Identify wounds that should be cleaned and when it might be contraindicated.
- Discuss solutions, pressures and techniques.
- Distinguish the different types of wound debridement.
- Practice Conservative Sharp Wound Debridement (CSWD).

Audience

Registered Nurses, Registered Midwives, Enrolled Nurses, endorsed enrolled nurses, Community Nurses, CNCs, CNEs, CNSs



Management & Leadership

Building confidence, supporting our managers and leaders
to manage our health services well

Centre for Education and Workforce Development (CEWD) who we are and what we do an Introduction for managers in SLHD virtual (ZOOM)

This session offers an Introduction to CEWD for managers in SLHD. The session provides a general overview of the stakeholder service – who they are, what they do, services offered and how a manager should access these services. Participants will have an increased understanding of CEWD, their roles and responsibilities and how it can support them as a manager.

Objectives

By the end of this course participants should be able to:

- Describe the key attributes of the CEWD who they are, what they do, services offered and how a manager should access these services
- Describe their general roles and responsibilities in relation to CEWD
- Explain how CEWD can support them as a manager

Audience

Managers across all streams

Clinical governance who we are and what we do an Introduction for managers in SLHD virtual

This session offers an Introduction to the Clinical Governance and Risk Department for managers in SLHD. The session provides a general overview of the stakeholder service – who they are, what they do, services offered and how a manager should access these services. Participants will have an increased understanding of the Clinical Governance and Risk Department, their roles and responsibilities and how it can support them as a manager.

Objectives

By the end of this course participants should be able to:

- Describe the key attributes of the Clinical Governance and Risk Department who they are, what they do, services offered and how a manager should access these services
- Describe their general roles and responsibilities in relation to Clinical Governance
- Explain how the Clinical Governance and Risk Department can support them as a manager

Audience

Managers across all streams

Clinical Supervision Foundations

This one-day course will equip staff from all professional groups to be able to effectively establish and maintain a supervision relationship with staff. Areas covered include setting up the supervisory relationship, understanding the purpose and functions of supervision, using a model for reflective practice and managing difficulties in supervision. The course is a mix of knowledge and skill based activities, including opportunities to practice a range of skills in a supportive environment.

Objectives

By the end of this course participants should:

- Explain the functions and aims of clinical supervision
- Compare multiple methods and models of clinical supervision
- Feel confident in establishing a clinical supervisory relationship
- Use a model for self-reflection and to facilitate reflection in others
- Identify common challenges and barriers in the provision of clinical supervision
- List strategies and steps to manage challenging conversations and behaviours in clinical supervision
- Reflect on what makes an effective clinical supervisor

Audience

Staff soon to be or actually involved in the supervision of others. All disciplines.

Clinical Supervision Intermediate

This one-day course will equip staff from all professional groups to be able to effectively establish and maintain a supervision relationship with staff. Areas covered include setting up the supervisory relationship, understanding the purpose and functions of supervision, using a model for reflective practice and managing difficulties in supervision. The course is a mix of knowledge and skill based activities, including opportunities to practice a range of skills in a supportive environment.

Objectives

By the end of this course participants should:

- Explain the functions and aims of clinical supervision
- Compare multiple methods and models of clinical supervision
- Feel confident in establishing a clinical supervisory relationship
- Use a model for self-reflection and to facilitate reflection in others
- Identify common challenges and barriers in the provision of clinical supervision
- List strategies and steps to manage challenging conversations and behaviours in clinical supervision
- Reflect on what makes an effective clinical supervisor

Audience

Staff soon to be or actually involved in the supervision of others. All disciplines.

Coaching conversations for managers - Virtual (Zoom)

This session introduces coaching concepts and how to use these when managing staff. Key communication factors and an overview of the GROW model is included.

Objectives

By the end of this course participants should:

- Build knowledge and skills for coaching as a manager
- Be able to apply coaching principles with staff
- Identify key communication factors in coaching
- Be familiar with the GROW model

Audience

Managers and supervisors

Communication Styles in Challenging Conversations - Virtual (Zoom)

Conflict Resolution

Participants will learn about conflict, communication, emotions, listening, empathy, power and assertiveness. They will be given a process to use and opportunities to practice ways of constructively resolving conflict in a creative and respectful way, through group work, role plays and videos.

Objectives

- Participants will be able to communicate own interests to resolve conflict constructively.
- Participants will be able to listen and act assertively in keeping with CORE values to enhance workplace relationships.
- Participants will be able to identify issues which need resolution, in order to improve productivity.
- Participants will use standard processes to meet own and other's needs to create fairer resolutions
- Participants will creatively resolve problems to improve their work environment.

Audience

All health staff

Managing Conflicts and Grievances in the Workplace

This course has been designed to assist managers and supervisors to better identify and manage workplace grievances, including conflict driven issues, in accordance with NSW PD 2016_046 Resolving Workplace Grievances. Focussing on early recognition and intervention, encouraging employee self-resolution and/or effective facilitation strategies this program will enable managers to minimise unnecessary escalation of employee conflict situations. The course will explore some conflict models and explore resolution options including how effective management strategies can de-escalate conflict and promote a positive workplace culture through early, effective grievance resolution. The course includes on line and workshop based activities supplemented with pre-reading.

The program offers an (optional) assessment pathway for the unit of competency PSPGEN050 Manage Conflict which is an elective unit of the PSP50416 Diploma of Government Investigations. Diploma candidates must complete the assessment for this unit as part of the Diploma assessment requirements.

Students intending to complete this course will be required to complete the pre-requisite My Health Learning (MHL) online modules: 39964199 Conflict Resolution and 169948822 Manage Grievance Early. Once completed you will be able to enrol for the one-day workshop. Students will also be required to complete pre-course readings and a short conflict resolution style survey.

Students who intend to complete the VET assessment pathway will need to contact the course coordinator prior to course commencement to ensure they receive relevant student documentation in accordance with the policy and requirements of NSW Health RTO.

Objectives

By the end of this course participants should be able to:

- Distinguish conflict and grievances from other, more serious work issues.
- Describe conflict models in terms of practical application.
- Negotiate appropriate conflict resolution strategies with affected employees using assertive, problem solving approaches.
- Build skills and confidence in employees to encourage conflict self-resolution.
- Facilitate a resolution-focussed discussion between employees who are in conflict.
- Develop and implement strategies when things don't go according to plan.
- Identify issues which may require further escalation and alternative management strategies.
- Analyse obstacles to effective grievance resolution and implement appropriate solutions.
- Identify appropriate support mechanisms including counselling when managing workplace grievances.
- Explain the impact of cultural and social practice on conflict resolution.

Audience

HR professionals, and managers and supervisors responsible for the management of staff experiencing workplace conflict related issues

Group Clinical Supervisor Training (Tier 1)

This is the first of a three-tier course to train staff to become a SLHD group clinical supervisor. The three tiers of training include:

Tier 1: Completion of a four-day workshop

Tier 2: Attendance of a minimum of 3 group clinical supervision sessions

Tier 3: Provision of a minimum of 3 group clinical supervision sessions in the presence of an accredited observer who will give feedback and support.

To ensure we are training the most appropriate people, registrants need to get their managers' approvals and complete an Expression of Interest form (EOI) for their application to be approved by The Group Clinical Supervision Committee.

Objectives

After attending the four-day Group Clinical Supervisor workshop, the trainee clinical supervisor will be able to:

- Describe group clinical supervision.
- Identify the functions of the Proctor framework.
- Consider how clinical supervision groups work.
- Explore how groups work.
- Identify potential challenges and strategies to manage them.
- Discuss the importance of self-care,
- Consider the importance of boundaries in supervision.
- Demonstrate beginning level group clinical supervisor skills.

Audience

Target Audience: SLHD Nurses and Midwives

Enterprise Wide Risk Management Training MS Teams

Aim

- To define risk and enterprise risk management in the context of NSW Health
- To understand the principles of risk management including the AS/ISO 31000 (2018) and NSW Health and SLHD policy including strategic direction and NSW Health risk categories
- Understand the principles of risk management and how it incorporates into good governance
- Identify and write a risk descriptor relevant to a clinical/corporate service area
- Understand and observe the ERMS system and how to access, create and enter a risk
- Understand the escalation process for risks and risk ownership
- Understand and observe the risk report options in the ERMS system

Objectives

Learning Outcomes: Following the training session attendees will achieve the following learning outcomes:

- Understand and explain risk and risk management in relation to their work area
- Understand and demonstrate writing a risk description for their work area
- Understand how to access the Online ERMS system and enter a risk
- Understand the escalation process of risk, the process for risk review
- Understand how to access and create risk reports from the ERMS System

Audience

Managers

Work Health & Safety (WHS) for Managers and Supervisors

This course will assist participants in understanding the WHS legislative framework and its relationship to their position as a manager. This course will also provide practical training in the areas of risk management, incident investigation, risk control and reporting requirements to ensure that managers are aware of and are able to carry out their WHS responsibilities in the workplace.

Objectives

Learning Outcomes:

1. Provide information to the workgroup about WHS policies and procedures
2. Implement and monitor participation in arrangements for the managing WHS
3. Implement and monitor organisational procedures for WHS training
4. Implement and monitor organisational procedures and legal requirements for identifying hazards and assessing and controlling risks
5. Implement and monitor organisational procedures for maintain WHS records for the workgroup
6. Workplace incidents and workers compensation claims, Managing injuries (work and none work related), Workers Compensation Act 1987 amended 2012

Audience

Manager mandatory training, Manager update from WHS qualification, Supervisors and Team Leaders

Recruitment Training for Convenors and Panel Members

The aim of this course is to equip participants with the practical knowledge and skills required to successful recruit staff in accordance with the NSW Health recruitment policies and procedures.

Objectives

This course will enable participants to:

- Develop selection criteria for positions
- Lead the application culling process
- Develop interview questions and skills tests
- Run and interview
- Make a panel decision and review references
- Give feedback to unsuccessful candidates
- Induct new employees

Audience

Managers and leaders who are required to be part of the recruitment process, including convening panels, sitting on panels and coordinating the recruitment process.

Child and Family Health Professional Development Days

The CFHN Professional Development Days consist of a mix of clinical expert presentations, case reviews and learning stations where skills practice are demonstrated and practised by clinicians. The Child and Family Health Nursing Professional Development Days are conducted to incorporate updates on core clinical issues that are relevant to the CFHN specialty. This includes Child Protection, Breastfeeding, Domestic Violence, Paediatrics Clinical Condition and Management, Women's Health Home Visiting and Child and Family Health Assessment, Child Health Growth and Development, Antenatal and Postnatal Depression, Mental Health, Vision Screening, Health promotion, Parenting Education, Aboriginal Health, CALD Communities and Refugee Health.

Objectives

To enhance the understanding and knowledge of current comprehensive primary health assessment and management of a range of clinical issues affecting children and their families particularly women in the early postnatal period.

To strengthen the understanding of current research and trends in identifying disease and management for families with young children.

To understand and incorporate strategies for working with families using a Family Partnership approach and learn the skills in using of a reflective strengths-based approach, anticipatory guidance, education and support to enhance parenting capacity and enable parental change.

Audience

Child and Family Health Nurses only

Practice Development Workshop Two

Workshop 1 will provide an overview of Essentials of Care and how by using this framework we are able to provide patient and family centred care and develop effective workplace culture. The course will also include facilitation skills and understanding change and motivation.

Objectives

- Recognise and define the links between person centred care, effective workplace culture and the EOC program
- Develop a working understanding of the program and its underpinning methodology
- Demonstrate an awareness of approaches that enable practice development work
- Understand the role of the facilitator within the EOC program
- Discuss and practice Herons interventions and enabling skills
- Discuss motivation theory in relation to change
- Outline a sample session to facilitate the activities of phase 1 of the program
- Explain the theory underpinning change and how it can be applied to supporting change in the workplace
- Identify and list the relevant stakeholders and engagement strategies (how to engage management and staff)

Audience

All (nursing, medical, allied health)

Rostering Best Practice Workshop

This workshop is interactive and developed to educate SLHD roster managers and support staff on rostering best practice (RBP) utilising the SLHD Rostering Best Practice Policy Compliance Procedure.

This program takes into consideration factors such as patient needs, staff needs, organisational needs, the workforce and skills required to deliver services, and workforce availability.

The workshops will explore key areas relating to rostering topics such as:

- Roster Governance
- Roster Request Management
- Management of ADOs
- Management of Annual Leave
- Management and Recording of Staff Skills
- Roster Template Development
- Temporary Individual Roster Arrangements (TIRA)
- Roster Vacancy Management
- Casual and Agency Management
- Overtime and Time in Lieu of Overtime (TIL)

Objectives

After completing this workshop, roster managers and support staff should have an increased knowledge and awareness of the principles of Best Practice Rostering to ensure staffing resources are allocated appropriately in order to provide high quality and efficient patient care and support services.

Audience

Roster Manager, Roster Creators and Roster Approvers Nursing, Allied Health, Medical, Corporate, Community and Mental Health

Emotional intelligence what is it and how to use it? - Virtual (Zoom)

This session covers what emotional intelligence is and why it is important. Participants will have an increased understanding of emotional intelligence, including increased self-awareness, self-understanding and relationship management.

Objectives

By the end of this course participants should:

- Explain what emotional intelligence is
- Explain why emotional intelligence is important in the workplace
- Identify own emotional strengths, weaknesses and stressors

Audience

All Staff

Preparing for and having a challenging conversation - Virtual (Zoom)

This session covers ways to prepare for and have a challenging conversation. This short session aims to provide you with a framework to prepare for and have a challenging conversation.

Objectives

By the end of this course participants should be able to:

- Identify the key elements of a challenging conversation
- Breakdown the stages of preparing for a challenging conversation
- Reflect on key strategies to have the conversation

Audience

All staff

Email Writing: The 5 C's Writing emails for results - virtual

This short session aims to provide you with a brief overview of the 5 C's writing principles: Clear, Concise, Coherent, Correct, Courteous.

Objectives

By the end of this course participants should be able to:

- Follow the 5 C's to create effective emails
- Reflect on how to apply the 5 C's to improve work emails

Audience

Administration and corporate services staff

MAF What is it and how can we support you? - Virtual (Zoom)

This session covers what the Management Accountability Framework is and how it is linked to SLHD organisational objectives. Participants will have an increased understanding of the Management Accountability Framework and explore how this can support you as a manager.

Objectives

By the end of this course participants should be able to:

- Understand what an accountability framework is
- Describe the Management Accountability Framework
- Explain how the (MAF) accountability framework can support you as a manager

Audience

Managers across all streams

Giving feedback - Virtual (Zoom)

This short course is for staff who want to understand and improve their ability to give and receive effective feedback in the workplace. Key components of effective feedback will be covered as well as different models for giving feedback. Aspects of what constitutes a feedback culture are also covered.


Objectives

By the end of this course participants should:

- Reflect on individual experience of receiving feedback and how this informs what you do
- Identify components of effective feedback
- Become familiar with models of feedback
- Understand benefits of feedback at individual, team and organisational levels

Audience

Managers



The Finance Department who we are and what we do an Introduction for managers in SLHD

This session offers an Introduction to the Finance Department for managers in SLHD. The session provides a general overview of the stakeholder service –who they are, what they do, services offered and how a manager should access these services. Participants will have an increased understanding of the Finance Department, their roles and responsibilities and how it can support them as a manager.

Objectives

By the end of this course participants should be able to:

- Describe the key attributes of the Finance Department who they are, what they do, services offered and how a manager should access these services
- Describe their general roles and responsibilities in relation to Finance
- Explain how the Finance Department can support them as a manager

Audience

Managers across all streams

Performance Monitoring, Systems Improvement and Innovation who we are and what we do an Introduction for managers in SLHD virtual

Management and Leadership

This session offers an Introduction to the Performance Monitoring, Systems Improvement and Innovation Unit for managers in SLHD. The session provides a general overview of the stakeholder service—who they are, what they do, services offered and how a manager should access these services. Participants will have an increased understanding of the Performance Monitoring, Systems Improvement and Innovation Unit, their roles and responsibilities and how it can support them as a manager.

Objectives

By the end of this course participants should be able to:

- Describe the key attributes of the Performance Monitoring, Systems Improvement and Innovation Unit who they are, what they do, services offered and how a manager should access these services
- Describe their general roles and responsibilities in relation to Performance Monitoring, Systems Improvement and Innovation
- Explain how the Performance Monitoring, Systems Improvement and Innovation Unit can support them as a manager

Audience

Managers across all streams

WHS who we are and what we do an Introduction for managers in SLHD virtual

This session offers an Introduction to the WHS Department for managers in SLHD. The session provides a general overview of the stakeholder service – who they are, what they do, services offered and how a manager should access these services. Participants will have an increased understanding of the WHS Department, their roles and responsibilities and how it can support them as a manager.

Objectives

By the end of this course participants should be able to:

- Describe the key attributes of the WHS Department who they are, what they do, services offered and how a manager should access these services
- Describe their general roles and responsibilities in relation to Performance Monitoring, Systems Improvement and Innovation
- Explain how the WHS Department can support them as a manager

Audience

Managers across all streams

Workforce who we are and what we do an Introduction for managers in SLHD

This session offers an Introduction to the Workforce Service for managers in SLHD. The session provides a general overview of the stakeholder service – who they are, what they do, services offered and how a manager should access these services. Participants will have an increased understanding of the Workforce Service, their roles and responsibilities and how it can support them as a manager.

Objectives

By the end of this course participants should be able to:

- Describe the key attributes of the Workforce Service who they are, what they do, services offered and how a manager should access these services
- Describe their general roles and responsibilities in relation to Workforce
- Explain how the Workforce Service can support them as a manager

Audience

Managers across all streams

Coaching conversations in the workplace

Learn how to coach colleagues or staff through partnership and collaboration using the 4 stages of the GROW model:

- Goal –what do you want?
- Reality –where are you now?
- Options –what could you do?
- Will –what will you do?

Simple to use, the model allows the coach to facilitate the individual to become more aware and responsible for developing their potential through exploring possibilities and identifying best fit actions and outcomes. The coach helps identify goals, options, obstacles, strengths and resources to achieve learning and success.

Participants can elect to complete the assessment for the Provide Workplace Coaching unit of competency (PSPGEN036) which is from the Public Sector Training package and part of the nationally recognised training program.

Objectives

- Knowledge of coaching theories and techniques
- GROW coaching model
- Benefit of workplace coaching
- Application of coaching skills
- Follow up of coaching in the workplace

Audience

All staff in supervisory or roles where instruction of other staff is part of the work

Masterclass for senior nursing/midwifery managers how great leaders inspire action virtual

This Masterclass has been developed specifically for Directors of Nursing and Midwifery, Operational Nurse Managers and Nurse/Midwifery Managers in SLHD who are responsible for leading facilities and services in developing positive workplace cultures. This Masterclass will be focusing on Culture and Leadership initiatives, practice development and appreciative inquiry.

Objectives

By the end of this course participants should:

- Develop a greater understanding of person-centeredness and the processes involved in creating caring cultures.
- Gain practical tools and techniques to assist in establishing and embedding local governance and support structures relating to workplace culture activities.
- Explore implementation strategies to monitor and support teams/ groups engaged in Culture and Leadership initiatives, practice development and appreciative inquiry

Audience

Nursing and Midwifery senior managers

Preparing for and having a challenging conversation for New Managers virtual Zoom

This session covers ways to prepare for and have a challenging conversation. This short session aims to provide you with a framework to prepare for and have a challenging conversation.

This short zoom session is for Managers that have recently completed their New Manager Orientation.

Objectives

By the end of this course participants should be able to:

- Identify the key elements of a challenging conversation
- Breakdown the stages of preparing for a challenging conversation
- Reflect on key strategies to have the conversation

Audience

Managers that have completed their New Manager Orientation



Manage Meetings Effectively virtual

This session covers the knowledge required to manage meetings effectively and efficiently, including overseeing the meeting preparation processes, chairing meetings, organising the minutes and reporting meeting outcomes.

Objectives

By the end of this course participants should:

- Prepare for meetings
- Conduct meetings
- Follow up meetings



Innovation

Building a health workforce that delivers excellence in healthcare today and for generations to come.

AIM (Accelerating Implementation Methodology)

The Accelerating Implementation Methodology (AIM) is a practical methodology to manage the human elements of change. It is designed to assist you to systematically identify personal and organisational/cultural barriers to change and provide tactics to assist you increase readiness for change. It supports delivery of projects on time, on budget and within scope.

Objectives

At the completion of this course learners will be able to identify:

- Gain an understanding of the practical, repeatable change management process to improve likelihood of implementation success.
- Understand the difference between installation and implementation.
- Understand that resistance to change is normal, and how to utilise tools and tactics to identify and manage resistance.
- Gain an understanding of why sponsorship is the most critical factor for implementation success and how to create effective sponsorship.
- Understand why managers and supervisors are integral to successful implementation.
- Be able to identify which key deliverables should be a part of any implementation plan.
- Be able to create a roadmap for success.

Audience

All NSW Health staff (Clinical and Corporate).

Fundamentals of project management via MS Teams

This one-day course teaches the fundamentals of project management for project managers and anyone who works on projects. Project managers and team members are more successful when they use proven techniques and processes in their projects, no matter the scale or impact.

Objectives

By the end of this course participants should:

- apply the skills & tools to manage a simple project using a structured approach
- apply key project planning activities including scheduling, budgeting, and managing risk
- monitor and control a project at a high-level including reporting progress and managing change in a controlled manner
- close a project including conducting a post-implementation review.

Audience

This course is designed for project managers, team members and subject matter experts involved in projects; anyone interested in entering the field of project management; anyone wanting to be more organised in their work.



Education & Research

A culture of learning, education and research to inspire others and drive innovation.

Balmain Hospital Professional Development Mandatory Training Day Non-Clinical Staff

This course completes the MOH policy requirements for mandatory training for non-clinical staff

Objectives

To provide an opportunity for all clinical staff to fulfil mandatory training required by DOH policy At the end of the sessions participants will:

- Apply infection control policy to minimise infections in the work place
- Demonstrate competence in Donning and Doffing PPE
- Demonstrate correct manual handling object moving techniques adhering to ergonomic principles.
- Security and Aggression Management
- Quality and Safety updates

Audience

All non-clinical staff Balmain Hospital

Basic Life Support Assessment Balmain Allied Health

Audience

All non-clinical staff Balmain Hospital

Between the Flags Tier 2 DETECT workshop (ADULT Face-to-face education) Nursing

This is the face-to-face component of the ADULT Between the Flags Tier Two education known as DETECT. This workshop includes didactic lectures and case studies to improve the participant's knowledge and skills in recognising and responding to the adult patient who is clinically deteriorating.

Objectives

- Discuss the importance of effective communication and identify barriers in the health care setting.
- Identify methods for improving communication including specific strategies for telephone communication.
- Demonstrate effective communication including use of a systematic communication tool e.g. ISBAR.
- Discuss the importance of accurate and timely documentation and a clearly documented medical management plan.
- Discuss the importance of teamwork and demonstrate the ability to work effectively within a team.
- Demonstrate the systems based approach to patient assessment.
- Discuss the physiological changes that occur in a woman's body during pregnancy and how these will alter common findings (included for non-midwives that work in maternity services and cannot attend the FONT course).
- Identify, interpret and evaluate early (Yellow Zone Criteria) and late (Red Zone Criteria) warning signs of deterioration as part of a systematic approach to assessment.
- Provide initial management of deterioration and identify patients at particular risk of clinical deterioration.
- Discuss the process for escalation of concern in your facility.
- Identify roles and responsibilities in relation to ongoing management and monitoring of the patient who has clinically deteriorated.
- Demonstrate a comprehensive assessment of a patient's respiratory status (airway & breathing), cardiovascular status and neurological status.
- Discuss the physiological requirements for maintenance of adequate urine output and state the range for normal urine output.
- Discuss causes of oliguria and anuria and demonstrate accurate assessment and documentation of urine, urine output and fluid balance.
- Discuss the investigations that are used to identify and monitor renal function.
- Identify, interpret and evaluate the early & late warning signs of respiratory deterioration, cardiovascular deterioration, neurological deterioration and renal deterioration.
- Provide initial management and demonstrate appropriate escalation for respiratory deterioration.
- Provide initial management and demonstrate appropriate escalation for cardiovascular deterioration.
- Provide initial management and demonstrate appropriate escalation for neurological deterioration.
- Discuss the initial management of a patient with renal deterioration and demonstrate appropriate escalation.
- List equipment required for transporting deteriorating patients.
- Describe the process for verification that the patient is safe for transport.

Audience

All nursing and medical staff that provide direct patient care to adult patients. All non-clinical staff
Balmain Hospital

Between the Flags Tier 2 Allied Health workshop (DETECT)

This is the face-to-face component of the Between the Flags Tier Two education for Allied Health Professional. This workshop includes didactic lectures and case studies to improve the participant's knowledge and skills in recognising and responding to the adult patients who are clinically deteriorating.

Objectives

- Discuss the importance of effective communication and identify barriers in the health care setting
- Identify methods for improving communication including specific strategies for telephone communication
- Demonstrate effective communication including use of a systematic communication tool e.g. ISBAR
- Discuss the importance of accurate and timely documentation and a clearly documented medical management plan
- Discuss the importance of teamwork and demonstrate the ability to work effectively within a team
- Demonstrate the systems based approach to patient assessment.
- Identify, interpret and evaluate early (Yellow Zone Criteria) and late (Red Zone Criteria) warning signs of deterioration as part of a systematic approach to assessment
- Provide initial management of deterioration and identify patients at particular risk of clinical deterioration
- Discuss the process for escalation of concern in your facility
- Identify roles and responsibilities in relation to ongoing management and monitoring of the patient who has clinically deteriorated
- Demonstrate a comprehensive assessment of a patient's respiratory status (airway & breathing) and neurological status
- Identify, interpret and evaluate the early & late warning signs of respiratory deterioration and neurological deterioration
- Provide initial management and demonstrate appropriate escalation for respiratory deterioration
- Provide initial management and demonstrate appropriate escalation for neurological deterioration
- Describe the process for verification that the patient is safe for transport

Audience

All Allied health and clinical staff(nec) that provide direct patient care to adult patients. All non-clinical staff Balmain Hospital

Between the Flags Tier 2 Child and Family Health workshop (PAEDIATRIC Face-to-face education)

This is the face-to-face component of the Between the Flags Tier Two education for Child and Family Health Nurses. This workshop includes didactic lectures and case studies to improve the participant's knowledge and skills in recognising and responding to the clients in the community under their care who are clinically deteriorating.

Objectives

- Discuss the importance of effective communication and identify barriers in the health care setting.
- Identify methods for improving communication including specific strategies for telephone communication.
- Demonstrate effective communication including use of a systematic communication tool e.g. ISBAR.
- Discuss the importance of accurate and timely documentation and a clearly documented medical management plan.
- Discuss the importance of teamwork and demonstrate the ability to work effectively within a team.
- Demonstrate the systems based approach to patient assessment.
- Identify the differences in approach to patient assessment across the age spectrum within the paediatric population.
- Discuss the implications of the anatomical and physiological differences across the age spectrum within the paediatric populations.
- Identify the differences in approach to patient assessment between children and adults.
- Discuss the implications of the anatomical and physiological differences between children and adults.
- Identify, interpret and evaluate early (Yellow Zone Criteria) and late (Red Zone Criteria) warning signs of deterioration as part of a systematic approach to assessment.
- Provide initial management of deterioration and identify patients at particular risk of clinical deterioration.
- Discuss the process for escalation of concern in your facility.
- Identify roles and responsibilities in relation to ongoing management and monitoring of the patient who has clinically deteriorated.
- Demonstrate a comprehensive assessment of a patient's respiratory status (airway & breathing), cardiovascular status and neurological status.
- Discuss the physiological requirements for maintenance of adequate urine output and state the range for normal urine output.
- Discuss causes of oliguria and anuria and polyuria, and demonstrate accurate assessment and documentation of urine, urine output and fluid balance.
- Demonstrate a comprehensive assessment fluid & electrolyte status for a paediatric patient.
- Identify, interpret and evaluate the early & late warning signs of respiratory deterioration, cardiovascular deterioration, and neurological deterioration.

- Identify, interpret and evaluate the early & late warning signs of fluid and electrolyte disturbance.
- Provide initial management and demonstrate appropriate escalation of respiratory deterioration.
- Provide initial management initial management and demonstrate appropriate escalation of cardiovascular deterioration.
- Provide initial management initial management and demonstrate appropriate escalation of neurological deterioration.
- Provide initial management of fluid and electrolyte imbalance.
- Demonstrate appropriate escalation of concern regarding fluid & electrolyte imbalance.
- List equipment required for transporting deteriorating patients.

Audience

All Clinical Staff All non-clinical staff Balmain Hospital

Between the Flags Tier 2 Allied Health workshop (Face-to-face education)

This is the face-to-face component of the Between the Flags Tier Two education for Allied Health Professional that have direct patient contact with adult and paediatric patients. This workshop includes didactic lectures and case studies to improve the participant's knowledge and skills in recognising and responding to the patients who are clinically deteriorating.

Objectives

- Discuss the importance of effective communication and identify barriers in the health care setting.
- Identify methods for improving communication including specific strategies for telephone communication.
- Demonstrate effective communication including use of a systematic communication tool e.g. ISBAR.
- Discuss the importance of accurate and timely documentation and a clearly documented medical management plan.
- Discuss the importance of teamwork and demonstrate the ability to work effectively within a team.
- Identify the differences in approach to patient assessment across the age spectrum within the paediatric population.
- Discuss the implications of the anatomical and physiological differences across the age spectrum within the paediatric populations.
- Identify the differences in approach to patient assessment between children and adults.
- Discuss the implications of the anatomical and physiological differences between children and adults.
- Demonstrate the systems based approach to patient assessment.
- Identify, interpret and evaluate early (Yellow Zone Criteria) and late (Red Zone Criteria) warning signs of deterioration as part of a systematic approach to assessment.
- Provide initial management of deterioration and identify patients at particular risk of clinical deterioration.
- Discuss the process for escalation of concern in your facility.
- Identify roles and responsibilities in relation to ongoing management and monitoring of the patient who has clinically deteriorated.
- Demonstrate a comprehensive assessment of a patients respiratory status (airway & breathing) and neurological status.
- Identify, interpret and evaluate the early & late warning signs of respiratory deterioration and neurological deterioration.
- Provide initial management and demonstrate appropriate escalation for respiratory deterioration.
- Provide initial management and demonstrate appropriate escalation for neurological deterioration.
- Describe the process for verification that the patient is safe for transport.

Audience

All Allied Health Staff. All non-clinical staff Balmain Hospital

Between the Flags Tier 2 DETECT / DETECT Junior workshop (MIXED Face-to-face education) RPAH

This is the face-to-face component of the Between the Flags Tier Two education for staff that provide care to adult (including maternity patients) and paediatrics. This workshop includes didactic lectures, experimental learning activities and case scenarios to improve the participant's knowledge and skills in recognising and responding to the patient who is clinically deteriorating (please note that the maternal content within this course is directed at non midwives).

Objectives

- Describe the general characteristics of a clinically deteriorating patient
- Discuss the purpose of a track and trigger system.
- Describe what the Blue Zone on a Standard Observation Chart identifies
- Describe what the Yellow Zone on a Standard Observation Chart identifies
- Describe what the Red Zone on a Standard Observation Chart identifies
- State what the Blue Zone response on a Standard Observation Chart should trigger
- State what the Yellow Zone response on a Standard Observation Chart should trigger
- State what the Red Zone response on a Standard Observation Chart must trigger
- Discuss the purpose of standard calling criteria
- Discuss the purpose of altering calling criteria and how this may be done
- Discuss the local facility arrangements for CERS implementation
- State the minimum accepted standard for taking patient observations
- Discuss actions to be taken after escalation has occurred
- Demonstrate use of a Standard Observation Chart and associated procedures for escalation
- Discuss the process of assessing patient readiness for transfer to the ward
- Identify barriers to effective communication in the health care setting
- Identify methods for improving communication including specific strategies for graded assertiveness and telephone communication
- Demonstrate effective communication including use of a systematic communication tool e.g. ISBAR, graded assertiveness (P.A.C.E/C.U.S.S), closed loop
- Discuss the importance of accurate and timely documentation
- Discuss the importance of a clearly documented medical management plan
- Discuss the importance of teamwork
- Demonstrate the ability to work effectively within a team
- Discuss the impact of selective attention on clinical care and decision making
- Discuss the benefits of a systematic approach to patient assessment
- Demonstrate the systems based approach to patient assessment (A-G)
- Identify the differences in approach to patient assessment across the age spectrum within the paediatric population (paediatric only)
- Discuss the implications of the anatomical and physiological differences across the age spectrum within the paediatric populations (paediatric only)
- Identify the differences in approach to patient assessment between infants, children and adults (paediatric only)

Audience

This face-to-face workshop is designed for all nursing and medical officers that provide direct care to adult (including maternal clients) and paediatric patients. All non-clinical staff Balmain Hospital



Facilitation on the Run

This interactive workshop is intended for new facilitators who want to develop and/or improve their facilitation skills and gain an understanding of change management.

Objectives

- apply fundamental facilitation tools
- employ effective communication skills
- manage group dynamics
- understand foundation aspects of change management

Audience

All (Nursing, Allied Health, Medical) All non-clinical staff Balmain Hospital

Teaching on the Run 2 1/2 day workshop

Teaching on the Run (TOTR) is a blended-learning program that was developed by two academics from The University of Western Australia (TELL Centre); this program is well respected and has been delivered widely across Australia. TOTR aims to help participants increase their skills and confidence in teaching and supervising in the clinical setting. CEWD has the license to deliver this program.

This course is a pre-requisite for Clinical Nurse / Midwifery Educator Professional Development and Support Program.

You need to complete 3 components to complete the Teaching on the Run workshop:

1. TELL Centre Online Modules (8 modules) – Ideally the online modules should be completed prior to attending the face-to-face workshop. Each module takes approximately 3/4–1 hour and is followed by a 5 to 10-minute quiz. Participants will be emailed, the TELL Centre login details, about 3 weeks prior to the workshop to enable you to register online and access the online learning.
2. Face to Face workshops – All modules MUST be completed to be awarded the Teaching on the Run Certificate of Completion. Participants may, however, complete individual modules as an alternative to the full course.
3. TELL Centre feedback and certification approximately 15 minutes.

Objectives

- Clinical Supervision Module: focuses on identifying important attributes and the development of skills to involved as clinical supervisors
- Supporting Learners Module: identifies issues for learners who need extra support
- Planning Learning Module: focuses on planning effective clinical placements
- Skills Teaching Module: focuses on the Four-step approach in teaching a clinical skill
- Clinical Teaching Module: provides a framework for teaching in the clinical environment
- Effective Group Teaching Module: explores large group teaching
- Fundamentals of Assessment Module: discusses assessment of learners
- Facilitating Inter-professional Learning Module: explores the principles, roles, responsibilities and skills of an IP facilitator

Audience

Clinicians, who are involved in teaching or supervising junior staff or students, who wish to further their skills in clinical supervision. All non-clinical staff Balmain Hospital

Balmain Hospital Professional Development Mandatory Training Day Non Clinical staff

This course completes the MOH policy requirements for mandatory training for non-clinical staff.

Objectives

To provide an opportunity for all clinical staff to fulfil mandatory training required by DOH policy At the end of the sessions participants will:

- Apply infection control policy to minimise infections in the work place
- Demonstrate competence in Donning and Doffing PPE
- Demonstrate correct manual handling
- object moving techniques adhering to ergonomic principles.
- Security and Aggression Management
- Quality and Safety updates

Audience

All non-clinical staff Balmain Hospital

Canterbury Nursing & Midwifery Professional Development Day

To provide professional development to nursing and midwifery staff which relates directly to providing safe patient care throughout Canterbury Hospital.

Audience

Canterbury Hospital Nursing and Midwifery Staff

CV writing and interview skills SOP



Governance

Working with you to provide safe, high quality services.

Work Health & Safety (WHS) Consultation Training

This course will assist participants in understanding the WHS legislative framework and its relationship to their position as WHS committee members. This course will provide an understanding of the duty holders under the WHS legislation and each duty holder's responsibilities. Effective communication, issue resolution and incident investigation and information with regards to effectively representing a workgroup will also be provided.

To develop skills to participate in WHS consultation, participants must complete online training Introduction to Work, Health and Safety prior to enrolling to the course.

Objectives

By the end of this course participants should have:

- An understanding of the requirements of the new Work Health and Safety (WHS) legislation.
- An understanding of how it applies to their role as an HSR.
- The knowledge and skills necessary to use the new WHS legislation in preventing and minimising risk and ensuring compliance under the WHS Act 2011 and Regulation 2017.

Audience

Managers and staff members on facility WHS Committees

Standard hand hygiene auditor training workshop

Successful completion will enable participants to audit the hand hygiene practices of health care workers.

- The one-day workshop will include:
- five moments of hand hygiene in detail
- using the NHHI audit tool
- small group sessions for practice auditing in clinical environments assessment.

The course does not have to be repeated provided the successful participants complete:

- the hand hygiene auditor annual validation online learning module, and;
- 100 moments for hand hygiene audits.
- Both must be completed each year.

Note: On successful completion of General hand hygiene auditor training workshop (313188431) your MHL transcript will also reflect completion in Hand Hygiene Auditor Annual Validation Online Learning Module (338168012).

Hand Hygiene Auditor Annual Validation Online Learning Module (338168012) will need to be renewed every 12 months. Renewal due dates will be reflected in My Health Learning.

A certificate is issued on completion.

Objectives

- By the end of this workshop participants will:
- understand the concept for transmission of micro organisms;
- describe the 5 moments of hand hygiene in the healthcare environment;
- identify opportunity for hand hygiene moments in the delivery of healthcare;
- determine the hand hygiene compliance of healthcare workers.

Audience

This workshop is designed for all healthcare workers with a clinical education background and may qualify for up to 7 hrs of Continuous Professional Development.

Refreshing on second edition National Safety and Quality Health Service Standards virtual (Zoom)

Preparation and presentation of evidence is fundamental for best representation of our services and facilities in surveyor accreditation interviews. This zoom workshop will equip you to better understand the second edition NSQHS Standards and be able to respond with relevant evidence for assessment.

Objectives

By the end of this course participants should:

- Understand the types of evidence that an organisation may show to meet the actions in the second edition National Safety and Quality Health Care Service (NSQHS) Standards – audit results, committee and meeting records, training documents, policy documents, communication, and employment documents
- Understand how policy, best practice and evidence supports audit processes
- Identify best practice and evidence to support NSQHS Standards in the assessment process

Audience

SLHD staff responsible for audit and survey preparation

Evidence Preparation for National Safety and Quality Health Service Standards Assessment Virtual (Zoom)

Preparation and presentation of evidence is fundamental for best representation of our services and facilities in surveyor accreditation interviews. This zoom workshop will equip you to understand and respond with relevant evidence in the best format for presentation at NSQHS assessment.

Objectives

By the end of this course participants should:

- Understand how policy, best practice and evidence supports audit processes.
- Identify best practice and evidence to support assessment standards relevant to interview with the assessor.
- Apply principles of the PICMORE, good information design and professional writing when organising and presenting evidence at interview.
- Support organisational goals and be well prepared for assessor interviews, visits and observations.

Audience

SLHD staff responsible for audit and survey preparation



Engagement

Supporting patient and family centred care and experience through education.



The Neurobiology of Human Connection

The course investigates the fundamental need for interpersonal safety as well as variables such as therapeutic presence, clinician self-awareness and clinician self-care that may impact the clinician's ability to facilitate safety in a health care context. A combination of theoretical and practical elements will be drawn upon, throughout this day-long course.

Objectives

By the end of this course participants should:

Have a greater understanding and awareness of the neurobiological impact of others and the imperative around connecting with patients, patient families and colleagues. Self-reflection is also a large component of this course and participants will learn how to work on self-awareness and care.

Audience

Clinicians, leaders and managers from all clinical settings within SLHD, that have an interest in improving their own experience and that of patients and their families.

This course is also relevant for managers and leaders who are responsible for workplace culture and the experiences of frontline staff.

Trauma Informed Leadership

This half-day workshop explore ways to understand and more effectively manage staff with a potential trauma history. Drawing on an understanding of trauma and its manifestations, ways in which trauma can manifest in the workplace are explored. Practical tips for how to engage with and respond to staff in these circumstances are covered.

Objectives

By the end of this course participants should:

- Have a greater understanding and awareness of the neurobiological impact of others and the imperative around connecting with patients, patient families and colleagues. Self-reflection is also a large component of this course and participants will learn how to work on self-awareness and care.
- Understanding trauma (prevalence and psychological, physiological & neurobiological consequences, the role of safety).
- Know how to respond more effectively to staff in defensive reactions.

Audience

Clinicians, leaders and managers from all clinical settings within SLHD, that have an interest in improving their own experience and that of patients and their families.

This course is also relevant for managers and leaders who are responsible for workplace culture and the experiences of frontline staff.

The Neurobiology of Stress: Working with People who are Up-regulated

This session introduces the features of stress, focusing on the neurobiological, psychological and behavioural aspects of stress. There is a focus on ways to work effectively with support of the trauma response, how to recognise this and ways to support people.

Objectives

By the end of this course participants should:

- **Part I:** Understand the, physiology, neurobiology, psychology & behavioural manifestations of stress
- **Part II:** Learn how to work more effectively with people who are experiencing stress (whose limbic system is up-regulated)

Audience

All staff.

Customer Service Skills in Public Health virtual (Zoom)

This session aims to provide you with customer service skills to deal with consumers in public health settings.

Objectives

By the end of this course participants should be able to:

- Explain what service skills in public health settings are
- Understand more why service skills are important for patient care
- Reflect on how to improve your service skills



Dynamic Teams Workshop Two

Dynamic Teams Workshop Two will provide an in-depth understanding of lean thinking methodology. Dynamic Teams is a framework for the development and evaluation of nursing and midwifery practice and patient care.

This workshop will explore how this methodology will help healthcare teams to identify improvements which impact on patient quality and safety, enhance patient and family centred care and develop effective workplace culture.

Objectives

By the end of this course participants should:

- Demonstrate an advanced understanding of the program and its underpinning methodology
- Facilitate the Dynamic Teams program in the workplace
- Enhance working partnerships with relevant stakeholders and engagement strategies
- Ensure engagement and sustainability of Dynamic Teams in the workplace
- Evaluate Dynamic Teams in the workplace

Audience

All (Nursing, Allied Health, Medical).



Technical Skills

Delivering non-clinical skills that are important to our health service.

Computer Essentials

This course provides an introduction to skills in using a SLHD Personal Computer (PC).

Objectives

By the end of this course participants should be able to:

- Become familiar with computer terms
- Start and log in to a SLHD PC
- Identify computer equipment and features
- Access the SLHD Intranet to locate commonly needed links
- Create and save a word file
- Access and modify an Excel spreadsheet
- Access Outlook account and view features
- Identify sources of help when online

Audience

SLHD staff that have little or no experience working with computers.

Microsoft Excel Foundations

This short workshop is for staff needing to develop foundational Microsoft 2013 Excel skills. Participants should already be competent in using a mouse and keyboard and have an understanding of the Windows environment

Objectives

By the end of this course participants should be able to:

- Navigate the excel screen
- Insert rows and columns
- Insert tabs/ worksheets
- Scroll bars and split screen
- Save files
- Cut, copy, paste and format painter
- Formatting:
 - Cell fonts, alignment, numbers, width and height, styles, dates vs. serial numbers
 - Themes
 - Conditional Formatting
 - Tabs, renaming, coloured tabs
 - Page set-up orientation, print area, page breaks, print titles, headers/footers
- Viewing worksheets
- Normal, page layout and page break preview
- Zoom
- Hide rows/columns
- Freeze panes
- Outlining , group & ungroup
- Subtotal after sorting
- Custom views
- Locking cells from change and protecting the sheet
- Sharing the workbook
- Workspaces
-

Microsoft Excel Intermediate: Formulas, Functions and Lists

This short workshop is for staff using MS Excel 2013 regularly in their role, needing an enhanced ability with lists, functions, formulas. Participants should already be competent in basic Microsoft Excel skills.

Objectives

By the end of this course participants should be able to use the following functions:

Formula calculations

1. The formula bar, cell content vs cell value
2. Fill down, when to use relative and absolute references
3. Precedents and dependents
4. Formula auditing
5. Error checking
6. Text to columns
7. What if analysis.

Functions

1. Autosum (), sum all rows and columns
2. Arguments form and multiple arguments
3. Vlookup()
4. Create names from list
5. Using names in functions
6. Text functions: Len, Left, Right, Mid, Find, Trim
7. Indirect lookup a lookup

List functions

1. Design, auto-complete, using pick lists, applying data validation, filling in gaps in data
2. Go to special
3. Freeze frames
4. Named areas

Audience

For staff using MS Excel 2013 in their role, needing an enhanced ability with lists, functions, formulas.

Microsoft Excel Intermediate: Pivot tables and Charts

This short workshop is for staff using MS Excel 2013 regularly in their role, needing an enhanced ability with pivot tables and charts.

Participants should already be competent in basic Microsoft Excel skills

Objectives

By the end of this course participants should be able to use the following functions:

- Pivot Tables:
 - Creating and formatting pivot tables
 - Value: change from sum/count etc
 - Filtering in pivot tables
 - Slicing in pivot tables
 - Grouping by Date and solving grouping problems
- Charts:
 - Creating charts with quick chart
 - Types of charts
 - Inserting charts as floating object
 - Category vs. Legend
 - Change source data
 - Labels, axis, gridlines, series
 - Using REPT() function for graphic display
 - Sparklines
 - Conditional formatting data bars

Audience

For staff using MS Excel 2013 in their role, needing an enhanced ability with pivot tables and charts.

Microsoft Excel Macros

This course builds upon content from the Excel Intermediate courses and provides the participant with advanced knowledge and skills in Microsoft Excel 2019 essential to develop, apply and modify Macros.

Objectives

By the end of this course participants should:

- Use advanced functions
- Use, record & edit macros
- Use templates, data tables & solve problems

Audience

For staff using MS Excel 2019 in their role, needing advanced knowledge and skills in Microsoft Excel 2019 to develop, apply and modify Macros, for finance and statistical purposes.

MS Teams: An Introduction

Microsoft Teams is a persistent chat-based collaboration platform complete with document sharing, online meetings, and many more extremely useful features for business communications.

This Zoom class provides an overview of the features and functions of MS Teams for SLHD.

Objectives

By the end of this course participants should:

- Identify how to access MS Teams
- Compare features in Teams including Teams, channels, chat, online meetings
- Identify how MS Teams may be used on both PCs and mobile devices
- Identify collaboration tools such as document sharing and storage

Audience

Staff using MS TEAMS as part of their role.

Microsoft Outlook and MS Teams

This short course provides the participant with knowledge and skills to more effectively manage their communications and workload using the features of Microsoft Outlook and MS Teams in the windows environment. Participants should already be competent in using a mouse and keyboard, and have an understanding of the Windows environment. Participants need to have an email and MS Team account set up by ICT prior to attending.

Objectives

By the end of this course participants should:

- Identify key tools in MS Outlook 2019
- Create a meeting and invite participants
- Create tasks, notes and folders
- Identify ways to organise emails
- List effective email tips
- Identify features of MS Teams: chat, teams, calls and files
- Demonstrate communications by text, call or video-conferencing MS teams
- Share and collaborate on files in MS Teams

My Health Learning Operational Assessor Role virtual (Zoom)

This session will provide a demonstration of the OA (Operational Assessor) Role in My Health Learning. This role provides the ability to enter candidates as competent or not yet competent in skills assessments (OAs or Operational Assessments) in My Health Learning. This role also allows you to run a report on the status of candidates and whether or not they have been deemed competent in a particular skill.

This session also covers the OA Data Entry role.

Objectives

By the end of this session, participants should:

- understand the role of the OA Assessor
- be able to record the outcome of a competency assessment in My Health Learning
- be able to generate a report on staff who have been deemed competent or not yet competent in a competency assessment

Audience

Staff within SLHD who have been allocated the OA Assessor role in My Health Learning

My Health Learning Manager & Manager Delegate Role virtual (Zoom)

My Health Learning Scheduler Role virtual (Zoom)

This session will provide a demonstration of the Scheduler Role in My Health Learning. This role allows you to manage classrooms in My Health Learning. It will allow you to create, duplicate, postpone or cancel classrooms (scheduled offerings), enrol participants directly into classes, and generate attendance sheets and record attendance at training sessions. It also allows you to run reports on workshop completion numbers, and generate a transcript of a student's learning history.

Objectives

By the end of this session, participants should be able to:

- understand the role of the Scheduler in My Health Learning
- navigate the dashboard of the scheduler home page
- describe classroom objects and scheduled offerings
- create and duplicate scheduled offerings
- schedule multiple sessions of the same course
- differentiate between published and unpublished classrooms
- enrol participants in a scheduled offering and record attendance
- generate attendance sheets
- run reports on classroom completions
- generate a transcript for an individual
- manage staff on extended leave or who have resigned
- manage incomplete offerings

Audience

Staff within SLHD who have been allocated the Scheduler role in My Health Learning



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