

Transcript

Title: Swinburne International Webinar Series: UG Health | Future Ready Health Professionals

Presenters: Zoe Brown, Loretta Garvey

Year: 2020

Audio/video for this transcript available from: <http://commons.swinburne.edu.au>



Zoe Brown

ZOE BROWN: Hi, everybody. Welcome to our webinar session today. And yeah, thank you for joining us. This is going to be a very exciting session. And today, we'll be talking about future ready health professionals. So this session will run for approximately 30 minutes, and then we'll have some Q&A afterwards. But if you have any questions during the session, just type them into the chat box.

So my name is Zoe Brown, and I'm the international recruitment manager for the Faculty of Health, Arts, and Design. And today, I am very blessed and joined by one of our superstars from our nursing field, Dr. Loretta Garvey, and she is Swinburne's senior lecturer of nursing and from the Department of Health Professions. So just a little bit about Dr. Loretta Garvey.

She was involved in the actual establishment and development of our new Bachelor of Nursing program at Swinburne University. She was able to utilize her expertise to develop an active learning curriculum in our undergraduate nurse education, and this work aligned with a lot of her research focus on active learning-- sorry, the flipped classroom and blended learning and the use of interactive models to enhance active engagement in learning and teaching.

Loretta brings to this course her expertise in clinical, education, and assessment in both nursing and medical education. Thank you, Loretta. Please take it away.

Loretta Garvey

Thanks very much, Zoe, and thanks for coming along today. It's very exciting to share with you a little bit about Swinburne. So we're going to talk today about nursing and then also some health sciences in more general terms. So we're going to be talking a little bit about these courses, and we also have at Swinburne psychology and also exercise science. So there are four main undergraduate health courses at Swinburne.

We're going to deep dive into nursing to get started with. That's my area of specialty, given that I'm in the nursing corps. So I just want to tell you a little bit about our course. We've got some really great things at Swinburne, a real focus on technology being the university of technology. One of those is through our state-of-the-art hospital environment in which we undertake simulation. I'm going to show you a little more about that later.

And we also have quite a bit of AR and VR in terms of our students learning their anatomy, which is a great opportunity for them in this course. As part of our mandatory requirements, our students undertake 800 hours of placement, and these are across a range of settings. And we organize these for the students across a range of partnerships with major hospitals around Victoria and some specialist places as well.

Another really great aspect that I think is a key about Swinburne and our students really talk about a lot are our class sizes. So in our clinical learning environments, which is where you learn the skills of nursing and also undertake simulation, we only have 12 students in each classroom and one staff member. And it really means that you get the opportunity to see the students one on one, see if there's any students that are really struggling that might need extra assistance, see the ones that are doing really well as well.

So it means that there's a real safety element and support element for our students in that environment before they actually move out into the clinical environment and work with real patients. Our class sizes for tutorials are also rather small as well, with only 24 in a classroom. And when we're working in small group discussion activities, it's really great because we have that opportunity to really see, again, if our students are having any communication issues, if they're not understanding concepts, and we can jump straight in when they're in such small groups.

Another element about our course which I think is quite unique is our concept of authentic assessment. So this means that the whole course is really specifically designed as one entity with different units that sit in amongst it, and they all work towards that greater goal of becoming a nurse. And so each one of our assessment falls within the four pillars of assessment, one being oral communication, written communication, clinical skills, and professional skills.

And as the students work through the course, they become progressively more challenging and complex. So we start them out at a more basic level, build those skills. And as they move through, they master a higher level with each of those elements. And as you can see, the students are very happy. The satisfaction is 18% above the national average for nursing courses, so our students are enjoying the course quite immensely.

And of course, like most nursing courses, we are accredited with the Australian Nursing and Midwifery Accreditation Council, and that means that the course results in our graduates being able to register with AHPRA, which is the organization to register nurses in Australia. So just having a little look here, I mentioned before our simulation, state-of-the-art simulation. This is one of our environments, and this is where we have our more immersive simulations. And you can see in this environment we have an area where there's a group of students that can observe.

And then inside, we have the students, there's three in there with one staff member. And on the other side of the glass is actually another staff member as well. So you're getting very close interactive attention to the students in this space, and it means that those students can interact with the mannequin in an immersive way where we can change the blood pressure or the temperature. Or depending on what the students undertake for that patient, we can change the parameters of what's happening in the body.

And it also means that the person on the other side of the glass can act as the voice of the patient and respond to the student and ask questions. So it's nearly as close as you can get without actually having a human being in that bed, and it's a real safety element and a space where the students are very supported to work through those skills.

We have two more of these types of environments in the same building that don't have the full immersion, where you can just work on the skills in themselves. So looking at all the physical and the dexterous skills that are required, there's a lot of simulation involved in that.

Zoe Brown

Loretta, can I ask? So in terms of the patients in the simulated environment, you have your normal patients, you have some actors that come in, and also dummies.

Loretta Garvey

Yes.

Zoe Brown

Yes. So in terms of the actors, how do the students work with them?

Loretta Garvey

Well, it's a good question, and it's part of what the next part of our simulation. We've got lots of different modalities because there's really nothing like it to be able to do to get your confidence up before going on placement. And one of those is through our cultural simulation, where we have actors come in and play the role of patients that might have English as a second language or from different cultural backgrounds, our indigenous populations as well.

And the students will do a number of these types of simulations where they're really focusing on communication and patient outcomes to ensure that the patients can receive the best care, and also about communicating with each other as well. So that's one of our simulation with actors. And here's another example of what we do is our interprofessional education, and you can see in that bottom right corner, we have an actor in the bed, and we have a student dietitian. And also on the other side, we have two nursing students.

So we get all of the different types of health students, health profession students at Swinburne into the one room, just like it is in a hospital environment so they can mimic that as close as possible. And this is really, from my perspective, the best preparation for them before they go onto clinical placement. We really focus on teamwork with other colleagues and within nursing, communication with each other and with the patient, and we have a huge emphasis on feedback.

So the students being able to provide it to one another, us as staff being able to provide that, and also most importantly, the patient being able to provide that because having the patient's voice is so powerful for the students to learn. And this is a massive preparation for practice. And I think doing that right before they go out, it means the students have much more confidence as to how to approach things, what to expect, the expectations from them, and for the hospital environment as well. So it's a really key part of the education experience.

Zoe Brown

And, Loretta, in terms of, say, for our international students, some of them may lack a bit of confidence in sort of managing in their maybe a second or third language, which might be English. How do we sort of help them through that?

Loretta Garvey

Yeah, look, I think it's a really important point to consider. I think one of the key elements for our preparation for placement, as I mentioned, is stimulation, and we actually undertake additional stimulation for our international students or students with English for the second language.

So what we do is we generally bring them into the first stimulation environment that we have, and we put together scenarios that combine the communication elements with the skills elements. And it allows them to write down managing both elements but at the same time, so working on each. Because I think one of the things when you have English as a second language that it's much harder to try and combine those elements together and get them both done proficiently.

So as I mentioned, we do additional classes for those students, particularly ahead of placement, and we do that alongside our learning and academic skills counsellors that we have at Swinburne. And it's proved very beneficial for the student. And I think, again, it's around that confidence and capability before going on placement

I think one of the other elements that's a really important part of our preparation for placement is what we have that are called safety hurdles. So it's a hurdle that you must pass in the university environment before you can go out into the hospital environment, again, safety for our students and support for our students as well as the public and patients they're going to be working with.

And these can range from communication hurdles, being able to have an appropriate conversation in there, as well as particular skills, and some of those that we focus on are medication administration. As you can imagine, that's a fairly big safety element within nursing around just the maths alone on that and the delivery of the different medications. So we do focus on those prior to going out on placement.

At the moment, we've got an interesting scenario with COVID-19. One of our elements around this is, how do we manage our students while on placement? And one of the focuses at Swinburne whilst this has been occurring is to maintain our students being on placement, to ensure that they can progress through their course at the required pace so that their graduation is not slowed down.

So one of the things that we've been doing is to really maintain the safety of our students as the number one priority in achieving that. So the training that's being undertaken in the hospital is the exact training that our students are doing as well, and just mitigating any risk that there might be for our students whilst they are out on placement and in the hospital environment.

Zoe Brown

Oh, yes, can I ask? So with the students then transitioning back, what are we thinking in terms of planning and how to get them there?

Loretta Garvey

Yeah, look, I think we were in a bit of a unique scenario at Swinburne, a positively unique one. As I mentioned before, our class sizes are quite small. And we also have quite a lot of flexibility in the design of our course where we have a blended learning approach, where the students do some amounts of their study using the online platform.

So it allowed us to quite seamlessly move our students to the online space for learning, and we built some really innovative group work activities for the students to do in the online space with the facilitation of us doing these types of activities. But really our focus is on getting our students back onto campus. And as the risk is really declining in Australia around the outbreak, that is our focus now.

So we're working as early as June, late June, early July, to have our students coming back and doing those practical elements that make up the nursing profession. And as we move into the second semester in August, we hope to have most of our students back on campus undertaking their regular practical classes. Because that's really, for us, the way that we learn in nursing in the most fulfilling and rounded way.

Zoe Brown

Thank you, Loretta. We do have a question, a couple of questions, just regarding placement. Would you be able to explain a bit more what the placement means, what it's about? And are they paid placements?

Loretta Garvey

So I'll answer the last part first. The placements are not paid. We, in fact, pay our hospital providers to take our students because you guys are so important to us, and what that pay is for is the educational support for our students when they're out in the hospital. Our placements range across the course based on what you're learning.

So for example, in year one where the focus is on more of the basic skills and communication and those elements, we'll put you in a lower acuity facility with maybe rehabilitation or with aged care. And as you progress with your capabilities in nursing, we progress the acuity of the placements and the diversity, so that then moves into acute placements in hospitals. We include mental health, some community placements.

We also include specialty placements, so we have students at the moment in emergency departments, in intensive care. Some of them are going to the Royal Flying Doctor Service, which is a remote transport opportunity. There's really quite a vast array of different areas, and we allow our students to preference where they would like to go in their final year to help give them variety in their experience as well.

And while you are on placement, you never have the responsibility of looking after patients on your own. You're always paired with another registered nurse. We call them your "buddy nurse." And then on top of that, you also have a dedicated educator who can support you potentially with elements that you need a little more help with or that you need refreshing on if it was something

you covered earlier in the course and you've forgotten some elements. So they're always on staff as well whilst you're out in that placement.

Zoe Brown

Thank you.

Loretta Garvey

Pleasure. So just now we're finishing off with the nursing element is around the careers and opportunities in nursing. And just to reiterate that nursing in Australia is an autonomous profession, so we work in a team, but we're a profession on our own. And we make up nearly 60% of the workforce in health, so we're a really enormous part of the health care system in Australia. And over the next five years, there's predicted to be more than 50,000 new nursing jobs in Australia as the population ages.

After the degree at Swinburne, you can go and work in any context. It's a general nursing degree. So you can work in paediatrics. You can work in mental health. You can work in aged care, community, any of those as you move directly out of our course. And what we offer in Australia is called a graduate nursing program that comes directly after your degree, and you apply for this, and it's connected to a hospital.

And it's an additional support year so that, again, you might not have a full patient load when you first start. There's additional study days. And those educators are on board in the hospital devoted just to those graduate students. And last year in 2019, all of our graduates, so 100% of them were employed in those graduate programs, which is a really fabulous outcome for our students. And also, nursing in Australia is part of the skilled migration scheme, so that's an important element within nursing as well.

So we might now move onto talking a little bit more about the health sciences. So the health sciences is a very large area at Swinburne University. And really, the focus of things in health sciences is around technology-- again, given that Swinburne is the university of technology-- and where technology can help and support that concept of personalized health. So that's where we talk about everyone's health being important to them.

And so technology is really changing both the management of health and the prevention of disease as well. And at Swinburne for our students, we use a range of teaching technologies for our students to learn as well. You can see in our top left corner, we've got our Anatomage, which is the way in which our students learn anatomy. And in the lower corners, we have the VR and AR also for our anatomy and physiology learning.

And the really great parts about this are that you can learn about the body and where all the different parts fit in before you actually touch a patient or get near a patient. And the great parts are that if you want to see what the heart looks like, you can't really see that on a person unless you go through technology, ultrasound, those types of things. But with this technology, you can peel back the ribs.

You can pull up just the heart with the virtual technology and spin it around and have a look to see where all those points connect. So understanding what's happening with the normal body and then also overlaying on that what it can look like with a disease state as well, which is so incredibly important to learn about in understanding how things change in the body and why we do certain things in health.

One of the great parts as well is that we can change the body from being a male to a female very easily, whereas not so easy to do in our patients, and from a younger to an older patient as well. So it's a really great aspect in there. And all of these things allow us, again, to bring forward those digital aspects and also the personalized health care about understanding the human body in such detail.

Zoe Brown

It sounds like a really fun and engaging way to learn all about the anatomy. And I think a lot of us just think of, oh, we have to learn it all from a textbook and that sort of thing, but this is really hands-on as well and very visual and interactive.

Loretta Garvey

Yeah, absolutely. I think it's the modern day cadaver really. You don't get the smell of formaldehyde. And I actually think it's a better learning opportunity because you can take things out and put them back in and change them around, whereas with the old style of learning, you can't really do that. Or with a flat book, you can't see what sits behind. So it's a really unique opportunity for the students to have a great conceptualization about how the body actually works.

So you might be wondering a little bit about what health science actually is. It's a bit of a broad terminology. But realistically, it's about any way in which we can deliver health to people and humans. And you can look at a vast array of populations sick, well, and so we're looking at the concept of disease prevention, disease management and intervention, and just the idea of health in general, how to maintain that as well.

You'll find that it's actually the biggest growing employment area. And in Australia alone, we spend \$160 billion on health each year. So there's quite a lot of growth in this space, which we'll talk about the job opportunities a little bit later. At Swinburne, we talk about the future of health care being focused on technology, as we mentioned before, and the personalization of health care.

A really great way to conceptualize this is the consideration of health care 4.0, where we're thinking about how big data is used and monitoring and those types of things. We like to think about it in a positive sense. At Swinburne, one of the areas we look at is in telehealth, where we can help with the prevention and maintenance of health by someone in, for example, a remote area having a teleconference with a specialist in an urban centre.

It means that they can still live their life the way that they want to in that rural remote setting, but be able to have that access to that health care because of technology and still get that personalized experience of health. They can have that monitoring by their physician at the other end of the phone, which is really very important.

Zoe Brown

Loretta, can I ask? So in terms of trends for future jobs and obviously patient care, do you see the demand growing for tele?

Loretta Garvey

Yes, most definitely. I think digital health is such a growth area. It's a burgeoning area, and I think it's so new and novel that I think the boundaries of what it includes is still unknown. It's really the rapid pace of people inventing and developing new technologies really what we're bound by. So it's a really exciting space to be in.

And I think having those skills, which all of the students in our health sciences will all have a core unit in digital health, which is incredibly important to learning those elements and putting that into practice into real life and what their jobs are going to be. I think one of the other really great elements alongside that is their project management opportunities that they have. And you can see some of the really great organizations that we partner with at Swinburne down on the bottom there.

So the opportunities in these course to follow what you're interested in and do that with great organizations is really quite vast. And you'll see here our majors in the Bachelor of Health Sciences are quite varied. So we have biomedical science, clinical technologies. We have the two new ones, which is the area of growth, digital health and health promotion, so that focus on prevention. Neuroscience, nutrition, and the two psychology areas as well.

In addition to that, we can also have double degrees at Swinburne as well, so doubling the health science degree with arts, business, and other science courses. And if you're still keen for more study at Swinburne, there's lots of post-graduate opportunities so you can specialize in different health professions. So we have occupational therapy, physiotherapy, dietetics, clinical psychology. And if research is the area that you're more interested in, we also have honours, masters, and then subsequently PhD programs as well at Swinburne.

And just talking through a little bit about the core course structure, these are our core units that you would undertake. So obviously in first year, there's a few more mandatory ones, but giving you a really solid foundation in which you can branch out into the health sciences. And then as you move into the second and third years and you start exploring your majors and minors, you can pick a few more of those subjects that really align with your areas of interest.

But we're still keeping those base concepts of project management and research in there so that you can still complete the major projects. And some of the really great organizations, this is a very few examples out of the many that Swinburne partner with. So these are industry partners that the students can go and do work-integrated learning and undertake their projects and research with.

So we have sporting affiliations. We have the nutrition side of Bakers Delight. We've got the animal husbandry in the Zoos Victoria, and then technology through Siemens and Geotech. And then, of course, we have the astrophysics at Swinburne as well, which is an exciting space. And they're often in the news here in Australia, so a really great opportunity for our students to be involved in.

In terms of work opportunities, we've talked a little bit about this. Health is the highest growing area of growth opportunity for employment in Australia, and the broad ranging areas that you can go is really limited by where you can move and flex your expertise that you learn in a health science course. You can go into health promotion, where you're looking at disease prevention, policy advice.

You can be a management of data and analysis of data, become a hospital scientist. You can work in pharmaceuticals and tech companies. You can become a researcher. You can go into education and training. Really, the world is your oyster in terms of what you want to focus in after this course, and that diversity is really an amazing aspect after the degree. I think that's it for me. So if there's any questions from the audience, I'd be happy to take those with Zoe.

Zoe Brown

Well, thank you very much, Dr. Loretta Garvey. That was really fascinating, and I'm sure our audience, yeah, learned quite a bit in terms of how we're delivering our courses at Swinburne. If anyone does have any questions, please feel free to pop them into the Q&A or chat box, and we can attempt to answer them.

But if not, you're also more than welcome to contact myself at zoebrown@swin.edu.au. And yes, I'll be able to answer your questions there. But we'll give it a minute and just see if anyone has any further questions.

Loretta Garvey

And of course, my dog has stopped barking when there's no one talking.

Zoe Brown

Yes, yes, dogs and kids, yeah, it's-- yeah, yeah. Fortunately, my kids are at school, so it's a--

Loretta Garvey

Quiet today.

Zoe Brown

--little quieter today. OK, we have a question from [INAUDIBLE]. "Is there any food and technology at Swinburne?" Well, yes, there is. So as part of the health sciences undergrad program, we offer nutrition as one of the majors.

And also in terms of the post-grad options, we have the Master of Dietetics, which is a beautiful new program, and we have, yes, an amazing course director. And, yes, and, Loretta, one of our key staff members there too. OK, "Do the health science degrees have professional recognition?"

Loretta Garvey

So it depends on where you move in the course. So if you move into different directions, there is an ability to have them accredited. So if you're moving into the exercise and sport science space, this is an accredited course. If you move towards psychology space, this becomes part of an accredited course as well.

Zoe Brown

OK. "The graduate opportunities are available for international students." Yes, I believe Karen may be referring to that graduate nursing program that you touched on.

Loretta Garvey

Yeah, absolutely. So the private hospitals in Victoria offer the graduate programs to our international students, so they are fully available for the application through those programs. The other thing is that once-graduated students don't necessarily have to go into a graduate program. If they would prefer to go to an organization and apply directly outside of that supported program, they can do that as well.

That probably more occurs in our aged care space, which is a huge growth industry in Australia. And there's usually a shortage in workforce in that space, so that tends to be a big opportunity as well.

Zoe Brown

All right, well, I don't think we have any more questions for the moment. But as I said, please feel free to get in contact with myself or the regional manager. As we have five, you may get in contact with them. But yes, thank you so much for joining myself and Dr. Loretta Garvey today. It was a pleasure presenting to you. And thank you again, Loretta, for joining us

Loretta Garvey

My pleasure.

Zoe Brown

All right, have a good day everyone.

Loretta Garvey

Bye.

[END OF TRANSCRIPT]