Registered nurses Introduction to Specialty Education

General Information Handbook

Updated 2022

The Royal Melbourne Hospital

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1. The Royal Melbourne Hospital – About us

The Royal Melbourne Hospital (RMH) began in 1848 as Victoria's first public hospital. And while we only had 10 beds to our name, we had the community of Melbourne behind us, and we were ready to provide the best possible care for those in need.

Healthcare has changed a lot since then, but our desire to serve the people of Victoria with an appropriately skilled and compassionate workforce has not. We're still at the forefront of innovative research and discoveries – working hard to redefine the highest standards of care.

Excellence is something we strive for together. We're committed to working alongside our partners in care, research and education, so we can shape the next generation of leading clinicians, scientists, researchers and educators.

We're for Melbourne's health and have considered how we can best contribute to the health needs of the community, which is reflected in our purpose, values and community promise:

Our purpose
Advancing healthcare for everyone, every day

Our community promise
Always there when it matters most

Our values
People first. Lead with kindness. Excellence together.

The RMH includes our Parkville City campus, Royal Park campus, 32 mental health services across the north-western suburbs of Melbourne, and the world-renowned Peter Doherty Institute for Infection and Immunity, which is a joint venture with the University of Melbourne.

2. RISE Program Overview:

The Royal Melbourne Hospital's RISE (Registered nurses Introduction to Speciality Education) Program aims to support nurses to develop their clinical knowledge and skills in a specialty area of nursing practice. The program has been instituted to provide nursing staff with a structured career pathway relevant to clinical nursing. It has been designed to advance clinical practice by providing evidence-based theoretical and clinical education through development of critical thinking and problem solving. Participants will apply concepts to clinical practice through participation within program, applying content learned throughout their role as a Registered Nurse; enhancing their ability to contribute to the specialist healthcare team.

2.1. Course Co-ordinator:

Nursing Education Coordinator
Nursing Education Department
RMH-PostGraduateNursing@mh.org.au
9342 4976

2.2. Pre-requisites:
- Undergraduate Bachelor of Nursing or equivalent
- Successful completion of Graduate Nurse Program (GNP) or equivalent
- Employment within the Royal Melbourne Hospital at minimum of 0.6EFT in clinical area offering the program for the duration of the program
- Successful application and enrolment into the RISE program as agreed by the Nurse Unit Manager (NUM), Clinical Nurse Educator (CNE) and Course Co-ordinator

2.3. Program Objectives:
Upon successful completion of the program, the RISE student will be able to:
- Accurately assess, plan, implement, evaluate and document nursing care specific to the speciality to an advanced beginner level (Benner, 2004).
- Discuss related pathology and pathophysiology underpinning investigative data and assessment findings at an advanced beginner level relevant to the clinical area.
- Respond to patient deterioration and variations in clinical status through demonstration of proficient analysis and synthesis of assessment data
- Develop theoretical understanding of specialist nursing care
- Work as an effective member of the multidisciplinary team in meeting the vision of the organisation
- Act as an advocate of the individual, ensuring the maintenance of dignity and integrity, whilst promoting the client's rights to make informed health choices
- Demonstrate the ability to reflect on nursing practice, thus promoting ongoing professional development of themselves and their colleagues
- Apply lifelong learning strategies to promote personal and professional development

2.4. Recognition of Prior Learning (RPL):
Industry credit is not currently available for successful completion of the RISE program.

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2.5. Key Contacts

RISE Program Cardiac Care* RMH-CardiacNurseEducators2@mh.org.au	**RISE Program Neurosciences** RMH-NeuroNurseEducators@mh.org.au
RISE Program Cardiac Care* CardiothoracicNursingEducation@mh.org.au	**RISE Program NRTP** RMH-NRTPEducators@mh.org.au
RISE Program Emergency Department RMH-EDClinicalNurseEducators@mh.org.au	**RISE Program Perioperative** RMH-PerioperativeEducators@mh.org.au
RISE Program Haematology/BMT RMH-HaemEducators@mh.org.au	**RISE Program Renal & Endocrinology** RMH-RenalEDgroup@mh.org.au
RISE Program Infectious Diseases RMH-ClinicalNurseEducatorsMedical@mh.org.au	**RISE Program Surgical** RMH-GenSurgNurseEducation@mh.org.au
RISE Program Intensive Care RMH-ICUNurseEducators@mh.org.au	**RISE Program Sub-Acute** RMHRoyalPk-NursingEducation@mh.org.au
RISE Program Medical RMH-ClinicalNurseEducatorsMedical@mh.org.au	**RISE Program Trauma** RMH-7SouthNurseEducators@mh.org.au

*Cardiac Stream co-facilitated by Cardiology and Cardiothoracic Clinical Nurse Educator teams
Please note clinical stream course dates and program offerings are subject to change

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3. Program Delivery

Participants will engage in RISE Program content through a range of modalities across each module. These may include the following:

- Online workbooks and activities
- Guided readings
- Forum discussions
- Virtual and face-to-face workshops and professional development days
- Module hurdles
- Self-directed online learning
- Clinical case scenarios
- Simulated learning

3.1. Teaching Approach

Participants are expected to take a proactive approach in their learning. Each speciality program will incorporate a number of online modules that have been developed using a structured approach.
These may incorporate:

- **Online Workbooks**
  Online workbooks are delivered via RMH Learning Hub and are designed for the participants to understand the core components of the weekly topic, focussing on gaining and consolidating knowledge. Participants will spend this time working through readings, online presentations and interactivities.

- **Module Hurdles**
  Whilst there is no Industry credit associated with this program, modules will have academic and/or clinical assessments associated. These hurdles are designed for participants to further extend their knowledge, evaluating their understanding of the topic and applying concepts learned.

- **Tutorials and Workshops (Professional Development Days)**
  Tutorials and workshops, run virtually or face-to-face are designed for participants to widen their understanding and build on the knowledge learnt in the workbooks. To enrich learning and develop a critical and deeper level of thinking, the tutorials and workshops focus on the practical application of content through the use of discussion, breakout groups and guided activities.

- **Self-directed study time (Professional Development Days)**
  Self-directed study time may be allocated to participants during a professional development day, to support the completion of program content (Refer to Learning Hub or you Clinical Nurse Educators for stream specific Study Day information).

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3.2. Leave Entitlements

Professional Development Days
Paid professional development days (as per EBA entitlements) are incorporated throughout the program.
All participants will be provided with a minimum of 3 paid professional development days. Additional days may be allocated at the discretion of the Nurse Unit Manager. Participants are responsible for completion and timely submission of all study day leave forms, timesheets and associated roster requests.

Students are expected to be punctual in their arrival to all interactive/online workshops and on return from their breaks. Mobile phones should be switched off for all workshop sessions.

Annual Leave
Other than unplanned personal/ compassionate/carers leave, all leave must be approved in advance. Except where otherwise provided in the relevant Enterprise Agreement this would generally be at least 6 weeks prior to the leave commencing to enable effective rostering requirements to minimise service disruption, including arranging appropriate back-fill arrangements. Leave should be discussed with the relevant Nurse Unit Manager, with consideration to key components of the RISE program including professional development days and hurdle requirements considered prior to leave being approved. Where a RISE program has a rotation between clinical areas and across cost-centres, leave should be spread evenly across the duration of the program.

Application for Leave
http://intranet.mh.org.au/www/714/1001172/displayarticle/1586053.html

3.3. RISE Program Annual Discussion

All nursing staff at The Royal Melbourne Hospital undergo a process of identifying, measuring and developing clinical practice. Known as the annual discussion, this process is completed each year within a formal meeting with the Nurse Unit Manager of the clinical area.

As a RISE Program participant, an annual discussion will be completed at the completion of the program. Participants will receive formal feedback on their performance by the Clinical Nurse Educator and Nurse Unit Manager. Informal, contemporaneous feedback will be provided throughout the rotation and participants are encouraged to actively seek this out.

RISE Program participants are required to utilise the RMH annual discussion (long form) template available on RMH Intranet.

3.4. Clinical experience/supervised clinical practice:

The RISE participant is supported in the clinical environment throughout the duration of the course. RMH various experienced staff with appropriate experience and qualifications will offer ongoing contemporaneous support to participants. Staff include the following:

- Clinical Nurse Educator (CNE)
- Clinical Support Nurse (CSN)
- Clinical Nurse Specialist (CNS)
- Preceptors
- Nurse Unit Manager (NUM)
- Clinical Nurse Unit Manager (CNUM)
- Associate Nurse Unit Manager (ANUM)

3.5. Rostering:

Rostering during the RISE program is the responsibility of the clinical area. RISE applicants will be required to work a rotating roster including Night Duty. All roster requests, including requests for professional development need to be discussed with the associated Clinical Nurse Educators (CNE) and Nurse Unit Manager (NUM). Please note, application for leave during the program must first be discussed with the relevant NUM and CNE to ensure there are no conflicts relating to assessment or clinical requirements within the program.

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3.6 RISE Participant Support:

RISE participants are expected to conduct themselves in an appropriate and professional manner at all times and work within the RMH values. RISE participants are encourage to Speak Up if concerned by any aspect of the program or clinical area. Professional or clinical concerns should be raised and managed by the NUM of the clinical area the RISE participant is working in. RMH has a variety of supports available for all staff within the organization including Wellbeing, Peer Support and Employee Assistance Programs.

Extensions and Special Consideration
Extensions and special consideration can be discussed on an individual basis with the RISE Program Coordinator

3.7 Participant Performance Concerns

Participation in the RISE program at The Royal Melbourne Hospital will be dependent on continued successful progression against the program's requirements. This includes consistently meeting the course and specific student employment requirements to a satisfactory level and within the timeframes set by The Royal Melbourne Hospital. Please note that satisfactory completion of certain modules and course content is required to progress.

Participants are required to consult with their Nurse Unit Manager and Clinical Nurse Educator if they feel they are experiencing any difficulties with the course or feel they will not be able to complete the course. If issues arise around clinical performance and/or academic results associated with the program, this will initially be addressed through a clinical review process conducted by The Royal Melbourne Hospital Nursing Education Department. If in these circumstances participants are still found to be unable to satisfy program requirements participation in the program may be terminated resulting in participants reverting to substantive pre-program position (or if an external entry – participation and employment may be terminated with the provision of one weeks' notice).

4. Completion of the RISE Program

4.1. RISE Certificate:

A certificate will be awarded when the following criteria have been met:

- Successful completion of mandatory and RISE Program clinical competencies and theoretical components
- Provision of nursing practice that aligns with RMH Standards and NMBA Standards for Practice (RN)
- Successful completion of RISE Program Annual Discussion
- Attendance at all professional study days/workshops
- Completion of the RISE program evaluation

4.2. Beyond the RISE Program

Following the RISE Program, participants will continue to be supported as an integral member of the RMH workforce. Participants may also consider a career pathway that includes completion of a university-affiliated Post Graduate program. Please see the Royal Melbourne Hospital Post-Graduate Program webpage for further information regarding the program on offer and the application process.

5. References

Benner, P. (2004). Using the Dreyfus model of skill acquisition to describe and interpret skill acquisition and clinical judgment in nursing practice and education. *Bulletin of science, technology & society*, *24*(3), 188-199.

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Advancing health
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