



Department of Rural Health
Broken Hill
University of Sydney
Faculty of Medicine

Nursing Student Guide

Far Western NSW Rural Attachment



Department of Rural Health, Broken Hill
2005

ACKNOWLEDGEMENTS

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Barrier Division of General Practice
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Far West Area Health Service
Broken Hill Base Hospital
Menindee Health Service
Mental Health Services, Broken Hill
Population Health Division, Far West Area Health Service
Royal Flying Doctor Service (South Eastern Section)
Wilcannia Health Service

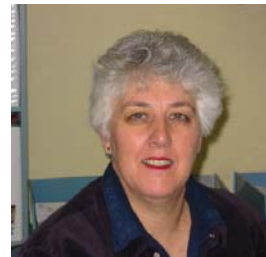
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MESSAGE FROM THE HEAD OF DEPARTMENT

A warm welcome to all students from the Broken Hill Department of Rural Health.

The rural attachment at Broken Hill has been planned for students to further develop their professional skills, learn about rural and remote health, experience life in an outback town and view our wonderful semi-arid environment.

It is tailored to meet the specific needs of individual students and universities. Teaching occurs at the bedside, in small outlying communities, in general practice and other community-based settings.

These placements will enable you to develop a mosaic of snapshots that reveal the true character of rural life and health care practice. Together they create a composite picture that is Far Western NSW.

Furthermore I trust that you will gain an understanding of:

- how rurality impacts on the health professional - patient relationship
- how management decisions are influenced by the rural/remote setting
- the use of novel solutions to ensure rural communities have access to health care
- overcoming the potential pitfalls of professional isolation
- the unique role of the health professional in a rural/remote community
- the dynamics of rural communities, including cross-cultural issues
- the positive aspects of living and practising in rural communities.

Preparation of the Student Guide has been a team effort. In particular I would like to acknowledge the work of our placement supervisors, who not only contributed to the guide but also have the most important job of translating the rhetoric of rural health into a vital experience for students.

Throughout this document the term 'rural' is used as a general term to cover both the rural and remote settings, each of which has its own unique qualities.

The Broken Hill Department of Rural Health is part of the Faculty of Medicine, University of Sydney. We are one of ten new academic departments established around rural and remote Australia, supported by generous grants from the Australian Government.

I hope your time in the bush is both enjoyable and rewarding.



David Lyle
Head of Department

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ABOUT THE GUIDE

The guide has been put together to assist you in getting the most out of your time at Broken Hill and in Far Western NSW.

Students come here from a number of Australian and overseas universities. We have endeavoured to ensure that you get a broad exposure to rural health care practice while still meeting the educational objectives set by your respective faculties.

Attachment schedules are individually prepared and discussed with each student on arrival at Broken Hill. Most attachments are for 2-6 weeks and usually include placements at:

- 1) the base hospital;
- 2) in a remote community; and
- 3) with a community health service provider.

In all placements there is a strong emphasis on Aboriginal health.

The guide has several sections.

- **Background information on Broken Hill and Far Western NSW.** Basic details about the region are presented. Further information is provided in orientation and cross-cultural workshops held during your time in Broken Hill.
- **Overview of the Far Western NSW Rural Attachment.** This section summarises the overall aim of our program, the clinical placements on offer to students, the availability of accommodation and transport, and the local assessment requirements.
- **University Requirements.** Outlined are the particular requirements set by your faculty for the clinical attachment at Broken Hill
- **Placements Profiles.** This section provides a detailed overview of the various clinical placements on offer in Far Western NSW.
- **Assessment.** Local assessment methods are described and include the use of a logbook and presentation at the end of the attachment.
- **Appendix.** The appendix itemises local facilities and activities for students. This includes a map of Broken Hill and the Far West Area.

BACKGROUND

Broken Hill and Far Western NSW

Broken Hill is set in beautiful outback New South Wales and is home to many artists drawn to the landscape and far horizons. Situated in the Far Western corner of the state, Broken Hill's major industries are pastoral, mining and tourism. Broken Hill was founded on the silver, zinc and lead deposits discovered in 1883 but has subsequently become a tourist destination and home to many television and film crews taking advantage of the sunlight, warmth and open country.

The climate of Broken Hill is warm and dry. The average maximum temperatures range from the low 30s in summer, in the 20s during spring and autumn and down to a cool 15-18°C in winter.

Far Western NSW defines an area one third of the state, located principally in the sparsely populated regions north and west of the Barwon-Darling river system. It borders on three states (Queensland, South Australia and Victoria). For administrative purposes, the area is divided into three sectors, an Upper Western Sector in the north west of the state (towns such as Walgett, Brewarrina and Bourke), a Lower Western Sector to the west and south of the state (towns include Wilcannia, Menindee, Wentworth and Balranald), and Broken Hill.

The People

The population of far western NSW is 49,798 with 20,279 people living in Broken Hill. There are around 550 births annually in the area and one quarter of the population is over 55 years. Overall 13% of the population is Aboriginal. (Source: Health and the Far West, Broken Hill Centre for Remote Health Research 2004)

Rural Lifestyle

Most people coming to Broken Hill comment on the relaxed pace of life, friendliness of the townsfolk, and the range of social activities available to them.

Students are given the opportunity to meet with local people at various locations around town.

BACKGROUND

The Department of Rural Health, Broken Hill

The Department of Rural Health at Broken Hill (UDRH) is a multi-disciplinary department, responsible for meeting the education and training needs of rural health practitioners and for those city based health care professionals interested in furthering their training and practicing their clinical skills in a rural and remote setting.

Staff working in the Department come from various health professional backgrounds including medicine, nursing, public health, Aboriginal health and allied health.

The Department of Rural Health is part of the Faculty of Medicine, University of Sydney. We are one of ten academic departments situated around rural and remote Australia, supported by generous grants from the Australian Government.

The Broken Hill Department runs three academic streams in; primary health care; public health and research support and clinical medicine. In addition to its student programs, the UDRH offers formal courses in Community Health and Development (Advanced Diploma and Diploma) for Aboriginal health workers, and Enhancement of Isolated Practice Program in collaboration with the Far West Area Health Service. The Department also contributes to post-graduate medical training and is actively involved in collaborative research.

Health Services in Far Western NSW

Health service organisations resident in Far Western NSW include; the Far West Area Health Service (NSW Health), Royal Flying Doctor Service (NSW Section), Aboriginal Medical/Health Services (Maari Ma) and Divisions of General Practice (Outback, Barrier and Mallee Divisions).

These organisations provide 24-hour access to primary health care, emergency and some specialist services, supported by an IT, telehealth and Video Conference network.

The area is also served by a number of visiting medical and paramedical specialists from NSW, Victoria and South Australia who run clinics and other services as well as providing advice and support remotely to resident health practitioners.

Access to primary medical care is through resident general practitioners in the larger towns and by the RFDS in smaller, more isolated locations. General Practitioners in Broken Hill as well as other towns work as VMO's in the local hospitals. These doctors have the opportunity to practice clinical, procedural and public health medicine. Nurses also act as the first point of contact for persons seeking access to primary health care services. NSW Health has established four Nurse Practitioner posts in the FWAHS.

BACKGROUND

Patients are referred out of the area for some specialist services:

- to Adelaide from Broken Hill and the North Western corner
- to Dubbo and Sydney from the Upper Western sector (Bourke to Collarenebri and Goodooga), and
- to Mildura and Melbourne from communities adjacent to the Victorian border.

A number of area-wide services operate in far western NSW. These include critical care services, renal services, public health services (eg communicable disease control), mental health and counselling services, diabetes care, sexual health services, and public dentistry.

OVERVIEW OF RURAL ATTACHMENT

Aim

Our aim is to promote a positive attitude to rural lifestyle and health care practice by assisting students develop knowledge of, and familiarity with, rural communities and the importance of primary health care in the rural setting.

The clinical placements contribute to the development of health care knowledge and skills while encouraging students to consider:

- how rurality impacts on the health care professional-patient relationship;
- how management decisions are influenced by the rural setting;
- the use of innovative solutions to ensure rural communities have access to health care;
- managing challenges of professional isolation;
- the role of the health care professional in a rural community;
- the dynamics of rural communities, including cross-cultural issues.

Placement schedule

Placement schedules are individually prepared and discussed with each student on arrival at Broken Hill. Our student coordinator organises the clinical placement program and is also available to deal with other concerns.

Most attachments are for 2-6 weeks and usually through placements in the far west; the Broken Hill base hospital, in a remote community or with a community health service provider.

The selection of placements and the time spent at each placement is tailored to meet the overall objectives and outcomes set by the student's faculty.

While students on community-based terms may not spend time in the base hospital, they will be taken through the base hospital as part of their orientation. There is also scope for individual health care professionals to introduce their students to the in-hospital aspect of their work and its interaction with the primary care setting.

An Orientation program occurs on the first Monday of a student's placement, during which time students are provided with essential material required for their placement, thus making it compulsory for all students to attend.

Included in the program is a day workshop on cross-cultural perspectives in Aboriginal Health, and seminars on; Far Western NSW - its people and places, and challenges to health service delivery in remote NSW. The majority of students will be able to participate in this in their first weeks in Broken Hill

OVERVIEW OF RURAL ATTACHMENT

There are also other learning activities available that students are encouraged to be involved in.

Journal Club

The Department of Rural Health holds a journal club meeting every second Wednesday at 1230hours. Meetings are held in the UDRH meeting room. Students are welcome to attend.

Grand Rounds

Medical staff organises Grand Rounds each Friday at 1200hours. Each week a presentation is made on an interesting case study or topical area. Nursing students are welcome to attend. A light lunch is provided.

Workshops / Seminars

Students are encouraged to attend clinical teaching that is relevant to their placement and learning objectives when it is available. Ask your preceptor/nurse unit manager or review the notice boards to find out what is happening.

Clinical Teaching

Medical and Nursing Staff present regular teaching sessions on topics related to rural and remote health. Students are invited to attend any of these sessions if desired.

Academic Support

The role of the Director of Primary Health Care in the Clinical school is to provide academic and clinical support in Nursing and Allied Health area. This means support to students undertaking their placement as well as maintaining the relationship between UDRH and the university that has placed its students in Broken Hill.

Accommodation and transport

Hostel style accommodation is provided for students at Broken Hill Health Service. Some remote sites, such as Wilcannia, Menindee and Bourke also provide accommodation however this is often subject to availability. Australian-based students are not charged for the accommodation, while overseas students are required to pay a weekly tariff.

When placed in Broken Hill food can be purchased at reasonable cost from the hospital cafeteria. Full cooking facilities are available in the student accommodation complex. In the majority of the remote sites there is access to small general stores however the cost and availability of *fresh* food is often more expensive. In some instances students may need to buy their food prior to leaving Broken Hill.

Broken Hill is accessible by daily flights from Sydney and Adelaide. In addition there is a daily train and bus service from Sydney (including the Indian Pacific twice weekly) and a bus service to and from Adelaide and Mildura. The Student Coordinator can provide more detail about travel options.

OVERVIEW OF RURAL ATTACHMENT

Assessment

Each faculty has its own assessment requirements. Students should contact their clinical school if uncertain of these requirements. Students are asked that prior to commencing their placement they have formal written learning objectives which encompass the learn requirements of their University.

All students must discuss/present their learning objectives with their supervisor, Nurse Unit Manager (NUM) or their designated preceptor at the commencement of their placement. It is the responsibility of the student to ensure that all required documentation is completed by their Preceptor / NUM prior to finishing their placement.

Student appraisal and feedback on the Rural and Remote Attachment is very important to us. We take your views, both those things you find good about the placement, and where we could improve, very seriously. Please take the time to fill out the Evaluation form prior to departing your placement.

ISSUES FOR CONSIDERATION DURING RURAL PLACEMENT

Students are encouraged to consider the following issues about rural and remote practice during each of their clinical attachments.

1. How isolation impacts on the inter-disciplinary health professionals relationship.
2. To what extent is a multi disciplinary approach taken in providing health care to rural communities and how does this impact on the role of the nurse?
3. How does the rural setting influence management decisions?
4. What approaches and solutions have you observed that ensure the rural communities have access to health care?
5. How have potential pitfalls of professional isolation been overcome?
6. What is the role of the health professional in a rural community?
7. What dynamics of rural communities, including cross-cultural issues, influence the way health services are organised and delivered?

At the end of the rural attachment students should take the time to reflect on what they have learnt about each of these issues.

UNIVERSITY REQUIREMENTS

The UDRH takes students from many universities around Australia, including The University of Sydney, University of NSW, The University of Adelaide, and the University of Newcastle. A limited number of overseas students also spend time in Broken Hill.

Nursing students are generally accepted from the five key feeder universities who have a relationship with the Far West Area Health Service and the Department of Rural Health. These universities are:

The University of Sydney
The University of New England
The University of Wollongong
Charles Sturt University
The University of South Australia.

The following section contains the particular requirements set by your university for the clinical attachment in the following format:

- **University**
- **Term name**
- **Term profile**
Brief description of the clinical term within which the attachment is placed.
- **Objectives**
Term objectives set by your university.
- **Structure of attachment**
Range of placements negotiated with your university for the attachment.
- **Educational approach**
Structure developed for the Broken Hill attachment to meet your university's requirements.
- **Learning outcomes**
A statement of the desired outcomes for the rural attachment.
- **Supervision and evaluation**
A summary of the attachment supervision, your university and our local assessment plan.

UNIVERSITY REQUIREMENTS

The University of South Australia

Placement Name

Nursing Context 2: Supportive Care (Semester 2)
Nursing Context 3: Acute Care (Semester 3)
Nursing Context 4: Acute Care (Semester 4)
Nursing Context 5: Specialisation (Semester 5)
Nursing Context 7: Practicum N (Semester 6)

Placement Profile

Nursing students are placed in all areas of the health service, and the emphasis is on achieving the ANC competency in all domains. Detailed information about various student issues relating to placement may be found on the Division of Health Sciences Professional Placement website (<http://www.unisanet.unisa.edu.au/HSCPlacements/index.htm>).

1st / 2nd year students are expected to require verbal and physical cues while 3rd year students attending Nursing Context 5: Specialisation and Nursing Context 7: Practicum N should achieve independence in assessment. (See attached assessment sheet for details)

Objectives

Objectives specific to each course will be provided prior to the commencement of placement. However as a general guide the student should achieve the following by the end of the placement :

- Demonstrate a knowledge base necessary for safe, holistic practice.
- Assist in the planning, implementing and evaluation of appropriate nursing care required by individuals.
- Communicate and interact effectively with patients, staff and others.
- Demonstrate knowledge and application of the nursing process.
- Develop and display competency in problem solving, case management, legal and ethical implications of nursing care.

Structure of Placement

Students will be placed in an appropriate clinical area for the duration of their placement. The clinical area will be determined by the requirements of the university and availability in the health service.

Educational Approach

Students will:

- Attend the orientation and cross-cultural workshops organised.
- Complete the learning contracts and reflective journal requirements.
- Gain clinical experience relevant to their placement.
- Attend any teaching sessions relevant to their learning objectives.

UNIVERSITY REQUIREMENTS

The University of South Australia

Learning Outcomes

This will vary between courses but should include: insight, experience and reflection on:

- Health issues affecting rural and remote communities.
- Factors affecting the delivery of health care in rural and remote areas.
- Dealing sensitively with cross cultural perspectives.

Supervision and evaluation

Supervision: Preceptor in the clinical environment.
Facilitator provided by School of Nursing & Midwifery (available via phone contact)

Academic & Clinical

Support

Assessment: Dr Tara Walker
Meet the learning objectives set by the School of Nursing and Midwifery.

Meet learning objectives determined by the student, preceptor and facilitator.

Record learning experiences in successfully complete reflective journal portfolio.

Field Placement Unit Contact

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UNIVERSITY REQUIREMENTS

Charles Sturt University – Bathurst Campus

Placement Name

Context of Nursing Practice / Clinical Nursing Synthesis

Placement Profile

In the *Context of Nursing Practice* clinical practicum students are expected to apply knowledge to provide nursing care to individuals experiencing health breakdown related to nutrition and elimination, metabolism and protection.

Context of Nursing Practice Objectives

By the end of this placement the student will:

- Describe pathological processes in relation to health breakdown related to nutrition and elimination, metabolism and protection.
- Correctly interpret terminology relevant to the areas studied.
- Understand the significance of diagnostic tests/procedures and associated implications for nursing care.
- Describe and undertake appropriate physiological and psychosocial assessment of clients experiencing health breakdown related to nutrition, elimination, metabolism and protection.
- Plan and implement appropriate nursing interventions based on assessment findings.
- Objectively evaluate nursing care.
- Perform all necessary clinical skills.
- Function independently and in collaboration with allied health professionals to deliver effective holistic care.

In the *Clinical Nursing Synthesis* the student is prepared for practice as a professional nurse and is expected to synthesise the various themes and perspectives they have studied. The major focus is on holistic nursing which incorporates the consolidation of nursing knowledge and practice, clinical reasoning and skill mastery.

Clinical Nursing Synthesis Objectives (NRS 365)

By the end of the placement the student will:

- Demonstrate an application to clinical reasoning and problem solving skills to nursing practice within your elected clinical setting.
- Demonstrate attainment of the ANCI competencies for beginning nurse practice.
- Demonstrate an ability to integrate knowledge from previous subjects thus ensuring holistic practice.
- Clinical competencies at the level of beginning practitioner appropriate to nursing care in a clinical setting.
- Demonstrate an ability to reflect on your own practice.

UNIVERSITY REQUIREMENTS

Charles Sturt University – Bathurst Campus

- Application of analytical and clinical decision making skills to deal with a range of nursing situations.
- Time management and priority setting skills in nursing care.
- Awareness of the cultural, political and social environment in which health care is delivered.
- Function as part of the health care team.
- Critically evaluate research pertaining to their elected area of nursing practice.
- Develop an understanding of nursing leadership in the clinical setting and
- Reflect on care in order to self evaluate your practice.

Structure of Placement

The clinical placement is structured using a preceptor model. Students are rostered to an appropriate clinical area where they can utilise and display the necessary clinical skills for assessment.

Educational Approach

Students will:

- Attend the orientation and cross-cultural workshops organised.
- Complete the learning contracts and logbook requirements.
- Work with their allocated preceptor to achieve competency in all domains.
- Attend any clinical teaching relevant to their clinical placement.

Learning Outcomes

Insight, experience and reflection on:

- Integration of cultural sensitively into nursing practice.
- How rural/remote nurses function as part of the health care team.
- Application of different models of nursing care in rural and remote areas.

Supervision and Evaluation

Supervision: Preceptor in each clinical environment

Academic
& Clinical
Support

Dr Tara Walker

Assessment:

Students will:

- Meet the learning objectives set by the Faculty of Nursing.
- Determine appropriate learning objectives for the clinical placement in conjunction with their preceptor.
- Record learning experiences and reflection in the logbook and portfolio.

UNIVERSITY REQUIREMENTS

Charles Sturt University - Wagga Campus

Placement Name

NRS240 ACUTE CARE NURSING PRACTICE 1

Objectives

- assess people experiencing acute episodes of impaired protection, interaction and oxygenation;
- identify the particular problems for Indigenous, caucasian and multicultural populations experiencing impaired protection, interaction and oxygenation;
- plan, implement, evaluate and justify nursing intervention required by people experiencing acute episodes of impaired interaction and oxygenation;
- provide rationale for diagnostic tests and medical, pharmacological, surgical, psychological and other treatments required by people experiencing acute episodes of impaired interaction and oxygenation;
- administer and determine the effects of prescribed medications, intravenous therapy and blood transfusions on people experiencing acute episodes of impaired interaction and oxygenation;
- demonstrate appropriate communication skills when nursing people experiencing acute episodes of impaired interaction and oxygenation;
- demonstrate effective organisational communication, charting, report writing and interprofessional communication;
- plan, implement, evaluate and justify specific activities designed to prevent injury and infection among providers and recipients of health care;
- locate, appraise and base nursing practice on relevant research.

Abstract

This subject is a compulsory second year subject designed to prepare students to provide safe comprehensive nursing care to people experiencing health breakdown. Emphasis is given to theoretical knowledge, assessment and procedural skills applicable when nursing people experiencing acute episodes of impaired interaction (musculoskeletal and nervous) and oxygenation (cardiovascular, respiratory and blood).

UNIVERSITY REQUIREMENTS

Charles Sturt University - Wagga Campus

Objectives

- assess people experiencing acute episodes of impaired nutrition, elimination, protection and reproduction;
- identify the particular problems for Indigenous, caucasian and multicultural populations experiencing impaired nutrition, elimination, protection and reproduction;
- plan, implement, evaluate and justify nursing intervention required by people experiencing acute episodes of impaired nutrition, elimination, protection and reproduction;
- provide rationale for diagnostic tests and medical, pharmacological, surgical, psychological and other treatments required by people experiencing acute episodes of impaired nutrition, elimination, protection and reproduction;
- administer and determine the effects of prescribed medications, intravenous therapy and blood transfusions on people experiencing acute episodes of impaired nutrition, elimination, protection and reproduction;
- demonstrate appropriate communication skills when nursing people experiencing acute episodes of impaired nutrition, elimination, protection and reproduction;
- demonstrate effective organisational communication, charting, report writing and interprofessional communication;
- plan, implement, evaluate and justify specific activities designed to prevent injury and infection among providers and recipients of health care; and
- locate, appraise and base nursing practice on relevant research.

Abstract

This subject is designed to prepare students to provide safe comprehensive nursing care to people experiencing health breakdown. Emphasis is given to theoretical knowledge, assessment and procedural skills applicable when nursing people experiencing acute episodes of impaired nutrition (gastrointestinal, liver, biliary, pancreatic (exocrine, endocrine), elimination (renal, urinary, bowel), protection (integumentary and immune), and reproduction (breast and genitalia (male/female internal/external)).

UNIVERSITY REQUIREMENTS

Charles Sturt University - Wagga Campus

NRS352 DISABILITY AND CHRONIC ILLNESS IN NURSING PRACTICE

Objectives

- identify personal, professional and social attitudes towards clients with a disability or who are experiencing loss;
- define grief, chronic grief/sorrow, bereavement, spirituality, quality of life, chronicity, rehabilitation, habilitation and palliation as related to the Indigenous and non-Indigenous populations;
- examine the cultural significance and social definitions of the above;
- explore the principles of family centred care and incorporate these principles when working with families with special needs;
- critically analyse the role of the nurse within the interdisciplinary team;
- explore theories, models and principles of habilitation, rehabilitation, normalisation, palliation and social role validation;
- apply the theories, models and principles mentioned above when writing and implementing nursing or management plans ensuring the cultural safety and integrity of persons;
- identify supportive and empowering nursing strategies and incorporate these into nursing practice;
- apply principles of associated legal Acts to care modalities eg. the Disability Service Act, Disability Discrimination Act etc.;
- identify the psycho-social, cultural and spiritual implications for individuals and families experiencing loss or the need for life adaptation;
- incorporate principles of palliative and restorative care in the planning and delivery of nursing interventions for all persons;
- be familiar with the principles and methods of behaviour management strategies and their application;
- identify principles underpinning interaction with persons who have altered communication patterns and incorporate these principles into nursing practices;
- identify the nursing and management strategies for persons with health care needs associated with altered developmental, genetic and/or physical function;
- differentiate between chronic and malignant pain and implement principles of the WHO pain ladder for pharmacological control, and research other methods of relief of these pain modalities;
- incorporate research based evidence into the care of persons with a chronic or life-adapting condition.

UNIVERSITY REQUIREMENTS

Charles Sturt University - Wagga Campus

Abstract

This subject introduces students to philosophies, principles and practices associated with caring for individuals (and their family) who have a disability (developmental, genetic and/or physical) or chronic condition, which requires life-long adjustments and long-term health care. This subject concentrates on the changing role of the nurse within the context of rehabilitation (enabling or restorative care), habilitation and palliation. It integrates aspects of law and ethics, quality of life issues, models of care, family/client support and education with nursing practices and the role of nurses within an interdisciplinary team. Students explore their own attitudes, values and emotions concerning care of clients and their families. Health care control issues, client's spirituality and nursing strategies to increase client and family empowerment are also discussed. Both institutional and community perspectives are considered in the context of the health care environment.

UNIVERSITY REQUIREMENTS

Charles Sturt University – Wagga Campus

NRS353 GERONTOLOGY AND GERONTIC NURSING PRACTICE

Objectives

- describe theories of ageing eg. biological, sociological, psychological, and spiritual theories;
- understand how social and carer attitudes affect the person as they grow older;
- understand care needs of Indigenous Australians and people from different cultures in relation to preferred models of aged care;
- understand the care needs of the older person with a disability;
- understand the impact current policies and principles of aged care has on the individual, carers, families and the community;
- demonstrate an understanding of the Aged Care Act, Privacy Act, Guardianship Act, and the Codes of conduct and ethical practice for aged-care facilities and nurses, through their practice of gerontology;
- utilise appropriate assessment tools to assess functional level, pain, cognition, perception and sensation;
- analyse and interpret assessment findings and formulate appropriate care based on these findings;
- identify the role support groups and community health workers have in assisting people who are older to stay within their own home;
- apply a problem solving approach to assist older individuals experiencing selected physical, psychological, developmental and mental health concerns;
- differentiate between and plan care for persons with delirium, dementia, depression and acute confusional states;
- reminiscence therapies;
- discriminate between pharmacological benefits and disadvantages in the treatment of health care problems;
- incorporate research based evidence when planning care of persons who are older, especially in relation to building positive self esteem; teaching and learning; prevention of falls, safety, urinary incontinence and constipation: maintaining mobility and a healthy diet;
- prepare and implement a health promotion program on an identified health care need.

Abstract

This subject expands upon student' existing knowledge of adult nursing and emphasises the older adulthood stage of development. Students will gain an understanding of what it means to grow older as it relates to the developmental tasks, health care needs, and health risk factors associated with the ageing process. The subject takes the students through the theories of ageing, issues and trends in care of persons who are older, principles of health promotion and health teaching and care of the older frail person in acute or aged care facilities.

UNIVERSITY REQUIREMENTS

Charles Sturt University – Wagga Campus

NRS365 REFLECTIVE PROFESSIONAL NURSING PRACTICE

Objectives

- practice professional nursing that is culturally safe, holistic and which maintains personal and client integrity;
- demonstrate an awareness of the diversity of Aboriginal and Torres Strait Islander cultures and societies, caucasian and multicultural populations and the health problems particular to this group of people;
- demonstrate an ability to integrate knowledge from previous subjects thus ensuring holistic practice;
- gain an understanding of complex nursing situations and an in depth understanding of pathophysiology affecting the client and their family;
- achieve clinical competence at the ANCI level of a beginning practitioner appropriate to nursing care in a clinical setting;
- demonstrate an ability to utilise principles of reflective practice to address self learning needs;
- utilise clinical decision making, analytical and reasoning skills to deal with a range of nursing situations;
- utilise the skills of leadership to demonstrate management, supervisory and group forming and maintaining skills;
- recognise the importance of their role as responsible, accountable and professional nurse clinicians and leaders;
- acquire strategies for managing nursing workload and time;
- discuss trends in the Australian society which may impact on their role as health care professionals;
- utilise collaborative and leadership skills to function effectively as part of a health care team;
- critically evaluate research pertaining to their learning needs within an identified area of nursing practice; and
- demonstrate an ability to assess, plan, implement and evaluate care for clients.

UNIVERSITY REQUIREMENTS

Charles Sturt University – Wagga Campus

Abstract

This subject is designed to prepare the student for practice as a professional nurse, and as such it represents a synthesis of the various themes and perspectives dealt with throughout the course. The major focus is on preparing the student to work within the contemporary nursing contexts at Beginning Registered Nurse level by providing them with opportunities to enhance and test their nursing practice and theoretical knowledge. The subject uses previously learned concepts to consolidate the student's understanding of holistic nursing practice and skills, and it builds on this knowledge to introduce more complex client situations. It aims to assist students to incorporate essential skills such as management strategies, supervisory skills, assessment and evaluative skills, team building and enhancement skills, and other skills expected of the new graduate upon entering the work environment.

UNIVERSITY REQUIREMENTS

Charles Sturt University – Wagga Campus

NRS362 FOUNDATIONS OF CLINICAL NURSING 3 (Autumns Session 2005 only)

Objectives

- appreciate the role of the nurse and the appropriate nursing responses to grief and loss;
- identify tools used for assessment of functional level, pain, cognition, perception and sensation;
- describe nursing approaches for use with the agitated, aggressive or cognitively impaired person;
- identify principles underpinning interaction with persons with altered communication patterns;
- plan care appropriate to persons with altered communication pattern;
- identify persons at risk from complications related to immobility and disuse;
- demonstrate body mechanics used in positioning, mobilising and transferring persons with altered mobility;
- identify and plan appropriate pain management strategies;
- identify nursing assessment and management strategies for persons with altered nutritional patterns and elimination patterns;
- describe precautions associated with swallowing and the dysphagic person;
- assess, plan, perform and evaluate nursing interventions for persons requiring long term support eg. long term mentally ill, post cerebrovascular accident;
- appropriately implement the principles of reality orientation, validation and reminiscence therapies at both individual and group levels;
- demonstrate beginning level competence in the delivery of care to clients requiring long term health care;
- appreciate the role of community support groups for persons with long term health needs;
- demonstrate the ability to develop a comprehensive care plan for persons experiencing selected problems eg. cerebrovascular accident, dementia, joint replacement, chronic renal failure, cancer, long term mental illness.

Abstract

This subject develops knowledge and skills required to provide safe comprehensive nursing care for persons experiencing loss or adaptation manifested in response to a physical, developmental health problem or disability. Emphasises the application of practice to theory and introduces the student to principles of nursing practice for selected nursing interventions. Students will undertake clinical placement in related health care settings.

UNIVERSITY REQUIREMENTS

The University of Wollongong

Placement Name

Acute Care Nursing Practice

Placement Profile

The focus is on holistic nursing and collaborative practice care within the acute hospital setting. It is recognised that acute is interdisciplinary and clinical decision-making is physiologically based.

Objectives

By the end of the placement the student will:

- Possess the necessary skills and knowledge to assert autonomy in practice within clinical nursing settings.
- Have attitudes and professional values, which enhance the safety and welfare of patients receiving professional nursing care.
- Exercise sound clinical judgement to provide to provide competent nursing care in all health settings.

Structure of Placement

The clinical placement will be organised in an acute care setting such as medical, surgical, high dependency or emergency.

Educational Approach

Students will:

- Attend the orientation and cross-cultural workshops organised.
- Complete the learning contracts and logbook requirements.
- Work with their allocated preceptor to achieve competency in all domains.
- Attend any clinical teaching relevant to their clinical placement.
- Deliver an exit presentation on rural health.

Learning Outcomes

Insight, experience and reflection on:

- Acute care conditions in rural and remote areas and how they may differ from city based communities.
- Appropriate nursing actions for acute care conditions and influence on the outcome of care.
- How nursing roles are autonomous and interdependent in the rural and remote community.

UNIVERSITY REQUIREMENTS

The University of Wollongong

Supervision and assessment

Supervision: Preceptor in each clinical environment

Academic
& Clinical
Support

Dr Tara Walker

Assessment: Students will:

- Attend the orientation and cross-cultural workshops organised.
- Complete the learning contracts and logbook requirements.
- Work with their allocated preceptor to achieve competency in all domains.
- Attend any clinical teaching relevant to their clinical placement.

UNIVERSITY REQUIREMENTS

University of New England

Placement Name

Nursing Practice

Placement Profile

Nursing students are allocated a clinical placement area in order to meet the requirements of the focus of study. Generally this will be in medical, surgical or community health.

Objectives

By the end of the placement the student will:

- Have conducted comprehensive health assessments on patients/clients.
- Analysed all findings and plan appropriate interventions of care.
- Identify the rationale behind all clinical decision making.
- Identify the role of the nurse in all clinical areas and their relationship with other professionals in a health care environment.
- Apply communication skills to the planning and provision of care.
- Enhance and refine teamwork to the benefit of the patient/client.

Structure of Placement

The structure of the placement will be in accordance with the specific area being studied. Typically placements are from 2 to 4 weeks, and may consist of a rotation of clinical areas. Students are placed with preceptors at all times.

Educational approach

Students will:

- Attend the orientation and cross-cultural workshops organised.
- Work with their allocated preceptor to achieve competency in all domains.
- Attend any clinical teaching relevant to their clinical placement.
- 3rd year students undertaking Comprehensive Health Assessment-HSNS 300 will be required to complete 2 Comprehensive Health Assessments during this placement.

Learning Outcomes

Insight, experience and reflection on:

- The student will be guided and assisted with the delivery of nursing practice and the development and practice of nursing skills related to each specific clinical area.
- The student will be provided with experienced and competent role models to observe and with whom to learn.
- The student will be assisted to develop new skills as well as adapting skills to diverse environments.
- Students will be assisted to integrate theory into practice.

UNIVERSITY REQUIREMENTS

University of New England

- The student will be orientated to the clinical environment and health care settings.
- The student will be supported in adapting to clinical nursing practice.
- The student will be able to demonstrate progress towards achievements of ANCI standards.
- The student will demonstrate safe/competent practice with clinical competency skills relevant to their level of knowledge and understanding, and for which they have had theoretical preparation.

Supervision and Assessment.

Supervision: Preceptor in each clinical environment

Academic

& Clinical

Support

Dr Tara Walker

Assessment:

Students will:

- Meet the attendance criteria as set out by the University of New England.
- Present their clinical record book to their preceptor so that the preceptor can make comment upon the student's progress toward achievement of ANCI competencies.
- Make arrangements with their RN preceptor to be assessed on compulsory clinical competency skills.

UNIVERSITY REQUIREMENTS

Southern Cross University

Placement Name

Medical/Surgical/Rural nursing care

Clinical Nursing Studies IV – NRS00324

Placement Profile

Second year nursing students are required to complete a clinical placement in a medical/surgical area but are also encouraged to experience rural and remote settings. The placement provides the opportunity to extend become familiar with the role of the nurse/RN, and therefore develop confidence and skills. You will also have the opportunity to develop a practical understanding of the application of theory to practice in a range of situations and conditions. Learning on a one-to-one basis in an interactive and unpredictable environment will cater for individual learning styles.

Aims

Nursing is a practice-based discipline. This unit provides students of nursing the opportunity to undertake practical experience with a range of clients across a variety of settings in order to develop competence in the cognitive, affective and psychomotor skills that characterise nursing practice. It also aims to provide the opportunity to act and reflect upon actions essential to the developing nurse.

Objectives

By the end of the placement the student will:

- Demonstrate an ability to think, plan, implement and reflect upon client care;
- Identify major relevant nursing diagnoses and plan care with clients, under guidance, and in a way compatible with their level of professional development;
- Demonstrate appropriate interpersonal and relating skills;
- Implement appropriate basic physical care strategies;
- Demonstrate safe application of a range of appropriate technical skills;
- Demonstrate a commitment to clinical practice that is in the best interests of clients;
- Demonstrate attitudes and behaviour, which indicates awareness and acceptance of the nature of professional practice.

Structure of Placement

The clinical experience is either 2 weeks or 4 weeks duration between first and second semester (the mid-semester break or the 10 week period between the end of Spring semester and the end of January).

UNIVERSITY REQUIREMENTS

Southern Cross University

Educational Approach

Students will:

- Attend the orientation and any workshops organised;
- Work with their allocated mentor to achieve competency in all domains;
- Attend any clinical teaching sessions relevant to their clinical placement.

Supervision and Evaluation

Supervision: Mentor in each clinical environment
Student Coordinator/Education

Academic
& Clinical

Support

Assessment:

Dr Tara Walker

Assessments in relation to your clinical studies during this “Mentor-arranged” experience are kept to a minimum: all assessment requirements should be completed during semester clinical times. However, there is a written overall student assessment required and written by Student Coordinator/ Education Coordinator who are informed by the mentors.

PLACEMENT PROFILES

Overview

To help students get the most out of their time at Broken Hill, we have compiled background information on each Placement and presented it in the following format:

- **Setting**
- **Objectives**
- **Week timetable & arrangements**
- **Regular activities**
Activities that students are expected to participate in.
- **Other possible activities**
Other activities for students that are not always available.
- **Suggested questions**
Questions to stimulate student inquiry during the placement
- **Supervisor arrangements**
You will have a mentor for the duration of your rural attachment, but for each placement there is a local supervisor to assist you.

Students are encouraged to consider the following issues about rural and remote practice during each of their clinical attachments.

At the end of the rural attachment students should take the time to reflect on what they have learnt about each of these issues.

PLACEMENT PROFILES

The Medical Unit

Setting

Broken Hill Base Hospital provides a general medical and outreach service (assisted by telemedicine facilities). A number of visiting specialists and sub-specialists¹ offer a regular outpatient and inpatient consultation service to Broken Hill.

A multi-disciplinary health care team is responsible for the care of patients with medical conditions in Broken Hill Base Hospital. These patients can be found on Medical ward and in ICU/CCU.

Two physicians provide medical care in conjunction with medical registrars and residents on rotation from Concord Hospital.

Students are expected to participate in, and contribute to, the daily work of the health care team, to learn new clinical skills and to consolidate skills learned in previous clinical placements. They are also encouraged to share information and reflect on their experiences with other students and staff to learn as much as they can about rural hospital practice.

Objectives

By the end of this placement students will:

- Have an understanding of rural hospital practice from admission to discharge.
- Have applied clinical skills and professional processes to the care of individuals and groups of patients within the secondary care sector.
- Have an understanding of common medical conditions presenting to rural hospitals and the various methods of diagnosis and treatment employed for their management.
- Have worked as part of a multi-professional team.

Medical Ward Profile

Medical ward is a 32-bed unit located in the Broken Hill Health Service Facility.

Medical ward primarily caters for patients with medical conditions such as asthma, diabetes, cardiovascular disease, including stroke, and mental illness.

Patients are admitted to the Medical unit directly from Emergency, or organised through consultation with the staff in the Specialist clinics. Some patients are transferred to the Unit from other clinical area such as Intensive/Coronary Care.

Medical unit specialises in the rehabilitation of patients after injury or illness. The unit features a gymnasium and other facilities to assist in this process.

¹ Visiting Medical Specialist Services: Cardiology, Dermatology, Endocrinology, Gastroenterology, Neurology, Oncology, Radiotherapy, Renal, Respiratory,

PLACEMENT PROFILES

The Medical Unit

Special Care Suite

The Medical unit has two gazetted mental health beds that accommodate scheduled mental health patients, with other patients being admitted to the general ward area.

Registered and enrolled nurses who have a particular interest in mental health nursing are rostered to work in the Special Care Suite. Additional support and expert care is provided by the Mental Health Team, who assess the patients at least once daily and as required.

A psychiatrist is employed as a staff specialist who provides ongoing care and treatment both to inpatients and outpatients.

Staffing

Nurse Unit Manager:

Medical Unit employs a combination of registered and enrolled staff, and uses a total patient care model in patient allocation. Nurses are assigned groups of patients each day, and are then further allocated into teams that assist each other with differing responsibilities.

What to wear

You are required to wear your uniform, covered shoes and your ID badge.

Required activities

Participate in, and contribute to, the daily work of the multi-professional team with specific attention to the patients' needs for nursing care viz:

- Assess the patients' needs for nursing care under the supervision of a Registered Nurse.
- Plan and implement the care required by the patient in association with other members of the nursing team and under the supervision of a Registered Nurse.
- Apply and/or seek out evidence/best available information to support nursing actions.
- Evaluate the outcomes of patient care and reflect on the actions taken to meet the patient's expressed needs.
- Attend multi-professional team meetings and those specific to the practice of nursing.
- Negotiate specific learning experience with the nursing staff and related to the patients' expressed needs for care.
- Compile evidence of learning for inclusion in the clinical portfolio.
- Complete Log Book requirements.
- Reflect on clinical experiences and learning activities in the clinical area.

PLACEMENT PROFILES

The Medical Unit

Other possible activities

Additional activities can be arranged on approval from the placement facilitator, by contacting the Student Coordinator. They include:

- Extended patient follow up: into the community or to other referral hospitals.
- Working with a registered nurse in the Oncology unit.
- Attendance at the paediatric clinics.
- Attendance at Ophthalmology clinics.
- Attachment with other non-medical hospital-based practitioners.
- Student-led tutorial sessions.
- Videoconferencing links to other hospitals for clinical and teaching purposes.

Suggested questions

1. What common medical conditions affect people in rural and remote areas?
2. How do people from rural and remote areas respond to these conditions?
3. What is the effect of remoteness and distance on referral patterns?
4. What methods of nursing diagnosis and management are used to provide nursing care to people with a medical condition in Broken Hill?
5. What professional support is available for the nursing team?

PLACEMENT PROFILES

The Surgical Unit

Setting

The Broken Hill Base Hospital offers a surgical service using resident and locum surgeons and a number of visiting specialists and sub-specialists² provide a regular outpatient and specialist surgical care to Broken Hill and the surrounding environment.

The multi-disciplinary surgical team is responsible for the care of patients with surgical conditions in Broken Hill Base Hospital. The patients may be found on surgical ward and in ICU/CCU.

Students are expected to participate in, and contribute to, the daily work of the surgical team. They are also encouraged to share information and reflect on their experiences with other students to learn as much as they can about rural hospital practice.

Objectives

By the end of this placement students will:

- Have an understanding of rural hospital practice from admission to discharge.
- Have developed their professional skills in assessing the patients' needs for surgical intervention in the surgical unit.
- Have assisted in the clinical management of patient care in the surgical unit.
- Have developed their understanding of the common surgical conditions presenting to rural hospitals and the profession specific methods of diagnosis and treatment used to manage patient care.
- Have worked as part of a multi-disciplinary team.

Surgical Unit Profile

Surgical is a 25-bed unit that caters for patients admitted for elective and emergency surgery, and other associated surgical conditions. The most common of these include trauma, skeletal pain, abdominal pain, and cellulitis.

The Intensive Care/Coronary Care Unit is situated in the same location as surgical unit. The two areas share a Nurse Unit Manager and staff are often interchanged.

² Visiting Surgical Specialist Services: ENT, Plastics, Urology, Ophthalmology, Orthopaedics

PLACEMENT PROFILES

The Surgical Unit

Haemodialysis Unit

The haemodialysis chair is available for emergency dialysis of patients and is also used to provide a service for people on holiday. Registered nurses staff the unit on an as required basis.

Oncology Unit

Surgical unit houses the Day Oncology Unit. This unit is a patient bedroom converted to accommodate one bed and two recliner chairs for patient use, and various other items of equipment required by staff.

The oncology unit offers a nurse administered chemotherapy service combined with advice and counselling and medical support provided by a visiting oncologist and telephone service. The staff also attends therapeutic bleeds, Intragram infusions, elective blood transfusions, and intravenous medication administration via Hickman's or Portacaths.

Staffing

Nurse Unit Manager:

Surgical unit employs a combination of registered and enrolled nurses and uses a patient allocation model of care. Staff are assigned patients to care for on an individual basis and are then divided into teams to allow for cross over of duties.

What to wear

You are required to wear your uniform, covered shoes and your ID badge.

Required activities

Participate in, and contribute to, the daily work of the multi-disciplinary team surgical team viz:

- Assessing, diagnosing, planning, implementing and evaluation patients' responses to altered health status and surgical interventions.
- Assist in the nursing management of surgical patients, including nursing methods for managing peri- and post-operative care.
- Retrieve and apply best available evidence to support nursing practice and be able to defend nursing actions.
- Negotiate learning experiences based on patients' demands for nursing care.
- Compile evidence that learning has occurred and for inclusion in their portfolio.
- Attend nursing-specific and multi-disciplinary team meetings.
- Attend clinics where specialist-nursing practice can be observed and learned.
- Complete Log Book requirements.

PLACEMENT PROFILES

The Surgical Unit

Other possible activities

Additional activities can be arranged on approval from the placement facilitator, by contacting the Student Coordinator. They include:

- Extended patient follow up: into the community or to other referral hospitals.
- Attendance at the Obstetrics and Gynaecology clinic.
- Attendance at the Ophthalmology clinic.
- Attendance at Pre-admission clinic.
- Student-lead tutorial sessions.
- Videoconferencing links to other hospitals for clinical and teaching purposes.

Suggested questions

1. Are there differences in surgical conditions that affect metropolitan and rural people?
2. How do rural people respond to surgical conditions?
3. What is the effect of remoteness and distance on patient referral patterns?
4. What methods of nursing diagnosis and management are used for patients with surgical conditions in Broken Hill?
5. What professional support is available for the surgical nursing team?

PLACEMENT PROFILES

Intensive Care/Coronary Care Nursing

Setting

The Intensive Care Unit in Broken Hill is a 5-bed unit that offers high dependency, intensive care and coronary care services to the community. It is situated within the surgical service area and adjacent to the Operating Theatre. There is one ventilated bed, and patients requiring longer than 48 hours assisted breathing would generally be transferred to a tertiary referral centre in Adelaide. Continuous Positive Airways Pressure (CPAP) and thrombolytic therapy is available, however, invasive procedures such as angiography are not.

Objectives

By the end of this placement students will:

- Be aware of the diagnosis and treatment of patients admitted to a rural Intensive Care/Coronary Care Unit
- Be able to practice, under supervision of registered nurse, specialised nursing care in accordance with the specialist field knowledge base, and standards of responsible practice.
- Understand the basic pathophysiology and management principles of commonly encountered conditions in the Intensive care/Coronary care Units.
- Demonstrate knowledge of the ethical and legal implications of informed consent from the patient or his/her delegate
- Be able to articulate appropriate use of technology to sustain life and when it may be appropriate to withhold treatment.
- Be able to assist patients and families at a time of critical illness with respect, concern for their dignity and careful attention to their physical and emotional needs.
- Work harmoniously with a multi disciplinary team of health care professionals to ensure effective communication.

What to wear

You are required to wear your uniform, covered shoes and your ID badge.

Staffing

Nurse Unit Manager:

There are two registered nurses rostered on each shift, with additional staff provided according to patient dependency and acuity.

PLACEMENT PROFILES

Intensive Care/Coronary Care Nursing

Required activities

Participate in, and contribute to, the daily work of the multi-disciplinary team viz:

- Assuming responsibility for patients with a critical medical illness under the supervision of a registered nurse.
- Using the technology available in the treatment of a critically ill person.
- Performing and observing procedures under the supervision of a registered nurse.
- Achieving a level of clinical competence in order to care for intensive care/coronary care and high dependency patients.
- Participating in interdisciplinary team meetings

Other possible activities

Additional activities can be arranged on approval from the placement facilitator, by contacting the Student Coordinator. They include:

- Assisting the registered nurse in exercise stress testing.
- Follow up with patients in the Cardiology clinic.
- Participating inpatient and outpatient cardiac rehabilitation programs.
- Student-led tutorial sessions.
- Videoconferencing links to other hospitals for clinical and teaching purposes.

PLACEMENT PROFILES

The Emergency Department

Setting

Broken Hill Health Service Emergency department provides a general practice service as well as emergency care to the community, using locum medical officers and career medical officers. Additional medical support is provided by a part time Director of Emergency Services. The surgical and medical Teams review patients admitted with those conditions respectively. Patients are initially assessed by a registered nurse and then reviewed by a medical officer. Patients not discharged can be admitted to any of the inpatient units within the hospital, or transferred to a tertiary referral centre utilising the Royal Flying Doctor Service.

The Emergency Department is an 8-bed unit consisting of 3 monitored bays and 3 beds for general use. There are 2 private rooms in the department and attached general practice rooms. There are no facilities for overnight admissions in the emergency department. All patients requiring more than 4 hours observation are admitted to a ward area.

More than 85% of presentations to the emergency department are triage category 4 or 5. The shortage of general practitioners and long delays in obtaining appointments has a significant impact on this department. Nursing care is organised by utilising the International Triage Scale. Patients are triaged on arrival and prioritised into categories depending on the urgency of the presenting illness or injury. These categories determine how quickly medical attention is required.

Students are expected to participate in, and contribute to, the daily work of the emergency department team. They are also encouraged to share information and reflect on their experiences with other students to learn as much as they can about rural hospital practice.

Objectives

By the end of this placement students will:

- Be aware of the broad range of skills and knowledge encompassed in the specialty of emergency nursing.
- Have achieved an appropriate level of clinical competence in procedures relating to the provision of emergency care.
- Be able to apply clinical reasoning and knowledge needed to achieve a patient oriented approach to emergency nursing.
- Be able to involve appropriate health care professionals and discuss care requirements as indicated by the patient's clinical condition and emotional needs.
- Be familiar with technology utilised in the emergency department and be able to demonstrate appropriate use of that equipment under the supervision of a registered nurse.

PLACEMENT PROFILES

The Emergency Department

Staffing

Nurse Unit Manager:

Emergency Department has 2 registered nurses on day and afternoon shift, and one registered nurse on night shift. There is an Emergency Department Service Assistant rostered on duty 24 hours per day.

What to wear

You are required to wear your uniform, covered shoes and your ID badge.

Required activities

Participate in, and contribute to, the daily work of the multi-disciplinary team viz:

- Use assessment skills to assist in the triage of clients as they present to the Emergency department.
- Apply knowledge of the nursing process to assist in the planning, implementation and assessment of emergency care.
- Respond to emergencies in the department in conjunction with the registered nurse.
- Apply knowledge of primary health care to use opportunities for health promotion and prevention.
- Work as part of a multi-disciplinary team, using initiative and being able to provide evidence-based rationale to support nursing actions.
- Provide non-emergency care such as wound care, to general practice patients under the supervision of a registered nurse.
- Under supervision, liaise with pre-hospital care teams such as ambulance officers and the RFDS to obtain patient/client information.
- Communicate effectively and with empathy to the general public, handling their emotions in a calm manner.
- Compile evidence that learning has occurred in the clinical portfolio.
- Complete log book requirements.

Other possible activities

Additional activities can be arranged on approval from the placement facilitator, by contacting the Student Coordinator. They include:

- Specialist clinics treating referred emergency department patients.
- Participation in education sessions and workshops relating to emergency nursing.
- Attachment with ICPMR personnel to collect pathology specimens in the hospital after assessment in these procedures.
- Student-led tutorial sessions.
- Videoconferencing links to other hospitals for clinical and teaching purposes.

PLACEMENT PROFILES

The Emergency Department

Suggested questions

1. What are the common conditions people present with in a rural emergency department?
2. How is specialist care arranged for those patients who require it?
3. How do staff in emergency deal with the close contact with people in the community where they live?
4. What problems affect emergency departments in rural areas that may not be issues in metropolitan emergency departments?
5. How do emergency department staff maintain their professional development?

PLACEMENT PROFILES

Aboriginal Health

Setting

In Broken Hill Aboriginal people have access to the community-controlled Maari Ma Primary Health Care Service. The multi-professional team includes a medical practitioner, primary health care nurses, Aboriginal Health Workers and community development officers.

The Service offers a range of services including:

- Community care
- GP clinic service available 4 days per week
- Primary care clinics daily – Aboriginal health workers and registered nurses.
- Visiting clinical services – Oral Health, Nutrition, Diabetes, Women's Health, Eye Health, Mental Health, Paediatrics, Endocrinologist, Midwife, Immunisation and Podiatrist.
- Prison health.
- Community development programs – youth development, well child.
- Client transport. (Regional Office)

Clinic locations:

Maari Ma PHC Service – 428 Argent Street
Chronic Illness 1 day a month

Other relevant information:

Work hours are 9:00am- 5:00pm

Objectives

By the end of the placement the student will:

- Have participated in providing multi-professional primary health care to Aboriginal people.
- Have an understanding of the need for an accessible, culturally appropriate health services for Aboriginal people.
- Have an understanding of the role of Aboriginal health workers.
- Have an understanding of the role of other health professionals within the care networks of specific communities.
- Have developed skills in coping with diversity, and reflected on the concept of cultural safety.

PLACEMENT PROFILES

Aboriginal Health

Required activities

- Attend orientation and Cross Cultural Workshop.
- Contribute towards the management of nurse-led clinics to develop core and nursing-specific skills related to cross-cultural care.
- Attend nurse-specific and multi-disciplinary team meetings.
- Participate in the Community Care Program to develop an understanding of the nurse's role within such a program and the skills required for effective community care.
- Participate in Community Development Activities – Well Child, Chronic Diseases, Youth Development to develop the nursing skills required in a Primary Health Care Model of practice.
- Negotiate learning experiences based on actual nursing work and provide evidence of learning outcomes for the clinical portfolio.
- Complete Log Book requirements.

What to wear

You are required to wear your uniform, covered shoes and your ID badge.

Other possible activities

Additional activities can be arranged on approval from the placement supervisor, by contacting the Student Coordinator. They include:

- Attend camps under the guidance of the Youth Development Program and Thankakali (Community Development and Employment Program).

Suggested questions

1. What are common health concerns of Aboriginal people in Broken Hill?
2. How do Aboriginal people present health care problems?
3. Do the basic premises underpinning health care differ between sections of the Aboriginal community?
4. Where does the professional nurse fit into the care networks in the Aboriginal community?
5. What are some of the barriers to Aboriginal people accessing health services in Broken Hill?
6. Why does Broken Hill have an Aboriginal Health Service?
7. What is the role of an Aboriginal Health worker and how does it differ from that of the professional nurse?
8. How does a Registered Nurse practice in an Aboriginal Health Service?

Supervisor arrangements

Placement contact: Health Service Manager
Clinical: Community Health Nurse
Community care: Health Service Manager

PLACEMENT PROFILES

Mental Health Services

Setting

The Broken Hill Mental Health Service provides 24-hour crisis management service, ongoing case management for the mentally ill, as well as counselling and prevention services to the Broken Hill and surrounding communities. Broken Hill Base Hospital operates a Special Care Suite for people requiring inpatient care. Counselling services also cater for sexual assault, domestic violence, corrections service, and drug and alcohol.

Broken Hill is part of the tele-psychiatry network operating out of Bloomfield Hospital at Orange. Psychiatrists visit Broken Hill from Adelaide and Sydney on a regular basis. Broken Hill has a resident psychiatrist working with the team.

Objectives

By the end of the placement the student will:

- Be able to describe and discuss the activities of the Broken Hill Mental Health Service.
- Gain an understanding of the common mental health concerns in Broken Hill and surrounding communities and the interventions required to provide culturally appropriate care.
- Have clinical exposure to and instruction in the use of counselling and case management.
- Gain an understanding of cross-cultural issues involved in diagnosing mental health conditions in Aboriginal people.
- Gain an understanding of the challenges facing health professionals working with mental health clients in small communities.
- Gain insight into the role of different professionals in a multi-disciplinary mental health team.

Confidentiality

Health Department policy states that all people involved with Mental Health must sign an agreement that ensures client confidentiality.

PLACEMENT PROFILES

Mental Health Nursing

Required activities

- Attend orientation to service.
- Participate in the work of the mental health nursing team.
- Present a case for discussion with other students and members of the nursing team.
- Participate in team meetings.
- Observe one or more of the counselling services under the supervision of a Registered Nurse.
- Observe the components of the service.

What to wear

You are required to wear your uniform, covered shoes and your ID badge.

Other possible activities

Additional activities can be arranged on approval from the placement supervisor, by contacting the Student Coordinator.

- Attend a remote clinic.
- Work with FWHAS nursing staff in the Special Care Suite.

Suggested questions

1. What are the challenging aspects with delivery of mental health issues for Broken Hill and surrounding communities?
2. How do rural people respond to mental health problems?
3. Are there different ways in which mental health is defined and experienced by different sub-groups within the rural community?
4. What are the features of this rural/remote mental health nursing service?
5. How are people with major psychiatric illnesses managed 'in the bush'?
6. How well do mental health services meet the needs of Aboriginal people?

Supervisor arrangements

Students will be allocated a placement supervisor by the Head of the Service.

PLACEMENT PROFILES

Domiciliary Services

Setting

The Domiciliary Nursing Care team is located in the Primary & Allied Health Care section of the Broken Hill Health Service. The team provides community based nursing care and assistance to older adults and disabled people of all ages residing in Broken Hill and its immediate surrounds.

The primary objectives of the service are to support older adults and younger people with disabilities in maintaining as independent as possible lifestyles within the community, by preventing early or inappropriate admissions to institutionalised care, support of carers in their roles and dementia support.

Domiciliary Services include Home and Community care (HACC), Department of Veterans Affairs (DVA), Palliative Care, Aged Care Assessment Team (ACAT), and Hospital in the Home (HITH) – post acute care.

The home nursing portion of the Domiciliary Care Team is funded under the HACC program and they are contracted providers of Clinical Nursing for the Department of Veteran's Affairs. Services supplied include wound management, medication management, general assessment, support with chronic conditions, supervision and assistance.

The ACAT consists of 2 registered Nurses who are delegated to assess for Community Aged Care Packages, Low Level and High Level Care as well as providing a general support and referral service and dementia support.

Objectives

By the end of the placement the student will:

- Be aware of the assessment criteria used to determine the ongoing need and priority of each consumer.
- Be aware of the funding mechanisms for aged care and disability service provision.
- Understand the existing and potential links between government and non-government service providers and health professionals.
- Display empathy and understanding in their communication with aged and disabled consumers and carers.
- Gain an understanding of the challenges faced by nursing staff delivering care in the community.
- Work with registered nurses to assess, plan, implement and evaluate the nursing care provided to consumers in the community setting.

PLACEMENT PROFILES

Domiciliary Services

Staffing

Team Leader:

Domiciliary care is provided by a staff of 8 registered nurses who work both independently and in teams.

What to wear

You are required to wear your uniform, covered shoes and your ID badge.

Required activities

- Attend wound care clinic under the supervision of a registered nurse.
- Administer medications under the supervision of a registered nurse.
- Observe the assessment process of an aged person by the Aged Care Assessment Team. (*This may not be possible at all times*).
- Collect data, which will provide information about the specific cultural, linguistic or physical requirements of the individual.
- Involve the consumer in their assessment and care planning.
- Participate in the appropriate management of consumer documentation and records, which includes details of assessment, and service delivery care plan.

Other possible activities

Additional activities can be arranged on approval from the placement coordinator, by contacting the Student Coordinator:

- Attend the Day Care Centre and work with the manager of the service in providing divisional therapy.
- Travel to an outreach area with the Aged Care Assessment Team.
- Attend inter-agency meetings.

Suggested questions

1. How is each consumer's right to access services handled in a rural or remote community?
2. What are some of the difficulties associated with service provision to consumers living in outreach communities?
3. What referral agencies are utilised by the Domiciliary care Team in rural and remote areas?
4. Do issues of Aboriginality or other cultures affect service delivery?
5. How does Domiciliary Care provided in rural and remote communities differ from metropolitan services?
6. How well does domiciliary care services meet the needs of the community?
7. What standards are followed to ensure Quality Care and Best Practice?

PLACEMENT PROFILES

Primary Health Care Nursing

Setting

The Broken Hill Health Service provides a comprehensive range of primary health care services. Included in this is Women Health, Sexual Health, Community Midwife, Genetic Counselling, Child and Family Services including school health, and Chronic Diseases.

The primary health care functions as a team of health care professionals that work both as a team and in individual specialities. Weekly team meetings are held and client care issues are discussed by all clinicians. Each clinician has responsibility for the provision of care to clients in their domain, although a number of people receive care from more than one service.

Outreach clinics for some services are held in the smaller communities around Broken Hill on a regular basis.

Objectives

By the end of the placement the student will:

- Observe the various roles of nurses and other health care professionals, the service provided, eligibility guidelines for clients receiving the service, and the plan of care for individual clients.
- Apply the nursing process to promote, protect and restore health of clients within the scope of primary health care practice.
- Collaborate with clients and other health care professionals to provide culturally sensitive nursing care.
- Demonstrate critical thinking regarding professional nursing practice and health care issues pertinent to primary health care nursing.
- Utilise effective written, oral and nonverbal communication skills relevant to primary health care nursing practice.
- Demonstrate adequate knowledge of assessment, intervention strategies, referral, continuity of care, epidemiology and “at risk” populations relevant to primary health care nursing.
- Participate in quality activities as appropriate.

Staffing

Team Leader – Community Clinical Services

Includes the nursing services of Child and Family Nurses, Community Midwife, Women’s Health Nurse, Diabetes Educator, Genetic Counsellor and Sexual Health Nurse.

PLACEMENT PROFILES

Primary Health Care Nursing

Required activities

- Attend and participate in team meetings.
- Participate in the organisation of care delivery.
- Participate in and observe the work of the community health staff.
- Observe and participate in as many different facets of primary health care delivery as possible.
- Observe and perform basic clinical skills.
- Demonstrate ability to record a comprehensive history and physical examination on consumers in the outpatient setting.
- Present a case for discussion with other students and members of the nursing team.
- Demonstrate appropriate professional behaviour.
- Complete logbook requirements.

What to wear

You are required to wear your uniform, covered shoes and your ID badge.

Other possible activities

Additional activities can be arranged on approval from the placement supervisor, by contacting the Student Coordinator.

- Attend outreach primary health care clinics in remote communities.
- Attend primary health care clinics run in conjunction with the RFDS.
- Attend primary health care clinics in health care organisations such as Maari Ma.
- Observe and participate in Ante and Post Natal education classes for parents.

Suggested questions

1. What community services are currently in place to address issues or problems in “at risk” populations?
2. Do health care agencies function independently or collectively to promote and protect the health of community residents?
3. How well does the nursing process adapt to application in the community setting?
4. How do you define the scope of practice for primary health care nurses?
5. What strategies are in place to provide primary health care services to remote and isolated communities in the Far West?
6. How do primary health care nurses maintain personal and professional development?

PLACEMENT PROFILES

Royal Flying Doctor Service - Nursing

Setting

The Royal Flying Doctor Service of Australia is a not-for-profit charitable organisation providing aeromedical emergency and primary health care services to people living in Australia's remote outback.

The Broken Hill Base is 1 of 5 bases in the South East Section, and serves remote communities in far western NSW, southwestern Queensland and northeastern South Australia (including the Moomba gas fields).

The RFDS provides a 24-hour medical on call and emergency service as well as running general medical practice, selected primary care and specialist clinics throughout their Network. The RFDS also transports patients between Broken Hill Health Service and city-based tertiary referral hospitals.

Objectives

By the end of the placement students will:

- Have an understanding of the role of the RFDS in providing health care to people living in remote Australia.
- Have an appreciation of how remote clinics are conducted.
- Have an understanding of how the RFDS approaches the diagnosis and treatment of common problems presenting in remote locations.
- Have an appreciation for the functions and extended roles of the Nurse within the RFDS healthcare team.
- Have an understanding of the needs of the different community groups served by the RFDS.

Transport: Students are responsible for arranging transport to and from the RFDS base – seek advice from the Student Coordinator.

On-call placements with the RFDS are initially located at the Base with the possibility of a call-out flight. Students flying with the RFDS for clinic or call-out purposes should wear covered shoes and be aware that their inclusion on the flight depends on staff, patients and plane loadings. Students are required to be flexible as flights are not always guaranteed and often last beyond rostered hours.

Additionally students are accepted onto RFDS flights on the understanding that they are there to observe medical emergencies/procedures. Opportunities to fly in the cockpit are at the pilots' discretion and not available when there is a patient onboard the aircraft.

PLACEMENT PROFILES

Royal Flying Doctor Service – Nursing

If flying to a remote clinic with an RFDS Community Health Nurse, please phone the communications officer on 08 8080 1777 to confirm flight seat availability no later than 4pm on the weekday prior to attending the scheduled flight (Monday flight on Friday). The return flight is also not guaranteed. If a client has to be transported back to Broken Hill on a clinic plane flight non-essential staff can be left behind.

Required activities

- Participate in the daily activities with the RFDS nursing team (Flight Nurse and Community Health Nurses).
- Observe telephone or tele-health consultation by the Doctor.
- Accompany the Women's Health or Early Childhood Nurse on their visits to remote area clinics.
- Accompany Flight Nurse on inter-hospital transfers and emergency evacuations as appropriate.
- Complete Log Book requirements.

Other possible activities

Student may accompany a flight nurse on appropriate medical evacuation flights.

The availability of these flights will depend on patient and logistical service needs. The final decision regarding student presence on emergency evacuation flights rests with the Flight Nurse in consultation with the Pilot.

Suggested questions

1. What is the most important service role of the RFDS?
2. What are the limitations of a remote medical consultation?
3. How does the nurse's role differ as a member of a multi-disciplinary healthcare team?
4. What are some of the extended roles of the nurse as a health care provider?
5. What is the role of the flight nurse in a medical evacuation?

Supervisor arrangements

- When at the RFDS Base students are under the supervision of the duty nurse.
- During Flights and remote clinics students are under the supervision of the Flight Nurse or in their absence the Health Service Nurse on duty.

PLACEMENT PROFILES

Menindee Health Service

Setting

Menindee is a river township of approximately 1200 people one hour's drive east of Broken Hill. About one third of the population is Aboriginal. The local primary health care facility is open 9am to 5pm Monday to Saturday and provides an emergency service after hours. Registered nurses and Aboriginal health workers staff the clinic.

The RFDS runs General Practice clinics once or twice per week. Patients requiring hospitalisation are transported to Broken Hill either by road ambulance dispatched from Broken Hill or by aeroplane (RFDS). A number of health specialists visit from Broken Hill (Drug & Alcohol, Mental Health, Women's Health, Early Childhood, Sexual Assault/Domestic Violence and Diabetes). Visiting medical specialists include ENT, Ophthalmology, Podiatrist and Dermatology.

Accommodation & food:

Accommodation is dependent on availability. When available a single room within the health service is provided. Students must provide own food and there are mini-markets in Menindee.

Transport:

The student coordinator can provide further information about transport arrangements.

Objectives

By the end of the placement the student will:

- Have an understanding of how a remote primary health care service operates.
- Have gained clinical exposure in a remote practice setting.
- Have an understanding of the common health problems presenting to a remote health service and the methods of diagnosis and treatment employed for their management.
- Have an awareness of the range of support services available to remote health services.
- Have managed a patient and sought professional advice over the telephone.
- Have gained exposure to the provision of health care services to aboriginal people.

PLACEMENT PROFILES

Menindee Health Service

Required activities

- Attend Health Care Clinics.
- Attend Primary Health Care Clinics.
- Assist in patient care under the supervision of a Registered Nurse.
- Participate in community programs.
- Observe and if practicable participate in the delivery of a phone consultation to an RFDS Medical Officer.
- Complete any university assessment on job requirements.

What to wear

You are required to wear your uniform, covered shoes and your ID badge.

Other possible activities

- Remain 'on-call' with health service staff to attend to emergencies as they may arise.
- Participate in ambulance pre – hospital care.

Suggested questions

1. What are the unique features of Menindee that impact on its health service?
2. What common problems present to the health service and how are they investigated and managed by nurses?
3. How does Menindee Health Service organise and access clinical and professional support?
4. How does primary health care work in Menindee?
5. What is the role of the Aboriginal health worker and how does it differ from the role of the professional nurse?
6. How do nurses manage their professional relationships with other health care professionals in Menindee?

Supervisor arrangements

Students are under the clinical supervision of the Health Service Manager (HSM) or designated registered nurse. The student must ensure that the patient has given informed consent before the student engages in any direct patient care activity.

The HSM is ultimately responsible for the work of students in the clinics. Students are supervised by a registered nurse at all times even when competency has been demonstrated. Students are encouraged to ask for help and support at any time and are expected to discuss case problems, remote practice issues, community and population health considerations.

PLACEMENT PROFILES

Wilcannia Health Service

Setting

Wilcannia is an historic river town of around 600 people two hours' drive north east of Broken Hill. Most of the population is Aboriginal. The health team operates out of a multipurpose service providing a 24-hour primary health care (including emergency care). Resident staff includes registered nurses, enrolled nurses, community and Aboriginal health workers.

The RFDS run General Practice clinics four days per week. Should a patients require hospitalisation where possible they are kept in Wilcannia. More severe cases are evacuated by the RFDS to Broken Hill or Adelaide. A number of medical and health specialists visit from Broken Hill (Drug & Alcohol, Mental Health, Women's Health, Early Childhood, Sexual Assault, Domestic Violence, Diabetes and Oral Health).

Accommodation:

Single room provided.

Students must provide own food, there is a mini-market, hospital canteen and golf club.

Transport:

Transport is by bus. Staff may be able to provide transport on some occasions.

The student coordinator can provide further information about transport arrangements.

Objectives

By the end of the placement the student will:

- Have an understanding of how a remote primary health care service operates.
- Have gained clinical exposure in a remote practice setting.
- Have an understanding of the common health problems presenting to a remote health service and the methods of diagnosis and treatment employed for their management.
- Have an understanding of how to make services more accessible to Aboriginal people.
- Have an awareness of the range of support services available to the community.
- Have managed a patient and sought professional advice over the telephone.

PLACEMENT PROFILES

Wilcannia Health Service

Required activities

- Participate in the work of the nursing service.
- Participate in the Primary Care clinics.
- Provide direct patient care under the supervision of a Registered Nurse.
- Participate in community programs.
- Where practicable undertake a phone consultation (under supervision of RN) with a medical officer.

What to wear

You are required to wear your uniform, covered shoes and your ID badge.

Other possible activities

- Participate in ambulance pre-hospital care of patients from outlying centres.

Suggested questions

1. What are the unique features of Wilcannia that impact on its health service?
2. What common problems present to the health service and how are they investigated and managed by nurses?
3. How does the Wilcannia Health Service organise and access clinical and professional support?
4. How does primary health care work in Wilcannia?
5. What is the role of the Registered Nurse?
6. What is the role of the Aboriginal health worker?

Supervisor arrangements

Students are under the clinical supervision of Health Service Nurse Manager (HSNM).

The HSNM is ultimately responsible the work of students in the clinics. Students are supervised by a registered nurse even when competency has been demonstrated. Students are encouraged to ask for help and support at any time and are expected to discuss case problems, remote practice issues, community and population health considerations.

PLACEMENT PROFILES

Bourke Health Service

Setting

On the banks of the Darling River almost 800 kilometres north west of Sydney, the once thriving port of Bourke was the highest town on the Darling from which barges filled with cargoes of wool could be shipped downstream. Founded by explorer Thomas Mitchell, Bourke was established in 1859 as a paddleboat centre. Although surrounded by dry plains the town is surprising green owing to the irrigation for citrus orchards and cotton crops.

Bourke's population is approximately 3000, and about 25% of the community is of Aboriginal and Torres Strait Islander descent.

Bourke has a community hospital with GP's and visiting medical officers. A multi purpose centre is planned for Bourke in 2002.

Patients outflow to Dubbo, Sydney, and Barwon. Bourke has 4 GPs and 1 pharmacy.

Accommodation and transport

Single room only provided.

Rental accommodation is sparse in Bourke. Students must provide their own food. There are 3 supermarkets and small stores in Bourke. Transport is via bus, plane or car to Dubbo.

Objectives

By the end of the placement the student will:

- Understand the issues surrounding the provision of a health service to remote communities.
- Discuss problems associated with recruitment and retention of nursing staff and maintaining a skilled nursing workforce.
- Have an understanding of the common conditions that present to a remote health service.
- Develop awareness of the difficulties associated with cross-cultural health care delivery.
- Demonstrate awareness of the skills, knowledge and attributes that set remote area nurses apart from other nurses.
- Discuss the impact (if any) nurse practitioners will have on remote health care.

PLACEMENT PROFILES

Bourke Health Service

Required activities

- Manage the nursing care of a group of patients under the supervision of a registered nurse.
- Work in different areas of the health service-emergency, surgical, medical, day care, and theatre.
- Participate in the provision of nursing care in the community health stream.
- Provide primary health care to patients, clients and the community.
- Attend patient assessment and present the results to the registered nurse or medical officer.

What to wear

You are required to wear your uniform, covered shoes and your ID badge.

Other possible activities

- It may be possible to spend some time at the Aboriginal Health Service.
- Attend the transfer of a patient from Bourke to another health facility.

Suggested questions

1. How is nursing care organised at Bourke hospital?
2. What relationship exists between the providers of health care in Bourke, eg hospital, community, and mental health?
3. How do staff maintain their professionalism when dealing with patients from within their own community?
4. How do staff organise transfers for seriously ill patients?

Supervisor arrangements

Students are under the clinical supervision of the Nurse Manager or designated registered nurse. The student must ensure that the patient has given informed consent before engaging in any direct patient care activity.

The Nurse Manager is ultimately responsible for the work of the students in the health service. Students are supervised by a registered nurse at all times even when competency has been demonstrated. Students are encouraged to ask for help and support at any time and are expected to discuss case problems, remote practice issues, and community and population health considerations.

PLACEMENT PROFILES

Walgett Health Service

Setting

Walgett is 685 km (7 hours) northwest of Sydney on the Castlereagh highway. The first settler arrived in 1838 and called his property "Walgett". Walgett's population is approximately 2000, and about 19% of the community is of Aboriginal and Torres Strait Islander descent. The Walgett Local Government Area includes the township of Lightning Ridge, the world's only known source of black opal.

Walgett has a district hospital with GP and visiting medical officers and specialists. The town also has an Aboriginal Medical Service, 4 GPs and a pharmacy.

Accommodation and transport

Single room only provided.

Rental accommodation is sparse in Walgett.

Students must provide their own food. There is a supermarket and small stores in Walgett.

Transport is via bus or car to Dubbo.

Objectives

By the end of the placement the student will:

- Have an understanding of the issues involved provision of health care to rural and remote communities.
- Be aware of the cultural differences that may impact on health care delivery.
- Have suggestions and/or strategies developed that may assist in reducing the impact of cultural differences.
- Develop an understanding of the problems faced by rural and remote nurses working in isolated communities.
- Understand the common conditions and reasons why people in isolated communities may require health care that differs from that traditionally offered.
- Assess the impact that a primary health care model may to the health status of rural and remote communities.
- Discuss what health areas nurse practitioners will make the most significant contribution to health care.

PLACEMENT PROFILES

Walgett Health Service

Required activities

- Manage the nursing care of a group of patients under the supervision of a registered nurse.
- Contribute to the nursing care of high care and low care status patients.
- Work with a registered nurse in a community setting, developing an understanding of the Aboriginal health issues in Walgett.
- Attend patient assessment and present the results to the registered nurse or medical officer.
- Under the supervision of a registered nurse work in the emergency department, attending triage and patient assessment.
- Participate in the provision of primary health care, such as Antenatal clinics and Immunisation clinics.

What to wear

You are required to wear your uniform, covered shoes and your ID badge.

Other possible activities

- Visit the Aboriginal Medical Service.
- Work with visiting VMO's and specialists in theatre, and/or specialists clinics.
- Attend the transfer of a patient from Walgett to another health facility.

Suggested questions

1. How do staff from mainstream health care and those from the Aboriginal Medical Service interact professionally?
2. What relationship exists between the providers of health care in Walgett, eg hospital, community, and mental health?
3. How do staff maintain their professionalism when dealing with patients from within their own community?
4. How do staff organise transfers for seriously ill patients?
5. How much support do nurses from surrounding communities, eg Lightning Ridge and Collarenebri, provide for each other?

Supervisor arrangements

Students are under the clinical supervision of the Nurse Manager or designated registered nurse. The student must ensure that the patient has given informed consent before engaging in any direct patient care activity.

The Nurse Manager is ultimately responsible for the work of the students in the health service. Students are supervised by a registered nurse at all times even when competency has been demonstrated. Students are encouraged to ask for help and support at any time and are expected to discuss case problems, remote practice issues, and community and population health considerations.

PLACEMENT PROFILES

Other Placements

Students can include other placements in their rural attachment, viz Community Paediatrics, Diabetes Centre.

Please inform the Student Coordinator of your interest in these placements as early as possible so arrangements can be made for its inclusion as part of your attachment schedule.

PLACEMENT PROFILES

Other Placements - Community Paediatrics

Only small numbers of children are admitted to hospital in Broken Hill. Most paediatric services are community based. Two paediatricians are employed to provide paediatric services to Broken Hill and surrounding communities (inpatients, outpatients and community).

Patients are seen in outpatients daily from Monday to Thursday. All children in Broken Hill are offered lead level screening at clinics at the Child & Family Health Centre. During this attachment students have the option of attending the Audiology clinic and other allied and community health clinics that cater for children.

By the end of this placement students will :

- Have an understanding of community paediatrics in a rural setting.
- Have applied clinical skills in caring for children and gaining additional information required to address the problems presented by children and their carers.
- Have an understanding of common health-related problems in children presenting to the rural health services and the methods of diagnosis and treatment employed for their management.
- Have an understanding of the environmental lead issue and how it is being managed in Broken Hill.

Required activities for the placement include: attending clinics, assessing patients under supervision, presenting cases to the clinical supervisor and completion of the Log Book.

Suggested questions

1. What common childhood health problems presented to the health services in Broken Hill?
2. How does a community child health service work in the rural area?
3. What are the common health problems in Aboriginal children and how are they managed?

Supervisor arrangements

The student will be supervised by a health professional at all times.

PLACEMENT PROFILES

Other Placements – Diabetes Centre

In 1996 a Diabetes Centre was established in Broken Hill to integrate diabetes care, enhance patient education services, establish a major complication screening service and provide better training opportunities for general practitioners and other health providers.

Fundamental roles of the Regional Diabetes Centre include client-centred education and a comprehensive complication service in accordance with key diabetes management points.

By the end of the placement students will have an understanding of how the diabetes service operates and the role of different health professionals in the centre.

Students attend clinics on Tuesdays, Wednesdays and Thursdays and complete the log book.

What to wear

Neat casual clothing, covered shoes and your ID badge.

Suggested questions

1. Who uses the Diabetes Centre, and who does not? Why?
2. How does the Diabetes Centre know it is making a difference?

Supervisor arrangements

Diabetes educators act as placement supervisors.

APPENDIX

Broken Hill Facilities Guide

This section describes local facilities and things for students to do.

Shopping

Broken Hill has two major shopping areas - the Central Business District area of Argent Street and Westside Plaza. The Plaza has Woolworth's and Big W as well as specialty shops.

There are three Discount supermarkets, an Everybody's mini mart and a number of corner stores.

Eating

Broken Hill offers a range of food from several cafes— most of which are situated in the main street. (Argent Street).

Restaurants can be found in local clubs, hotels, motels, and in the main street. Broken Hill has four of the major fast food chain outlets as well as Chinese restaurants and several local takeaway stores.

Banks

Broken Hill has most banking services (except for National Australia Bank) and a Credit Union.

Working Out

North Pool on McCulloch Street is 25 metres and heated.

Aerobics available at GUOF Hall Blende Street, St. Mary's Hall Gypsum Street and at other locations.

Major sports include AFL, soccer, gymnastics, cricket, tennis, shooting, harness racing, indoor cricket, indoor/outdoor hockey, baseball, golf, basketball, indoor/outdoor volleyball, speedway and bowling/ bocce.

Hobbies and activities

Broken Hill caters for a wide range including gardening, outdoors adventure, quilting, rostrum, music groups, dance, cake decorators, family history etc.

Events

The Silver City hosts a number of large events including the St. Patrick's Races (2 weeks before Easter), Ag Fair (May- biennial), the Silver City Agricultural Show (September), and the Christmas Pageant/ Street Party (December). The Outback Jazz Festival looks like becoming a yearly event (March).

APPENDIX

Broken Hill Facilities Guide

Attractions

More than 20 art galleries, sculpture symposium, Living Desert Reserve, a heritage trail (includes Mario's Palace Hotel and Trades Hall), Silverton, mine tours, National parks, film-making, Royal Flying Doctor Service, School of The Air and the Menindee Lakes.

The Tourist Information Centre is located on the corner of Blende and Bromide streets Phone 80 876077, National Parks & Wildlife Service 183 Argent Street Phone 8088 5933

Radio/ TV

Broken Hill is serviced by AM band stations; 2BH (567), ABC 2NB (999), FM band stations include; Hill FM (106.9), 2DRY FM (107.7), Triple J (102.1), ABC National (102.9), ABC Classical (103.7), 2KY Racing (100.5), Christian (87.6) and Tourist channel (88.0).

There are four TV channels: Central Television (7), Ten (10), SBS and the ABC (2)

Churches

Broken Hill has Anglican, Baptist, Catholic, Broken Hill Christian Fellowship (A Church of Christ) Assemblies of God- Outback Church, Crusade Centre, Seventh Day Adventist, St. Paul's Lutheran, Uniting Church, Church of Jesus Christ of Latter Day Saints, Jehovah's Witness and an Afghan Mosque.

Best of All

Enjoy your placement and take the opportunities, which may come your way during your stay. You will have lots of fun and will see some wonderful scenery during your time in Far Western New South Wales.

If you have any questions please do not hesitate to contact Jocelyn Morris Student Coordinator on (08) 8080 1241 or the Reception desk on (08) 8080 1200.



Two of the Sculptures



Silverton