

# Postgraduate Nursing at St Vincent's Hospital Melbourne

## Orientation Manual 2023



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## Wominjeka

Welcome to St. Vincent's Postgraduate Nursing! St Vincent's Hospital Melbourne (SVHM) is a major teaching hospital, which welcomes staff, healthcare students and consumers of all beliefs. Founded by the Sisters of Charity, and dedicated to delivering excellent patient care, St Vincent's has a well-earned reputation as one of Australia's most respected public healthcare providers. Along with clinical excellence, we are world recognised for our cutting edge research and innovation.

As a Catholic tertiary and aged care service, our mission is to bring God's love to those in need through the healing ministry of Jesus. Our values of compassion, integrity, justice and excellence underpin all we do and are demonstrated through our everyday actions, giving our mission life. Staff at St Vincent's are committed to providing compassionate and innovative care, enabling hope for those we serve.

Education and Learning are committed to supporting you to develop your knowledge and clinical expertise. St Vincent's takes pride in delivering evidence based care. Likewise, we are passionate about equipping nurses with the skills, knowledge and attributes to facilitate best practice. As a postgraduate nursing student, you will be mentored by a highly skilled nursing leadership team and educators in a supportive learning environment. You will receive bedside clinical support from expert nurses in a variety of learning environments. In some clinical areas, students are allocated a preceptor/mentor. Their role is to act as another support for students, assisting with scholarly activities including guidance with assignments, collegial support, and sharing their clinical expertise.

At St Vincent's, we use scholarly activities and innovation in our teaching strategies to prepare nurses for an ever-changing healthcare environment, where new technologies, treatments and areas of practice continue to emerge. Many nurses find postgraduate study a challenging and rewarding component of their professional development. This document is designed to assist you in preparing for postgraduate study. Here you will find a description of the requirements to be completed prior to commencing your studies, as well as policies and guidelines to follow during and after the completion of your study. Please read the information provided carefully, and seek clarification where necessary from Education and Learning. Ongoing information regarding the Graduate Certificate courses are sent via email or posted in MS teams. So please check your SVHM email and MS teams groups at least twice a week!

***We hope you have a positive learning experience, and encourage you to seize every opportunity to maximise your learning in the academic and clinical area.***

## Postgraduate streams we offer

St Vincent's encourages registered nurse to develop their knowledge and skills in a variety of specialist clinical areas. A full list of streams and courses St. Vincent's offer is available on the intranet ([click here](#)). Enrolments in postgraduate programs outside of those listed are possible. Please email the [Postgraduate Coordinator](#) with any queries.

We have a proud history as a major tertiary teaching organisation. St Vincent's has established partnerships with numerous tertiary institutions, including Australian Catholic University, Deakin University and University of Melbourne.



## How to apply for Postgraduate study with St. Vincent's

### Application Criteria

Applicants must be a Registered Nurse with Australian Health Practitioner Regulation Agency (AHPRA) with a minimum of 2 years nursing experience inclusive of a graduate nurse program. Recent experiences i.e. at least 6 to 12 months in the specialty area of interest is highly recommended. To link theory with practice, applicants must be employed a minimum of three (3), eight (8) hour shifts per week (0.6 FTE) in their chosen specialty area. **PLEASE NOTE:** study leave is calculated on a pro rata basis, to ensure the maximum amount of study days are covered by the EBA, it is recommended to work an EFT of 0.8 i.e. four eight hour shifts per week.

### Step 1

**INTERNAL APPLICANTS:** Expression of interest to undertake postgraduate studies are emailed to SVHM nursing staff and listed on Workday each year in April and July. Please contact your Nurse Unit Manager (NUM), [Postgraduate Coordinator](#) and/or Practice Development Nurse (PDN) to discuss your intention and eligibility to enroll.

**EXTERNAL APPLICANTS:** St Vincent's welcomes external applicants to contact [Education and Learning](#) to discuss employment opportunities and postgraduate study opportunities. Be sure to attention your application to the Postgraduate Coordinator.

**MENTAL HEALTH APPLICANTS:** For all Mental Health applications, please refer to guidelines on the intranet.

### Step 2

To apply submit a cover letter (maximum 1 page) expressing your motivation to undertake post graduate study and resume (maximum 3 pages). Email your application to [Education and Learning Reception](#). Expressions of interest are accepted outside the recruitment period, by emailing [Education and Learning Reception](#). Be sure to attention your application to the Postgraduate Coordinator.

### Step 3

Some specialist areas request a face to face interview with applicants. Applicants will receive an email from Education and Learning or their NUM advising a time and date for the interview.

### Step 4

Applications are reviewed by the Postgraduate Coordinator, NUM's and PDNs. Education and Learning will advise applicants of the outcome of their application. The Postgraduate Coordinator notifies the education provider (university) a list of successful candidates.

### Step 5

Applicants will then need to apply to their chosen university, attaching the documentation according to the university's request via the university application portal / website.



[Graduate Certificate of Advanced  
Nursing | Deakin](#)



[ACU Online  
Graduate Certificate in Clinical  
Nursing | ACU courses](#)



[Online Application System |  
University of Melbourne](#)

## Safe Learning Environment

A supported learning environment is a safe and welcoming space that allows for optimal acquisition of knowledge, skills and care of patients. It is created by the words, actions, and attitudes of all persons involved in the learning experience. Interpersonal multidisciplinary relationships are crucial to maintaining safe and supportive learning environments. During the Postgraduate year all persons will

- Share ideas and demonstrate behaviours that align with [St Vincent's values](#).
- Foster positive attitudes towards learning, participation, and achievement.
- Facilitate learning through respectful communication.
- Establish and communicate clear expectations.
- Give Postgraduate participants responsibility and autonomy over their learning - participants are encouraged to ask questions; participants should not feel embarrassed about any of their questions or ideas.

## What to expect from the Postgraduate Coordinator

Students work closely with the PDNs & Clinical Support Nurses (CSN). The role of the Postgraduate Coordinator is to liaise with Education Providers (Universities), facilitate recruitment of students to streams and scholarship allocation. Their role also encompasses quality assurance of postgraduate programs, responding to issues and strategic planning. If you have questions or concerns relating to your Postgraduate year that you wish to raise, you can contact the Postgraduate Coordinator via Education and Learning reception [SVHM.Education.reception@svha.org.au](mailto:SVHM.Education.reception@svha.org.au) Your NUM, PDN or CSN may also be able to resolve some issues that may arise. If you have any specific feedback regarding Postgraduate program, please complete the post survey, ask your PDN to share the QR code with you. The Postgraduate Coordinator will also communicate with students via email and MS teams throughout the year.



## What to expect from Professional Development Nurses & Clinical Support Nurse

PDNs and CSNs are an integral part of the nursing team, their principle role is to support the ongoing professional development of nursing staff at SVHM. A part of their workload in the clinical area, is to support postgraduate students. Each week a PDN/CSN will spend some time working with you at the bedside. The PDN will assess your knowledge and skills related to clinical hurdles/assessments that form part of your University course. They will also undertake a clinical appraisal of your performance (formative and summative) each semester and provide you with ongoing constructive feedback. At the commencement of your Postgraduate studies, clarify with your PDN /CSN when it is best to catch up with them in relation to the days /hours they work.

**PLEASE NOTE:** Typically most PDNs are available Monday – Friday 0800 – 1630; many are not rostered on to work weekends or public holidays. Hours that the PDNs work are clinical area dependent.

## Our expectations of Postgraduate students

We encourage all students prior to and throughout their studies to spend time reflecting on what is meant by accountability, responsibility and how they affect patient's safety and the quality of nursing care provided. Before commencing each semester, reflect upon your level of confidence and competence in performing clinical nursing skills. Identify and implement strategies that will enable you to improve your nursing practice. During your studies, you will be supervised and supported by NUM, ANUMs, PDNs, CSNs, Clinical Nurse Specialists (CNS) and/or Registered Nurses (RN). Education and Learning at SVHM are here to support and facilitate your professional development, but remember this is your nursing career so identify your learning needs and formulate strategies to meet them.

In line with the [Nursing and Midwifery Board of Australia \(NMBA\)](#) and [St Vincent's Health Australia Code of Conduct](#) our expectation is that postgraduate nursing students will

- Function as an independent self-directed adult learner.
- Communicate with all staff, consumers and each other in a manner that is professional, courteous and respectful, including both verbal and via electronic communication (email/teams online groups).
- Have a clear understanding of clinical assessments and the expected learning, outcomes/standards of performance required in clinical subjects.
- Be proactive in seeking out experiences for your level of practice and competence with the support of your NUM, PDN, CSN, mentor/preceptor.
- Demonstrate a willingness to work as part of the team in the delivery of safe patient care.
- Learn to express your needs and adopt a questioning, reflective approach to your learning within the multi-disciplinary team, i.e. develop an ability to receive and provide constructive feedback.
- Reflect on your progress to increase self-awareness, confidence and competence.

- Revise and reflect on your personal learning objectives to develop your clinical expertise .
- Maintain open communication channels with NUM, Education and Learning and the PDN's.
- Ensure timely completion of assessments and clinical hurdles .
- Request clinical shifts according to assessment requirements, study days and exams , in a timely manner.
- Inform your PDN's of any shift change in a timely manner.
- Roster yourself onto days that the PDN /CSN is working to ensure you maximise opportunities to work together.

## Course Fees



Courses offered by Deakin University are full fee paying courses to the University. Commonwealth Supported Places may be offered upon application to Deakin  
[Graduate Certificate of Advanced Nursing | Deakin](#)



For ACU course fees refer to the following links:  
[ACU Online](#)  
[Graduate Certificate in Clinical Nursing | ACU courses](#)  
[Apply for an ACU scholarship](#)



Courses offered by UoM are full fee paying courses to the University.  
[Nursing courses - The University of Melbourne \(unimelb.edu.au\)](#)

## Fee-help

Fee-help is a government assistance loan scheme that assists eligible fee paying students to pay all or part of their tuition fees. It cannot be used for additional study costs such as accommodation or text books. Refer to the [Study Assist](#) website for further information. Further information may also be found at your universities website

## Financial assistance

Financial assistance is available to support St Vincent's nurses undertaking Graduate Certificate, Diploma programs and Masters level programs that will lead to endorsement as a Nurse Practitioner. *For information about Mental Health Postgraduate scholarships, please refer to the guidelines in the heading under [Mental Health](#) or contact the stream educator.*



## Scholarships

### External Scholarships

The following external scholarships available to St Vincent's staff undertaking Postgraduate study at Graduate Certificate and Diploma programs. Visit the following websites for more information:

- [Australian College of Nursing Scholarships](#)
- [Australian Nursing and Midwifery Federation Scholarships](#)

### Internal Scholarships

1. Graduate Nurse Association Scholarships (GNA) - Scholarships will be offered in 2023 (total \$10,000) and will be allocated to successful applicants.
2. Bank First Nursing Scholarships – Scholarships will be offered in 2023 (total \$15,000) and will be allocated to successful applicants.
3. Foundation Postgraduate Nursing Scholarships – TBA
4. Department of Health Scholarships - Scholarships for 2023 are to be offered via an application process that will be facilitated by the Postgraduate Coordinator.
5. Dame Quentin Bryce, our former Governor-General, has a generous and passionate interest in nursing and wishes to support the development of palliative care nursing expertise. Sponsored by St Vincent's Foundation, the [Dame Quentin Bryce Postgraduate Palliative Care Scholarship](#) is valued at \$10,000. It is awarded to a current Palliative Care nurse working at St Vincent's, who is undertaking either a Postgraduate Graduate Certificate or Postgraduate Diploma. To apply, please contact the Education and Learning.

### Applications for 2023 Scholarships

To apply for 2023 scholarships please complete the [application form](#) and email to [Education and Learning](#). Be sure to attention your application to the Post Graduate Coordinator. You will receive confirmation email from Education and learning upon the receipt of your application. Applications are scored and both successful and unsuccessful applicants will be notified no later than the 4th March 2023.

## Postgraduate Study Leave Entitlements

### Self-Directed Learning (SDL)

Knowles (1975) defines SDL as, “A process in which individuals take the initiative with or without the help of others in diagnosing their learning needs, formulating goals, identifying human and material sources, and evaluating learning outcomes” (p. 18). Education and Learning are here to support and facilitate your professional development. However, all participants are encouraged to spend some time reflecting on developing an awareness of what is meant by accountability, responsibility and how they affect patient’s safety and the quality of nursing care. Participants who are self-directed, participate actively in educational processes and take responsibility for their learning. ***Remember, ultimately the person who is responsible and accountable for your nursing practice, scholarship and scholastic progress is you!*** Participants are expected to devote approximately four (4) hours of self-directed study per week to coursework activities. Additional time may be required to meet the course’s assessment requirements.



Attendance is compulsory at all scheduled University study days and hospital based tutorial sessions. Students are expected to behave in an appropriate and professional manner, including being punctual to study days.

## Study Leave Entitlements

### The Nurses and Midwives (Victorian Public Sector) (Single Interest Employers) Enterprise

Agreement 2020 – 2024 outlines nurses' Professional Development, Study and Exam leave entitlements.

Leave is based on FTE, for example, students working 0.8 FTE or higher, receive more study leave than those working at 0.6 FTE.

Some clinical areas allocate your days for you according to your University study days (Emergency, ICU, Perioperative and Cardiac). Students engaging in online courses with ACU, Flinders, UoM in other streams (Medical, Plastics, Renal, Cancer, Palliative Care, Orthopedics), will need to apply to your NUM to take leave in line with EBA requirements re notification periods.

Application to take professional development, study and/or exam leave must be in writing and emailed to the NUM at least six (6) weeks prior to the proposed leave date. Request for home study must include details of the relevance of the study to current role/employment. The NUM will advise in writing within seven (7) days, whether the leave request is approved. If the leave is not granted, the reasons will be included in the notification.

## Professional Development Leave

Professional Development Leave (PDL) allows nurses to maintain their knowledge, expertise and competence and develop the personal and professional qualities required through their professional lives.

Professional Development leave involves:

1. Reviewing practice
2. Identifying learning needs
3. Planning and participating in relevant learning activities
4. Reflecting on the value of these activities
5. Research or home study

All permanent employees are entitled to five (5) days paid PDL, which may be used to attend conferences and seminars, in addition to other activities including research or home study. Nurse Practitioners are entitled to a further 10 hours of paid professional leave per annum. A day for the purposes of PDL is the employee's normal shift length, for example an employee who usually works an 8-hour shift and takes PDL for that shift is entitled to 8 hours payment. Part time employees will be paid on a pro rata basis. As an example, if an employee is contracted to work 30.4 hours per week, the entitlement to paid PDL would be as follows:  $\text{Pro rata hours} = 0.8 \times 38 = 30.4 \text{ hours per annum}$ .

Pro rata hours FTE	Total hours of entitlement per annum
1.0	40
0.9	34.2
0.8	30.4
0.7	26.6
0.6	22.8
0.5	19
0.4	15.2
0.3	11.4
0.2	7.6
0.1	3.8

## Study Leave

Study leave (paid) is available to full time and part time employees where a component of the course is relevant to the work of the employee and/or to support State Government initiatives to improve workforce development of priority areas of nursing and midwifery care. Study leave may be taken as mutually agreed for example, four hours per week, eight hours per fortnight or blocks of 38 hours at a residential school.

The Employee seeking to take study leave must apply in writing as early as possible prior to the proposed leave date and their request should include:

1. Details of the course and institution in which the Employee is enrolled or proposed to enroll
2. Details of the relevance of the course to the employee's employment

The Employer must, within seven days of the application being made, notify the Employee of whether or not the request for study leave has been approved. A part time employee is entitled to study leave on a pro rata basis.

Pro rata hours FTE	Total hours of entitlement per annum
1.0	104
0.9	93.6
0.8	83.2
0.7	72.8
0.6	62.4
0.5	52.0
0.4	41.6
0.3	31.2
0.2	20.8
0.1	10.4

*Calculations based on a 26 week academic year at 4 hrs per week.*

## Examination Leave

Examination leave is available to full time and part time employees who are employed to work and average (at least) three (3) shifts or 24 hours per week. Employees are entitled to an additional five (5) days paid leave in any one year for the purposes of undertaking and/or preparing for examinations in a course of study. Part time employees also receive the full five days

Examination leave is available to nurses who have been employed at St Vincent's for 18 months immediately prior to taking of examination leave. Examination leave shall be granted for studies which are related to classification in grades duty requirements, relevant to advancement through the career structure and to employment at the health service and would normally be undertaken in a Tertiary Institution. The Employer will not unreasonably withhold approval for examination leave. **PLEASE NOTE:** that none of the above mentioned types of leave, accumulate from year to year.

## Annual leave

In line with the EBA nurses and midwives (Victorian public sector) enterprise agreements 2020-2024 rostering guidelines, students must take the responsibility of ensuring they request their shifts to accommodate study days and exam requirements.

It is your responsibility to ensure that;

- Annual leave does not prevent completion of any course assessment including clinical hurdles or attendance at study days.
- Annual leave is not permitted during the academic year unless the NUM approves it for exceptional circumstances.
- Annual leave is to be taken outside of the academic year and during the mid-semester break.

## Withdrawal or Deferment

Students who withdraw or defer from study must notify the [Postgraduate Nursing Coordinator](#) via email within seven (7) days of alterations to enrollments. Be sure to attention your email to the Post Graduate Coordinator. To avoid University fees student are encourage to withdraw /defer prior to University census dates.

## Clinical Assessments

Assessment of your clinical competence during your postgraduate studies, is governed by the Education provider's policy and grounded upon Specialist Nursing Standards and the Registered Nurse Standards for Practice. The aim of clinical assessments (formative /summative) is for the student and educator to identify and discuss student strengths and areas for further development. Competent nursing practice involves the application of knowledge, skills, attributes and professional behaviours. Students need to make sure they are familiar with the learning objectives, skills list and competencies they are

expected to achieve by the end of each semester; if you are uncertain seek clarification your Education Provider.

**A PDN will complete students' assessments in a fair and accurate way.** The PDN will base their appraisal on direct observation of clinical performance in collaboration with clinical staff including but not limited to NUMs, CNSs, RNs, medical officers, administrative staff, allied health care professionals and auxiliary staff. Feedback may also be obtained from the patient and their family members. **Students must initiate discussion with their PDN regarding times for the formative and summative assessment.**

Completed appraisals are an assessable hurdle and without submission of this evidence clinical subjects cannot be passed. Please ensure you discuss the required assessment tasks and associated timeframe with your PDN in the first week of the semester.

It is the student's responsibility to

- Ensure they provide their PDN with the assessment documentation at an appropriate time relative to workload and with adequate time to complete.
- Ensure all assessment documentation is correctly and fully completed prior to the completion of the semester.

### Clinical hurdles

Clinical hurdles are designed to prepare students for advanced nursing practice. Successful completion of clinical hurdles requires self-directed study to become familiar with SVHA protocols and equipment

It is the **responsibility of the student** to

- Ensure **all** clinical assessments are successfully completed prior to the Summative Clinical Performance Appraisal (CPA) each semester.
- complete all hurdles allocated by the due date to pass each unit
- Book their hurdle assessment dates with the stream Practice Development Nurse.

### Identification of Unsatisfactory Clinical Performance:

Competent nursing practice involves the application of knowledge, skills, attributes and professional behaviours. SVHM is committed to ensuring that fair and effective systems exist for identifying unsatisfactory clinical performance. Examples of unsatisfactory clinical performance include but are not limited to:

- not asking questions or seeking clarification when unsure of instructions,
- inability to pick up and report on patient cues,
- difficulty with organisation or time management,
- inability to provide safe care and seek feedback,



- lack of insight, or limited ability to reflect on practice,
- inability to connect theory and practice or lack of theoretical knowledge,
- frequent absences from or late arrivals to practice,
- not being fit for practice and/or poor communication skills i.e. English language skills.

It is our aim to identify and manage issues of suboptimal clinical performance in a timely manner. Any unsafe clinical performance will be discussed and addressed immediately. If poor clinical performance is identified the student will be notified and an informal meeting with the student and PDN will occur. This meeting will be a chance for the student and PDN to discuss identified issues and implement agreed learning strategies and a time frame in which to achieve improvement.

Students identified as being at risk of not meeting clinical objectives, will be commenced on a Professional Development Plan. The layout and name of these vary across Education Providers, however, they are all designed to outline the areas you need to develop and to structure your learning. They are created to help you identify learning strategies, which will help you achieve the required learning outcomes, within specific timelines. After this time frame, if poor clinical performance continues a further formal meeting with the University will occur and a learning contract will be developed and agreed upon by all parties. If the student fails to achieve a satisfactory improvement in performance, this will result in further action and possible termination of clinical support of postgraduate studies and a fail grade for the clinical University subject.

## Wellness and Student Support

### Fitness for Practice

Nurses have a responsibility to maintain their physical and mental health, to practice safely and effectively (Code of Conduct for Nurses, NMBA, 2018). Being fit to practise requires a nurse to have the skills, knowledge, health and character to do their job safely and effectively. At St Vincent's nurses' health and well-being are important to us. We are committed to ensuring postgraduate students are supported and provided with every opportunity to maximise their success in the clinical and academic learning environment. If you think you may experience challenges related to your disability, chronic health condition or any other reason, you should discuss your concerns with your NUM, the Postgraduate Coordinator and your Education provider (University). This will enable us to identify ways to accommodate your needs whilst studying.

At times, many students experience stressors from work or family life, which may interfere with their performance. If your life circumstances change whilst undertaking postgraduate study or you develop altered personal limitations, which will affect their course of study raise these with one of the following members of staff as early as possible:

Stream PDN or CNS

Nurse Unit Manager

Postgraduate Coordinator

Allison Mawson

Critical Care Education Coordinator

Manager Specialty Programs

Dr Amanda Connors

If you are uncomfortable approaching your Education Providers Counselling Service or SVHM services, any external GP can refer you to private and public services. Likewise, the *Nursing and Midwifery Health Program Victoria* is a free, confidential and independent support service led by nurses for nursing students (03 94 15 7551).

#### St. Vincent's Employee Assistance Program

[ACCESS](#) is a voluntary counselling and advisory service that provides assistance with personal and work related problems. The service is confidential, and provides effective, short-term, solution-focused counselling by professionals who have expertise in delivery within an organisational context.

The [Employee Assistance Program \(EAP\)](#) offers St. Vincent's staff and their immediate families free, confidential counselling from qualified and experienced mental health professionals for up to 4 sessions in a 12 month period. ACCESS Programs can provide individual or team sessions on a wide range of personal and work related issues.

#### Special Consideration

The following list provides some examples of circumstances, which may constitute grounds for special consideration based on a serious illness and/or exceptional and unforeseen situation that hampers a student's ability to prepare for, or complete an assessment task. However, relevant circumstances are not restricted to those listed here and each application will be considered on its merit and on the relevant supporting documentation.

- A serious medical condition, psychiatric illness, severe depression and/or substance addiction.
- Ongoing serious family issues, including illness, abusive situations, socio-economic disadvantage.
- Death of a close relative or friend.
- Political unrest or disaster, which places family members in jeopardy in home country.
- An accident or trauma, which may or may not also cause a temporary medical/mental condition.
- A combination of moderate problems.

The following list provides some examples of circumstances, which do not constitute grounds for Special Consideration.

- Non-completion of a pre-requisite or co-requisite unit.
- Timetable clashes and/or misreading timetable.
- Heavy academic workload and/or professional experience requirements.
- Work or sporting commitments
- Family commitments such as preparing for a wedding, party or event.
- Travel commitments.
- Any claim which are unsubstantiated by relevant supporting documentation.

### Academic support

Students are encouraged to seek assistance as early as possible if they are experiencing problems in relation to academic requirements. Students can seek assistance and resources from their Education Provider, the Education and Learning team, PDN's, St. Vincent's Library and Postgraduate Coordinator. St. Vincent's Library offer study resources including a one hour session on EndNote.

[What is EndNote and how do I get it? - EndNote - LibGuides at St. Vincent's Hospital, Melbourne \(svhm.org.au\)](http://svhm.org.au)

[Library Home - Library Homepage - LibGuides at St. Vincent's Hospital, Melbourne \(svhm.org.au\)](http://svhm.org.au)



[Study support | Students \(deakin.edu.au\)](http://deakin.edu.au)



[Academic skills development – ACU student life](http://acu.edu.au)



[Academic Skills : Current Students : The University of Melbourne \(unimelb.edu.au\)](http://unimelb.edu.au)

### Problems & Concerns

Issues sometimes arise that you may not be able to resolve by yourself. The first point of contact, when any tricky issue arises, is your NUM. If the matter cannot be resolved with the assistance from the NUM, the PDN, is also available to act as your advocate, and to help resolve any matters of concern.

In the event a PG participant encounters a difficulty or concern, the following steps should be followed:

- i. The participant is to request a meeting with the NUM, &/or PDN via email as soon as possible from the occurrence, or knowledge of, the incident to seek resolution. Concerns and issues need to be presented with objective data in a constructive manner. You will not be disadvantaged if you raise a concern. The email must:
  - a. State the ground(s) for concern/grievance

- b. Detail, and where appropriate provide relevant evidence relating to the ground(s) for concern/grievance
- c. Where available, attach relevant documentation
- d. Clearly state the sought outcome

A meeting shall be conducted within five (5) days of the request. A written response to the meeting if appropriate will be rendered within 2 (two) days of the meeting.

## Evaluation

To improve our PG programs, it is vital that we receive feed from students. Providing feedback offers you an opportunity to objectively voice your experience of teaching and learning elements that work well and areas that need improvement. Student feedback is anonymous, and we value and act upon the feedback we receive at the end of each semester.

## Appendix A – Education and Learning Team

Postgraduate Programs Queries Contacts				
Name		Position	Email	Ext
Dr Amanda	CONNORS	Specialist Practice Manager	amanda.connors@svha.org.au	0403 174 698
Allison	MAWSON	Postgraduate Coordinator	allison.mawson@svha.org.au	13223
Cassidy	ROGERS	Administration Coordinator	cassidy.rogers@svha.org.au	13591
SVHM Practice Development Nurses and Clinical Support Nurses				
Name		Position	Email	Ext
Lisa	TRICARICO	Anaesthetics PDN	SVHM.Education.theatrePDN@svha.org.au	14518
Jade	STILO	Anaesthetics PDN	SVHM.Education.theatrePDN@svha.org.au	
Kristy-Lee	JONES	Cancer PDN	SVHM.Education.cardiacPDN@svha.org.au	14988
Natalie	INDER	Cardiac PDN	SVHM.Education.cardiacPDN@svha.org.au	13351 / 11386
Nadia	GAETANO	Cardiac PDN	SVHM.Education.cardiacPDN@svha.org.au	13351 / 11386
Sophie	JAMES	Cardiac PDN	SVHM.Education.cardiacPDN@svha.org.au	13351 / 11386
Lou	WEST	Cardiac PDN	SVHM.Education.cardiacPDN@svha.org.au	13351 / 11386
Hannah	BEIERS	Emergency CSN	SVHM.Education.emergencyPDN@svha.org.au	14176
Katie	TREMAYNE	Emergency CSN	SVHM.Education.emergencyPDN@svha.org.au	14176
Kate	URIE	Emergency PDN	SVHM.Education.emergencyPDN@svha.org.au	14176
Melanie	COOK	Emergency PDN	SVHM.Education.emergencyPDN@svha.org.au	14176
Tessa	WILKIE	Emergency PDN	SVHM.Education.emergencyPDN@svha.org.au	14176
Rachel	TRUMAN	Emergency PDN	SVHM.Education.emergencyPDN@svha.org.au	14176
Molly	KENNEDY	First Nations CSN	molly.kennedy@svha.org.au	12438
Ben	STONE	HITH PDN	SVHM.Education.hithPDN@svha.org.au	0437 111 631
Lisa	POOL	HITH PDN	SVHM.Education.hithPDN@svha.org.au	0437 111 631
Shujie	LI	ICU CSN	ICUEducators@svha.org.au	14500
Ben	PICONE	ICU CSN	ICUEducators@svha.org.au	14500
Siobhan	WILLIAMS	ICU CSN	ICUEducators@svha.org.au	14500
Lauren	EMMET	ICU PDN	ICUEducators@svha.org.au	14500
Liz	DELANEY	ICU PDN	ICUEducators@svha.org.au	14500
Cass	COSHAN	Medical Practice Development Nurse	Cassandra.COSHAN@svha.org.au	13791
Jenna	RILEY	Medical Practice Development Nurse	jenna.riley@svha.org.au	13532
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