Department of Health and Human Services

E3Learning Course Guide 2018

ReHSeN E3Learning
http://rehsen.e3learning.com.au/

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Commonwealth Home Support Programme / Home and Community Care Program for Younger People
 Project Officer/Administration Support
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Abreviations

COLOUR KEY :

These courses require practical competency to be completed – Generally designed by external agencies.	Courses designed specifically for Grampians CHSP / HACC PYP Users	Course provided and created by ReHSeN and available to all users	New courses provided by ReHSeN 2018

A

ADVANCED LIFE SUPPORT PRACTICAL COMPETENCY

Unit ID: 9451	**Objective ID:** 10729	**Target Audience:**	Clinical staff		
ReHSeN Category	**Recognising and Responding to Clinical Deterioration**			**Length:**	
Other Information:	<u>This is not a course:</u> This is a practical competency unit – Developed by the Hume Region. You must be deemed competent by your health service training facilitator before your agency nominated "administrator" can set the objectives for you to access this course.			**Pass Mark:**	

DESCRIPTION

Completion of an ALS practical competency is typically required training for nursing and medical staff working in such as emergency and critical or urgent care areas. 'Practical Competency' courses have been implemented on the e3Learning for the purpose of tracking which health services are:

- Required to attend an offline practical competency or assessment, and
- To allow health service administrators to report on which staff have and/or have not completed this competency.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
To complete this training:

- Please check with your manager and confirm that you need to complete this course for your position.
- Your organisation should have an education calendar, or you can contact your department manager/educator to confirm training dates.
- Once you have completed this course your nominated ReHSeN "Administrator" will mark your records as completed for this training requirement.
- Without the "Administrator" marking this off you will not be able to receive a completion certificate.

ALCOHOL AND OTHER DRUGS IN THE WORKPLACE

Unit ID: 18050	Objective ID: 14686	Target Audience: All staff		
ReHSeN Category:	**Workplace Health and Safety**		**Length:**	75 mins
Other Information:	To complete this course you must view all pages and complete activities and assessments. You can check this by visiting the table of contents to see the sections you may have missed		**Pass Mark:**	80%

DESCRIPTION

The aim of this course is to develop your awareness of the impacts of the harmful use of alcohol and other drugs, and to outline the steps you can take to get help if you need it.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Aim of the Course:

The aim of this course is to raise your awareness of the problems that can result from drug and alcohol use, with the ultimate goal of preventing those problems.

To achieve this, the course aims to develop your understanding of:

- Why your organisation has introduced an alcohol and drug policy
- The impact of the use of alcohol and other drugs in the workplace and the wider community
- Reasons people use alcohol and other drugs
- Alternatives to the use of alcohol and other drugs, and
- The main drugs used by Australians.

Topics / assessments:

- Legal requirements and organisational policy
- Impact of the use of alcohol and other drugs
- Reasons people use alcohol and other drugs
- Alcohol
- Marijuana
- Amphetamines
- Prescription drugs and over the counter medications
- Getting assistance

COURSE LAYOUT

Introduction
- Impact of harmful drug and alcohol abuse
- Aim of the course

Legal requirements and organisational policy
- Employer and Worker responsibilities
- Workers' compensation
- Follow workplace procedures
- Workplace drug and alcohol policy
- Objectives of a drug and alcohol policy

Impact of the use of alcohol and other drugs
- Patterns of alcohol use in the community
- Use of other drugs in the community
- The impact of using alcohol and other drugs in the community
- Cost of drug and alcohol use
- Impact of alcohol and other drug use in the workplace
- Wider workplace impact

Reasons people use alcohol and other drugs
- Why do people use alcohol and other drugs?
- Socialising
- Emotional and physical stress
- A short term solution
- Alternatives to the use of alcohol and other drugs

Alcohol
- Alcohol in Australian society
- Effects of alcohol when used with other drugs
- How your body processes alcohol
- Impact of alcohol usage in the workplace
- Impact of alcohol usage on workmates
- Impact of alcohol usage on productivity

Marijuana
- What is marijuana?
- Short term effects of marijuana
- Long term effects of marijuana
- Impact of marijuana use on workplace safety
- Impact of marijuana use on workplace relationships

Amphetamines
- What are amphetamines?
- Amphetamines and the law
- Forms and use of amphetamines
- Effects of amphetamines
- Impact of amphetamines on workplace safety
- Impact of amphetamines on workplace relationships

Prescription drugs and over-the-counter medications

Getting assistance
- Types of help available
- Employee Assistance Program (EAP)
- Accessing the EAP
- Other avenues for help: Government agencies
- Other avenues for help: Help lines

ANTI-MONEY LAUNDERING

Unit ID:	10333	**Objective ID:**	12974	**Target Audience:**	Managers, team leaders and coordinators	
ReHSeN Category:	**Financial Services**				**Length:**	60 mins
Other Information:					**Pass Mark:**	80%

DESCRIPTION

This course has been designed to provide you with an understanding of how to identify, prevent and report money laundering and terrorism financing.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

after completing this course, you will have an understanding of:

- The potential harm caused by money laundering and terrorism financing
- How to identify money laundering and terrorism financing
- Anti-money laundering and counter-terrorism financing (AML/CTF) regulatory requirements
- The key components of an AML/CTF program, and
- Reporting obligations under the AML/CTF legislation and how to meet them.

Topics / assessments:

- Preventing money laundering
- How money is laundered
- Terrorism financing
- Managing risk
- Know your customer (KYC)
- Reporting obligations

COURSE LAYOUT

Preventing money laundering

- What is money laundering?
- Broader effects of money laundering
- How do we prevent it?
- Legislation
- The Financial Transaction Reports Act 1988
- The Anti-Money Laundering and Counter-Terrorism Financing Act 2006
- Financial Action Task Force

How money is laundered

- Stages of money laundering
- Follow the money: Placement
- Follow the money: Layering
- Follow the money: Integration

Terrorism financing

- What is terrorism?
- What is terrorism financing?
- The role of money in terrorism
- Sources of money
- State sponsors
- Charities and terrorism financing
- The Suppression of the Financing of Terrorism Act 2002

Managing risk

- AML/CTF programs
- What is an AML/CTF program?
- Risk considerations

Know your customer (KYC)

- Concentration risk
- Types of customers
- Areas of risk
- Customer due diligence
- Record keeping

Reporting obligations

- Reporting
- When to report?
- What is a transaction?
- What is a threshold transaction?
- Reporting a threshold transaction
- Common errors
- Further common errors
- What is a suspicious matter?
- Look at the facts
- Examples and indicators of suspicious behaviour
- Further examples and indicators of suspicious behaviour
- Unusual business dealings
- How and when must a matter be reported?
- Completing an SMR
- What are the benefits of filing an SMR?
- Common errors and assumptions
- Tipping off
- Electronic funds transfer instructions (EFTI)
- EFTI and customer identification
- International funds transfer instructions (IFTI)
- IFTI reporting obligations
- Interposed institution
- Cross-border movement of physical currency
- When must the report be made?
- Bearer negotiable instrument (BNI)
- Cash dealers
- Significant cash transactions
- AML/CTF compliance reports

ARMED ROBBERY SAFETY AWARENESS

Unit ID: 9031	Objective ID: 10200	Target Audience: All staff		
ReHSeN Category:	**Workplace Health and Safety**		Length:	60 mins
Other Information:	To complete each section, you'll need to achieve the requirements of the assessment activities. You can attempt each assessment activity ten times. If you have not achieved the requirements after your tenth attempt, the assessment will be locked, and your manager will need to reset your account for you.		Pass Mark:	80%

DESCRIPTION

This course has been designed for those persons responsible for day-to-day engagement with customers and clients.
During the course, we'll be looking at:
- Robbery awareness
- Security systems and procedures for minimising the risk of an incident
- How to respond safely in the event of an incident, and
- Procedures to follow after an incident.

Much of the information presented in this course is based on research by the Australian Institute of Criminology and the National Research and knowledge centre on Crime and Justice. Click the link below to read the National Armed Robbery Monitoring Program's report.

The National Armed Robbery Monitoring Program

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
After completing this course, you will:
- Be familiar with the approach to managing robbery related risks
- Be able to identify the key aspects of safe behaviour during a robbery, Be able to identify the link between victim injury and victim behaviour.

Topics / assessments:
- Robbery profiling
- Reducing the risk of robbery
- General safety procedures
- Responding during a robbery safely
- Post robbery procedures

COURSE LAYOUT

- Legal advice
- Robbery profiling
- Reducing the risk of robbery

- General safety procedures
- Responding during a robbery safely
- Post robbery procedures

ASEPTIC NON TOUCH TECHNIQUE PRACTICAL COMPETENCY

Unit ID: 8956	Objective ID: 10123	Target Audience: Clinical staff	
ReHSeN Category:	**Preventing and Controlling Healthcare Associated Infections**		Length:
Other Information:	**This is not a course:** This is a practical competency unit – Developed by the Hume Region. You must be deemed competent by your health service training facilitator before your agency nominated "administrator" can set the objectives for you to access this course.		Pass Mark:

DESCRIPTION

Completion of an ANTT practical competency is typically a mandatory training requirement in preventing and controlling healthcare associated infections for clinicians.   'Practical Competency' courses have been implemented on the e3Learning for the purpose of tracking which health services are:
- Required to attend an offline practical competency or assessment, and
- To allow health service administrators to report on which staff have and/or have not completed this competency.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
To complete this training: Please check with your manager and confirm that you need to complete this course for your position.
- Your organisation should have an education calendar, or you can contact your department manager/educator to confirm training dates.
- Once you have completed this course your nominated ReHSeN "Administrator" will mark your records as completed for this training requirement. Without the "Administrator" marking this off you will not be able to receive a completion certificate.

ASEPTIC TECHNIQUE (ORIGINAL CABRINI/DH VERSION)

Unit ID: 8690	**Objective ID:** 9856	**Target Audience:** Clinical staff		**Length:**	15 mins
ReHSeN Category:	**Preventing and Controlling Healthcare Associated Infections**				
Other Information:	This module relates to the National Safety and Quality Health Service (NSQHS) Standard 3: Preventing and Controlling Healthcare Associated Infections.			**Pass Mark:**	

DESCRIPTION

This module was developed to minimise the risk for patients in acquiring preventable infections and to enable the effective management of infections when they occur by using evidence-based strategies. Standard 3 also relates to Standard 1: Governance for Safety and Quality in Health Service Organisations and Standard 2: Partnering with Consumers. The principles in these Standards are fundamental to all Standards and to provide a framework for their implementation.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Criteria to Achieve Standard 3:
- Governance and systems for infection prevention, control and surveillance.
- Infection prevention and control strategies.
- Managing patients with infections or colonisation
- Antimicrobial stewardship
- Cleaning, disinfection and sterilisation
- Communicating with patients and carers

Topics / assessments:
- National Standards
- What is aseptic technique and When to use aseptic technique
- Core infection control components aseptic fields
- Standard aseptic technique
- Surgical aseptic technique
- Risk assessment

COURSE LAYOUT

Standard 3
- National standards

Introduction
- What is aseptic technique? and When to use aseptic technique
- Terminology

Core infection control components
- Aseptic fields
- Standard aseptic technique
- Surgical aseptic technique
- Risk assessment

ASSIST CLIENTS WITH MEDICATION – HACC ANNUAL TRAINING REVIEW FOR GRAMPIANS REGION

Unit ID: 308	**Objective ID:** 3887	**Target Audience:**	PCW's in the Grampians Region		
ReHSeN Category:	**Home and Community Care**			**Length:**	30 mins
Other Information:	This is part of an annual training review conducted by VicHACC /CHSP funded employers. **Completing the course:** Once this online component of your review is completed you need to print your certificate and a copy of your practical review assessment form and take it to your supervisor so that they can organise your supervised practical review. When you have successfully completed both the theory and practical sections of this online component your supervisor will print a certificate confirming your successful completion. When you are ready to print out your certificate for online component, you need to return to your "My Training" page to access it.			**Pass Mark:**	100%

DESCRIPTION

This training review has been developed to reconfirm the knowledge community care workers (CCWS) have of the home and community care (VICHACC/CHSP) requirements, the Grampians Region personal care protocol and the competency unit CHCCS 305B Assist Clients with Medication. This review is not to be used for any other purpose.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
This online component will review your understanding of:

- How to work within the occupational frameworks set out by VICHACC/CHSP, the Victorian Department of Health, Grampians Region and your VICHACC/CHSP funded employer
- Preparing to provide assistance with medication
- The steps to take when providing assistance with medication,
- What to do if things go wrong.

Topics/assessments:

- The frameworks
- Preparing to provide assistance with medication
- Providing assistance with medication
- If things go wrong

COURSE LAYOUT

The frameworks

- Frameworks
- Links
- Quality of care
- Doubts
- Consent to proceed
- Continued refusal
- Scope of practice
- Other tasks outside the scope of practice
- Occupational health and safety
- Personal hygiene procedures

Preparing to provide assistance with medication

- Planning ahead
- The client's care plan
- Abbreviation list
- Entering the house to assist with medication
- Client response
- Establishing the identity of the client
- Asking a family member

- Selecting appropriate equipment
- Equipment
- Checking a Dose Administration Aid (DAA)
- Checking creams, lotions, patches and other medications
- Client's care plan instructions

Providing assistance with medication

- Explain the procedure
- The 'Six Rights'
- Observing for symptoms
- Possible symptoms
- Completing your task

If things go wrong

- Things that could go wrong
- Seek assistance and report changes

B

BASIC AIRWAY MANAGEMENT (ADULT AIRWAY MANAGEMENT (LMS) V1

Unit ID: 4624	**Objective ID:** 5249	**Target Audience:** Clinical staff		
ReHSeN Category:	**Common Clinical Guidelines and Procedures**		**Length:**	45 mins
Other Information:	This course is targeted at health professionals with little or no experience in airway management. Before you undertake this course however, we strongly recommend that you have a good working knowledge of upper airway anatomy (i.e. mouth, tongue, mandible, pharynx and larynx) and respiratory physiology (i.e. breath, sounds and the ventilation cycle). Without this prerequisite knowledge you will have difficulty completing this course successfully.		**Pass Mark:**	100%

DESCRIPTION

The course covers the circumstances that require basic airway management; basic airway manoeuvre techniques, and bag-valve-mask ventilation.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview

At the completion of this course you should be able to:

- Recall the circumstances that require basic airway management
- Identify both manual and equipment assisted basic airway manoeuvre techniques
- List the steps required to achieve optimal bag-valve-mask (BVM) ventilation
- Recall the predictors of difficult BVM ventilation
- Troubleshoot difficult BVM ventilation

Course Structure, Topics, Assessments:

- Examine the causes, signs and symptoms and management of airway obstructions.
- Overview the two types of airway adjuncts (nasopharyngeal and oropharyngeal airways) and how they are inserted.
- Requirements for successful bag-valve-mask ventilation.

COURSE LAYOUT

Causes of inadequate ventilation

- Background
- Impaired respiratory effort 1&2
- Airway obstruction
- The signs and symptoms of airway obstruction
- Signs and symptoms of airway obstruction in a conscious victim
- Signs and symptoms of airway obstruction in an unconscious victim
- Assessing the victim with a foreign body airway obstruction
- Management of the victim with FBAO and an effective and an ineffective cough
- Management of the victim with FBAO and an ineffective cough
- Management of foreign body airway obstruction (choking)
- Management of victims with airway obstructions not caused by FBAO
- Non-invasive relief of airway obstruction
- Head-tilt/chin-lift
- Jaw-thrust manoeuvre
- Cervical spine immobilisation

Airway adjuncts

- Maintaining the open airway
- Oropharyngeal airways
- Sizing the OPA
- Inserting OPA – Method 1-3
- Nasopharyngeal airway
- Sizing and insertion of the NPA 1&2
- Complications of NPA insertion

Bag-valve-mask ventilation

- Bag-valve-Mask
- BVM basic components
- How do BVM's work?
- Successful bag-valve-mask ventilation
- Mask placement 1&2
- Choosing mask size
- Holding the mask
- Single-handed technique for BVM ventilation 1&2
- Two-hand technique for BVM ventilation 1-3
- Trouble-shooting problems BVM ventilation 1-3
- Ventilation volumes, rates, and cadence

BASIC AIRWAY MANAGEMENT (PAEDIATRIC) V1.0

Unit ID:	5132	Objective ID:	5972	Target Audience:	Clinical staff		
ReHSeN Category:	**Common Clinical Guidelines and Procedures**					**Length:**	45 mins
Other Information:	This course is targeted at health professionals with little or no experience in paediatric airway management. It is essential that you have completed the basic airway management (adult) course prior to attempting this course.					**Pass Mark:**	100%

DESCRIPTION

This course is targeted at health professionals with little or no experience in paediatric airway management. Before you undertake this course however, we strongly recommend that you a have a good working knowledge of upper airway anatomy and respiratory physiology. Without this prerequisite knowledge it is unlikely you will complete this course successfully. The purpose of this course is to teach the participant the skills of basic airway management, rescue breathing and use of specific equipment on the paediatric population. It is essential that you have completed the basic airway management (adult) course prior to attempting this course.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

At the completion of this course you should be able to:

- Recall the circumstances that require basic airway management in the at-risk child.
- Identify basic airway manoeuvre techniques, both manual and equipment-assisted relevant to the paediatric patient.
- Identify the key differences between paediatric and adult airway management.
- Clarify age appropriate techniques for paediatric airway management.
- Differentiate between a mild and a severe airway obstruction,
- Recall the principles of treating an infant and child who is choking.

Topics / assessments:

- Anatomic considerations for paediatric airway management.
- Examination of the causes, signs, symptoms and management of airway obstruction.
- Discussion re the methods of airway positioning, overview adjuncts (nasopharyngeal and oropharyngeal airways)
- Discussion about the requirements for successful ventilation in the paediatric patient.

COURSE LAYOUT

Anatomic considerations
- Anatomic considerations 1-5

Management of FBAO
- Recognition of choking
- Assessing the victim with foreign body airway obstruction

Management of airway obstruction – airway positioning
- Anatomical airway obstruction
- Non-invasive relief of the obstructed airway
- Airway adjuncts
- Oropharyngeal airway (OPA)
- Nasopharyngeal airway (NPA)

Ventilation
- Ventilation
- General considerations
- Rescue breaths
- Chest compressions
- Mouth-to-mouth/nose
- Bag-valve-mask (BVM) ventilation
- E-C clamp technique
- Delivering a breath
- Positioning
- Monitoring adequacy of ventilation

BASIC LIFE SUPPORT

Unit ID:	10727	Objective ID:	15455	Target Audience:	Clinical staff		
ReHSeN Category:	**First Aid**					**Length:**	65 mins
Other Information:	Relationship of the course to NSQHS Standards Successful completion of this course will assist you with comprehending and implementing National Safety and Quality Health Service (NSQHS) Standard 9 (Recognising and Responding to Clinical Deterioration in Acute Health Care), specifically Action 9.6.1 – "The clinical workforce is trained and proficient in basic life support". Safety and Quality Improvement Guide Standard 9: Recognising and Responding to Clinical Deterioration in Acute Health Care					**Pass Mark:**	100%

DESCRIPTION

This course provides the theoretical requirements of Basic Life Support (BLS) revision and has been designed for nurses and other health care workers employed in acute, community and aged care settings.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

After completing this course, you should have an understanding of:

- The steps involved in conducting effective basic life support
- The purpose of conducting cardiopulmonary resuscitation, otherwise referred to as CPR
- How to assess a situation, identify dangers and call for help
- How to assess a patient's airway and manage airway obstructions
- How to perform rescue breathing and chest compressions,
- Procedures for and risks associated with the use of an automated external defibrillator, or AED.

Topics / assessments:

- BLS and CPR
- Checking responsiveness
- Assess the airway
- Managing airway obstructions
- Breathing
- Compressions
- Defibrillation
- Stopping compressions

COURSE LAYOUT

Introduction
- Australian and New Zealand Committee on Resuscitation (ANZCOR)
- Relationship of the course to NSQHS Standards

BLS and CPR
- BLS and CPR
- 'D' is for 'Danger'
- Never put yourself or others at risk

Checking responsiveness
- R' is for 'Responsiveness'
- 'S' is for 'Send for help'

Assess the airway
- 'A' is for 'Open Airway'
- Airway management for children

Managing airway obstructions
- Managing airway obstructions
- 'B' is for 'Normal Breathing'

Breathing
- Breathing

Compressions
- 'C' is for 'Compressions'

Defibrillation
- 'D' is for 'Attach Defibrillator'
- Secure a safe environment for defibrillation

Stopping compressions
- Stopping compressions
- When CPR does not help a patient

BASIC LIFE SUPPORT (ORIGINAL CABRINI/DH VERSION)

Unit ID: 8702	Objective ID: 9868	Target Audience: As determined by health service		
ReHSeN Category:	**Recognising and Responding to Clinical Deterioration**		**Length:**	20 mins
Other Information:	This module relates to The National Safety and Quality Health Service (NSQHS) Standard 9: Recognising and Responding to Clinical Deterioration in Acute Health Care.		**Pass Mark:**	

DESCRIPTION

National Standards:
The Australian Commission on Safety and Quality in Health Care (ACSQHC) developed the 10 NSWHS Standards to reduce the risk of patient harm and improve the quality of health service provision in Australia. The Standards focus on governance, consumer involvement and clinically related areas and provide a nationally consistent statement of the level of care consumers should be able to expect from health services.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Learning Outcomes:
On completion of this module, clinicians will be able to:
- Identify the indications for basic life support (BLS)
- Describe the appropriate actions of DRS ABC
- Discuss the considerations needed when performing basic life supports on infants, children and pregnant women
- Describe the management of a foreign body airway obstruction (FBAO)

Topics / assessments
- DR ABC
- Compressions
- Manual resuscitators
- Defibrillation
- BLS in obstetric patients
- Emergency caesarean
- Paediatric BLS
- Foreign body airway obstruction
- Unconscious FBAO patients
- Reporting adverse events

COURSE LAYOUT

Standard 9
- National Standards

Introduction
- Danger
- Response, send for help
- Airway
- Breathing
- Compressions
- Manual resuscitators
- Defibrillation

BLS in obstetric patients
- Obstetric considerations
- Emergency caesarean

Paediatric BLS
Foreign body airway obstruction
- Effective cough
- Ineffective cough
- Unconscious FBAO patients

Your role
- Caring for the patient and carer
- Caring for staff
- Debriefing
- Education and further resources
- Reporting adverse events

BASIC LIFE SUPPORT PRACTICAL COMPETENCY

Unit ID: 8957	**Objective ID:** 10121	**Target Audience:** As determined by health service		
ReHSeN Category:	**Recognising and Responding to Clinical Deterioration**		**Length:**	
Other Information:	<u>**This is not a course:**</u> This is a practical competency unit – Developed by the Hume Region. You must be deemed competent by your health service training facilitator before your agency nominated "administrator" can set the objectives for you to access this course.		**Pass Mark:**	

DESCRIPTION

Completion of a BLS practical competency is typically a mandatory training requirement in Recognising and Responding to Clinical Deterioration for clinical staff. 'Practical Competency' courses have been implemented on the e3Learning for the purpose of tracking which health services are:

- Required to attend an offline practical competency or assessment
- To allow health service administrators to report on which staff have and/or have not completed this competency.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
To complete this training: Please check with your manager and confirm that you need to complete this course for your position.

- Your organisation should have an education calendar, or you can contact your department manager/educator to confirm training dates.
- Once you have completed this course your nominated ReHSeN "Administrator" will mark your records as completed for this training requirement.
- Without the "Administrator" marking this off you will not be able to receive a completion certificate.

BIOLOGICAL HAZARDS HAZARD GUIDE

Unit ID: 11086	**Objective ID:** 17615	**Target Audience:** Clinicians		
ReHSeN Category:	**Hazard Guides**		**Length:**	20 mins
Other Information:			**Pass Mark:**	80%

DESCRIPTION

This course has been developed to provide the learner with an understanding of the controls that should be applied to biological hazards in the workplace.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
This course will provide you with information about:

- What biological hazards are and the activities that can expose you to them
- Minimum safety requirements
- Incident reporting
- Risk management
- Risk control review, and
- Controls that should be applied to reduce the risk associated with biological hazards.

Topics / assessments:

- Legal advice and compliance
- What is a biological hazard?
- Exposure to biological hazards
- Your responsibilities
- Personal protective equipment (PPE)
- Risk management
- Skin care and personal hygiene

COURSE LAYOUT

- Legal advice and compliance
- What is a biological hazard?
- Exposure to biological hazards
- Your responsibilities
- Working with biological hazards
- Personal protective equipment (PPE)
- Risk management
- Additional risk management considerations
- Skin care and personal hygiene

- Cleaning
- Disinfectants
- Immunisation
- Standard precautions
- PPE
- Facemasks
- Sharps
- Overseas travel
- Reporting

BLOOD AND BLOOD PRODUCTS (ORIGINAL CABRINI/DH VERSION)

Unit ID: 8699	Objective ID: 9865	Target Audience:	Clinical staff		
ReHSeN Category:	**Blood and Blood Products**			Length:	15 mins
Other Information:				Pass Mark:	

DESCRIPTION

This module is one of 17 modules developed by Cabrini Health in collaboration with the Victorian Department of Health in 2014.

COURSE OVERVIEW / COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

On completion of this module, clinicians will be able to:

- Describe the principles of patient blood management
- Understand the requirements for safe administration of blood and blood products
- Discuss recognition and response to adverse effects during administration of blood or blood products
- Discuss the documentation requirements in relation to transfusion of blood and blood products
- Describe the process for engaging patients and carers in management of blood and blood products.

Topics / assessments:

- Blood and Blood Products
- National Standards
- Principles of Blood and Blood Products
- Informed Consent
- Administration of blood and blood products
- Administration: Preparation / Transfusion
- Engaging with patients and carers
- Documentation
- Managing blood and blood product safety
- Reporting adverse events

COURSE LAYOUT

Standard 7
- National Standards

Principles of blood and blood products
- Use of blood and blood products
- Patient blood management
- Doctors responsibility

Informed consent
- Informed refusal of blood and blood products
- Prescriptions for transfusion
- Sampling and testing

Administration of blood and blood products
- Administration of blood and blood products: preparation
- Administration of blood and blood products: transfusion
- Adverse reactions

Engaging with patients and carers
- Documentation

Managing of blood and blood product safety
- Education and further resources
- Audit and evaluation
- Reporting adverse events

BLOODSAFE EXTERNAL TRAINING PACKAGE

Unit ID: 9988	Objective ID: 11319	Target Audience:	Clinical Staff		
ReHSeN Category:	**Blood and Blood Products**			Length:	15 mins
Other Information:	**This is not a course:** This is a practical competency unit – Developed by the Hume Region. You must be deemed competent by your health service training facilitator before your agency nominated "administrator" can set the objectives for you to access this course.			Pass Mark:	

DESCRIPTION

Completion of one or more of the Bloodsafe eLearning packages is typically required training for many clinical staff.   'Practical Competency' courses have been implemented on the e3Learning for the purpose of tracking which health services are:

- Required to attend an offline practical competency or assessment, and
- To allow health service administrators to report on which staff have and/or have not completed this competency.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

To complete this training: Please check with your manager and confirm that you need to complete this course for your position.

- Your organisation should have an education calendar, or you can contact your department manager/educator to confirm training dates.
- Once you have completed this course your nominated ReHSeN "Administrator" will mark your records as completed for this training requirement.
- Without the "Administrator" marking this off you will not be able to receive a completion certificate.

BREASTFEEDING THE LATE PRETERM INFANT: PART 1

Unit ID: 3089	**Objective ID:** 3528	**Target Audience:** Midwives only	
ReHSeN Category:	**Maternity/Neonatal Care**	**Length:**	45 mins
Other Information:	This course examines the physiological characteristics of the late preterm infant that may impact on the successful initiation and establishment of breastfeeding. Part 1 also discusses key principles underpinning effective assessment and evaluation of breastfeeding for the late preterm infant.	**Pass Mark:**	80%

DESCRIPTION

This course is aimed at midwives who provide care for late preterm infants in neonatal, maternity, paediatric and domiciliary settings. Medical practitioners will also find the course useful in guiding management of the late preterm infant.
The course assumes that participants have prior knowledge of both lactation and preterm infants; therefore it is not suitable for beginning level practitioners.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
This course if split into two parts:
Part 1:
Examines the physiological characteristics of the late preterm infant that may impact on the successful initiation and establishment of breastfeeding. It also discusses key principles underpinning effective assessment and evaluation of breastfeeding for the late preterm infant
Part 2:
Discusses the management of breastfeeding for the late preterm infant in the immediate post birth period. During the postnatal hospital stay and following discharge home.

Topics / assessments:
- Characteristics of late preterm infant
- The late preterm infant and:
- Associated medical morbidities
- Respiratory complications
- Thermal instability
- Metabolic instability
- Hyperbilirubinemia and jaundice
- Kemicterus
- Immature state regulation
- Prematurity and breastfeeding
- Immediate post-birth care
- Examine infant

COURSE LAYOUT

Characteristics of the late preterm infant
The late preterm infant and:
- associated medical morbidities
- respiratory complications
- thermal instability
- metabolic instability
- hyperbilirubinemia and jaundice
- kernicterus
- immature state regulation

Section 2 The impact of gestational age on breastfeeding
- Individual factors that enhance breastfeeding outcomes
- Group and social factors that influence breastfeeding
- Prematurity and breastfeeding

Immediate post-birth care of the late preterm infant
- Maintain thermal and metabolic stability in the birth room (skin to skin contact)
- Skin-to-skin contact
- Baby friendly health initiative: SSC after normal vaginal delivery
- Baby friendly health initiative: SSC after caesarean birth
- Avoid infant distress
- Facilitate early breastfeeding
- Avoid mother-infant separation when transferring to postnatal area
- Examine infant after SSC

BULLYING AND HARASSMENT FOR EMPLOYEES

Unit ID: 15924	**Objective ID:** 10250	**Target Audience:**	Managers, Team Leaders and Coordinators	
ReHSeN Category:	**Workplace Relations**		**Length:**	60 mins
Other Information:	Activities and quizzes appear throughout the course and must be successfully completed to complete the course. This course has been independently reviewed by Sparke Helmore Lawyers and has been written in line with harmonised Work Health and Safety legislation in Australia.		**Pass Mark:**	80%

DESCRIPTION

This course has been designed to provide workers with an understanding of bullying and harassment in the workplace, the type of behaviour that should be avoided and what workers can do if bullying or harassment is occurring in their workplace.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

During this course, we'll be looking at:

- The effects of bullying and harassment in the workplace
- The types of behaviour that are considered bullying and harassment
- How to identify bullying and harassment
- Your responsibilities, and
- What to do if you or your co-workers are being bullied or harassed.

Topics / assessments:

- The impact of bullying and harassment
- What is workplace harassment?
- What is workplace bullying?
- Identifying bullying and harassment
- What to do

COURSE LAYOUT

The impact of bullying and harassment
- Consequences
- Counting the cost

What is workplace harassment?
- Definition
- Protected attributes
- Legislation
- Common types of harassment
- Racial harassment
- Sexual harassment
- Examples of sexual harassment
- Criminal offences
- Hostile working environment

What is workplace bullying?
- Definition of workplace bullying
- Examples of workplace bullying
- More examples of workplace bullying
- Legislation

Identifying bullying and harassment
- Why people bully and harass
- Potential victims and offenders
- Workplace cultures
- Unintended bullying and harassment
- Reasonable person test
- Beyond the workplace
- Social networking sites
- Acceptable behaviour
- Reasonable management decisions

What to do
- Your responsibilities
- Employer responsibilities
- Vicarious liability
- Reasonable steps
- Why you should act
- What to do if you are bullied or harassed
- Internal complaints
- Right to representation
- What will happen?
- External complaints
- Witnessing workplace bullying and harassment
- What witnesses can do
- Victimisation

BULLYING AND HARASSMENT FOR MANAGERS AND SUPERVISORS

Unit ID: 15923	**Objective ID:** 12349	**Target Audience:** All Staff		
ReHSeN Category:	**Workplace Relations**		**Length:**	90 mins
Other Information:	Activities and quizzes appear throughout the course and must be successfully completed to complete the course. This course has been independently reviewed by Sparke Helmore Lawyers and has been written in line with harmonised Work Health and Safety legislation in Australia.		**Pass Mark:**	80%

DESCRIPTION

This course has been designed to provide managers and supervisors with an understanding about workplace bullying and harassment, and what they can do to prevent and manage bullying and harassment in their workplace.
This course has been designed to provide managers and supervisors with an understanding about workplace bullying and harassment, and what they can do to prevent and manage bullying and harassment in their workplace.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
During this course, we'll be looking at:
- The effects of bullying and harassment in the workplace
- The types of behaviour that are considered bullying and harassment
- The responsibilities of managers and supervisors
- How to identify bullying and harassment
- How to prevent and manage bullying and harassment using a risk management approach, and
- How to handle incidents or reports of bullying or harassment.

Topics / assessments:
- The impact of bullying and harassment
- What is workplace harassment?
- What is workplace bullying?
- Identifying bullying and harassment
- Your behaviour and responsibilities
- Preventing and managing bullying and harassment
- Managing incidents and complaints

COURSE LAYOUT

The impact of bullying and harassment
- Consequences
- Counting the cost

What is workplace harassment?
- Definition
- Protected attributes
- Legislation
- Common types of harassment
- Racial harassment
- Sexual harassment
- Criminal offences
- Hostile working environment

What is workplace bullying?
- Definition of workplace bullying
- Legislation

Identifying bullying and harassment
- Why people bully and harass
- Potential victims and offenders
- Workplace cultures
- Unintended bullying and harassment
- Beyond the workplace
- Social networking sites
- Acceptable behaviour
- Reasonable management decisions
- Dealing with sensitive issues
- Difficult conversations

Your behaviour and responsibilities
- Employer responsibilities
- Vicarious liability
- Diminishing vicarious liability
- Reasonable steps
- Manager and supervisor responsibilities
- People management practices

Preventing and managing bullying and harassment
- Risk management approach
- Identifying hazards
- Obtaining information
- Assessing and controlling the risk
- Developing policies and procedures
- Following through with reinforcement
- Monitor and review
- Consultation

Managing incidents and complaints
- Employees should be encouraged to act
- Responding to allegations of bullying
- Natural justice
- Internal complaints
- Right to representation
- What will happen?
- External complaints
- Witnessing workplace bullying and harassment
- Victimisation

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CLINICAL HANDOVER (ORIGINAL CABRINI/DH VERSION)

Unit ID: 5704	**Objective ID:** 10723	**Target Audience:** Clinical staff		
ReHSeN Category:	**Clinical Handover**		**Length:**	15 mins
Other Information:	This module relates to the National Safety and Quality Health Service (NSQHS) Standard 6: Clinical Handover. This module is one of 17 modules developed by Cabrini health in collaboration with the Victorian Department of Health in 2014.		**Pass Mark:**	

DESCRIPTION

Aim:
The intention of Standard 6: Clinical Handover is to ensure that a timely, relevant and structured clinical handover occurs that is appropriate to the clinical setting and context of the handover.
Standard 6 also relates to:
- Standard 1: Governance for Safety and Quality in Health Service Organisations and
- Standard 2: Partnering with Consumers.
The principles in these Standards are fundamental to all Standards and provide a framework for their implementation.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
On completion of this module, clinicians will be able to:
- Discuss the importance of timely, relevant and structured clinical handover
- Discuss the clinical handover process including the use of a structured handover tool
- Describe your responsibilities in clinical handover
- Describe the process for engaging patients and carers in clinical handover.

Topics / assessments:
- Principles of clinical handovers
- Handover structure
- Your role giving handover
- Receiving handover
- Engaging with patients and carers
- Audit and evaluation
- Reporting adverse events

COURSE LAYOUT

Clinical handover
- Standard 6
- National Standards
- Learning outcomes
- Introduction
- Principles of clinical handover
- Handover structure

- Giving handover
- Receiving handover
- Engaging with Patients and carers
- Audit and evaluation
- Reporting adverse events

CLINICAL SUPERVISION IN HEALTHCARE SETTINGS 3 - THE BASICS OF GOOD ASSESSMENT

Unit ID: 5092	**Objective ID:** 5970	**Target Audience:** Clinicians	
ReHSeN Category:	**Preceptorship/Clinical Supervision**	**Length:**	180 mins
Other Information:	The aim of this module is to outline general concepts and principles of good assessment. The module will provide the basis for Module 4, which explores integrating effective assessment in practice settings.	**Pass Mark:**	80%

DESCRIPTION

The four modules in this Flying Start Series are designed to assist you facilitate the orientation, growth and development of newer or less experienced colleagues such as undergraduate students, graduates, new staff, or clinicians whose clinical confidence needs further development.

Please note the titles and focus of these modules has shifted from preceptorship, a term predominately used in nursing, to clinical supervision. The reason for this is to ensure the Flying Start Series of modules is not limited to any particular healthcare discipline - any clinician who has a formal or informal clinical supervisor role can benefit from this course.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

After completing this module, you should be able to:

- Enumerate the key characteristics of good assessment
- Recall the role of assessment in teaching and learning
- Understand the relevance of validity, reliability, and fairness when assessing learners in the clinical environment
- Apply Bloom's Taxonomy of Learning Objectives to link the content, learning activities and assessment tasks of various clinical scenarios
- Differentiate between diagnostic, formative and summative assessment, and
- Discuss characteristics, indications, advantages and disadvantages of various types of assessment methods.

Topics / assessments:

- What is assessment?
- The role of assessment in teaching and learning
- Validity, reliability and fairness in assessment
- Bloom's taxonomy of learning outcomes
- Timing of assessments
- Methods of assessment

COURSE LAYOUT

What is assessment?
- What is good assessment?
- The role of assessment in teaching and learning

Validity, reliability and fairness in assessment
- Validity
- Reliability
- Fairness

Bloom's Taxonomy of Learning Outcomes
- Developing learning outcomes
- Bloom's Taxonomy:
- The cognitive domain
- The affective domain
- The psychomotor domain

Timing of assessments
- Diagnostic assessment
- Categories of assessments
- Selected response assessments: Examinations, tests and quizzes

- Advantages of selected response assessments
- Disadvantages of selected response assessments
- Advantages of performance assessments
- Disadvantages of performance assessments
- Personal communication assessments
- Advantages of personal communication assessments
- Disadvantages of personal communication assessments
- Diagnostic assessment
- Formative assessment
- Summative assessment
- Appropriate timing of assessments

Methods of assessment
- Constructed response assessments
- Features of constructed response assessments
- Advantages of constructed response assessments
- Disadvantages of constructed response assessments
- Performance assessment
- Examples of performance assessments / clinical supervision

COMPETITION AND CONSUMER LAW: AN INTRODUCTION

Unit ID: 5630	**Objective ID:** 6544	**Target Audience:** Corporate Staff			
ReHSeN Category:	**Competition and Consumer Law**			**Length:**	35 mins
Other Information:	The 'Competition and Consumer Law': An introduction course is part of the Competition and Consumer Law suite of courses, which also includes: • Competition and Consumer Law: Dealing with Consumers Part 1 • Competition and Consumer Law: Dealing with Consumers Part 2, and • Competition and Consumer Law: Dealing with Other Businesses. This course is intended as an introduction to the topic of competition and consumer law. The concepts covered are dealt with in more detail in the other courses in the suite.			**Pass Mark:**	80%

DESCRIPTION

This module is the first in the Competition and Consumer Law series. Developed in partnership with Margaret Barron, Barrister and Solicitor to the Supreme Court of South Australia and author of 'The Fundamentals of Business Law', this module introduces the Competition and Consumer Act 2010 and its objectives. It will cover the major amendments to the Act, Australian Consumer Law (ACL) and the role of the Australian Competition and Consumer Commission (ACCC).

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
After completing this course, you will have an understanding of:
- The purpose and objectives of competition and consumer law
- The role and powers of the Australian Competition and Consumer Commission
- Who can bring proceedings under competition and consumer law
- Penalties and remedies for breaches of competition and consumer law
- The nature of individual liability under competition and consumer law, and
- How individuals can be found personally liable for breaches of competition and consumer law.

Topics / assessments:
- Competition and consumer law
- The Australian Competition and Consumer Commission
- Proceedings, penalties and remedies
- Responsibility for breaches

COURSE LAYOUT

Pre Assessment
- Introduction
- Competition and consumer law
- The Australian Competition and Consumer Commission

- Proceedings, penalties and remedies
- Responsibility for breaches

COMPETITION AND CONSUMER LAW: DEALING WITH CONSUMERS PART 1

Unit ID: 22297	**Objective ID:** 19251	**Target Audience:** Corporate Staff	
ReHSeN Category: **Competition and Consumer Law**		**Length:**	65 mins
Other Information:	This course has been designed to provide an understanding of the Australian Consumer Law (ACL) and how it provides consumer protection.	**Pass Mark:**	80%

DESCRIPTION

This module is the second in the Competition and Consumer Law series. It should be performed after completing the 'Introduction' module and before completing the 'Dealing With Consumers: Part 2' module. This module will discuss Australian Consumer Law (ACL) and how it relates to Consumer Protection. To assist in explaining the Australian Consumer Law, the course covers some real Australian case studies.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
After completing this course, you will have an understanding of:
- Consumer protection in the Australian consumer law (ACL)
- Prohibited, misleading and deceptive conduct in section 18 of the ACL
- Remedies for a breach of section 18
- False or misleading representations
- False or misleading statements, and
- Remedies for breaches of the ACL.

Topics / assessments:
- An overview of the ACL
- Misleading and/or deceptive conduct
- False and misleading representations
- False and misleading statements

COURSE LAYOUT

Pre Assessment
- Introduction
- An overview of the ACL

- Misleading and/or deceptive conduct
- False and misleading representations
- False and misleading statements

COMPETITION & CONSUMER LAW: DEALING WITH CONSUMERS PART 2

Unit ID: 5632	**Objective ID:** 6547	**Target Audience:** Corporate Staff	
ReHSeN Category: **Competition and Consumer Law**		**Length:**	70 mins
Other Information:	This course has been developed to provide learners with an understanding of the provisions of the Australian Consumer Law that protect consumers and how businesses deal with consumers.	**Pass Mark:**	80%

DESCRIPTION

This module is the third in the Competition and Consumer Law series. It should be performed after completing the 'Dealing With Consumers: Part 1' module and before completing the 'Dealing With Other Businesses' module. This course we will continue to look at how businesses deal with consumers and how the Australian Consumer Law (ACL) aims to protect consumers including unconscionable conduct, product safety and product information, manufacturer's liability, implied conditions

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
After completing this course, you will have an understanding of:
- Unconscionable conduct
- Product safety and product information
- Manufacturer's liability
- Consumer guarantees, and
- Consumers' rights to a refund.

Topics / assessments:
- Unconscionable conduct
- Product safety and product information
- Product liability and labelling
- Consumer guarantees
- Warranties against defects and consumer rights

COURSE LAYOUT

Pre Assessment
- Introduction
- Unconscionable conduct
- Product safety and product information

- Product liability and labelling
- Consumer guarantees
- Warranties against defects and consumer rights

COMPETITION AND CONSUMER LAW: DEALING WITH OTHER BUSINESSES

Unit ID: 5628	**Objective ID:** 6542	**Target Audience:** Corporate Staff	
ReHSeN Category: **Competition and Consumer Law**		**Length:**	60 mins
Other Information:	This course has been designed to provide you with an understanding of anti-competitive and restrictive trade practices prohibited under the *Competition And Consumer Act (CWLTH)* 2010.	**Pass Mark:**	80%

DESCRIPTION

This module is the fourth and final in the Competition and Consumer Law series. It should be performed after completing the 'Dealing With Consumers: Part 2' module. This course aims to provide an understanding of the practices and conducts restricted by the Competition and Consumer Act 2010, how they are enforced, and how they relate to businesses dealing with one another.

COURSE OVERVIEW / TOPICS /ASSESSMENTS

Course overview:
After completing this course, you will have an understanding of:
- Anti-competitive and restrictive trade practices
- Different types of prohibited cartel conduct
- Exceptions to cartel conduct
- Other ways competition and consumer law can be breached
- Exceptions to restrictive trade practices, and
- Remedies and enforcements to breaches of restrictive trade practices provisions.

Topics / assessments:
- Anti-competitive trade practices
- Cartel conduct
- Other breaches of the act
- Exceptions to restrictive trade practices
- Remedies and enforcement

COURSE LAYOUT

- Introduction
- Anti-competitive trade practices
- Cartel conduct
- Other breaches of the act
- Exceptions to restrictive trade practices
- Remedies and enforcement

COMPLAINTS MANAGEMENT (ORIGINAL CABRINI/DH VERSION)

Unit ID: 8676	**Objective ID:** 9841	**Target Audience:** As determined by health service	
ReHSeN Category: **Governance for Safety and Quality**		**Length:**	15 mins
Other Information:	This module is one of 17 modules developed by Cabrini health in collaboration with the Victorian Department of Health in 2014.	**Pass Mark:**	

DESCRIPTION

This module relates to The National Safety and Quality Health Service (NSQHS) Standard 1: Governance for Safety and Quality in Health Service Organisations.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
On completing of this module, clinicians will be able to:
- Describe the common reasons for complaints
- Discuss the role of the complaints manager
- Describe the three broad categories of complaints
- Discuss their dole in handling a complaint.

Topics / assessments:
- Why do people complain?
- Categories of complaints
- Complaints managers
- Resolving point of service complaints
- Resolving external complaints
- Your responsibilities

COURSE LAYOUT

Standard 1
- Learning outcomes

Introduction
- Why do people complain?
- Categories of complaints
- Complaints managers

- Referring to complaints manager
- Resolving point of service complaints
- Resolving external complaints
- Your responsibilities
- Responding to anger

COMPRESSION THERAPY IN THE MANAGEMENT OF VENOUS LEG ULCERS

Unit ID: 3794	Objective ID: 4585	Target Audience: Registered nurses and podiatrists		
ReHSeN Category:	**Wound Management**		Length:	90 mins
Other Information:	Developed by RDNS Melbourne, Regional Wounds Victoria and Department of Health (Grampians Region) as part of the Connected Wound Care project.		Pass Mark:	80%

DESCRIPTION

This course has been designed to support nurses and other healthcare professionals who apply compression therapy for venous leg ulcers.

This course has been designed to provide you with evidence-based knowledge in assessing individuals with venous leg disease and correctly applying compression therapy.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

At the completion of this course you should be able to:

- Describe the anatomy and physiology of the venous circulatory system
- Explain the principles of chronic venous insufficiency
- Discuss the pathophysiology of venous leg ulcers
- Key components for assessing an individual with a leg ulcer
- State the types of compression bandaging systems available
- Select an appropriate compression bandaging system for an individual with venous insufficiency, and
- Recall the principles associated with applying a compression bandage correctly.

Topics / assessments:

- Chronic venous insufficiency (CVI) and venous leg ulcer (VLU)
- Compression therapy and how it works.
- Factors that influence sub-bandage pressure.
- Types of compression therapy
- Selecting and applying compression therapy
- Monitoring of compression therapy and ongoing maintenance

COURSE LAYOUT

Chronic venous insufficiency (CVI) and venous leg ulcer (VLU)

- What is compression therapy?
- The superficial venous system
- The deep venous system
- Perforating veins
- Hydrostatic pressure
- Normal venous blood pressures in the leg
- How the pressure difference works
- What is chronic venous insufficiency?
- Characteristics of CVI
- What is a venous leg ulcer?
- The pathophysiology of venous leg ulcers
- Implications of VLUs on the healthcare system
- Personal and social implications of VLUs
- Other types of leg ulcers

Assessment of the individual

- Co-morbidities
- Referral to a specialist health professional

Compression therapy and how it works

- What is compression therapy?

Factors that influence sub-bandage pressure

- Sub-bandage pressure
- Ideal levels of sub-bandage pressure
- Bandage-related factors that influence sub-bandage pressure
- Individual-related factors that influence sub-bandage pressure
- Clinician-related factors
- Therapeutic pressure ranges

Types of compression therapy
Selecting and applying compression therapy

- Choosing compression therapy
- General principles
- Ankle-brachial pressure index (ABPI) and compression therapy
- How the ABPI works
- ABPI ranges
- Leg shape and size considerations
- Individual comfort
- Compression related damage
- The cost of compression therapy
- Practical demonstrations of applying compression therapy

Monitoring of compression therapy and ongoing maintenance

- Consider individual comfort and concordance
- Maintaining integrity: Medical-grade compression hosiery
- Maintaining integrity: Leg care

CONFINED SPACES HAZARD GUIDE

Unit ID: 15546	Objective ID: 13498	Target Audience:	Maintenance Staff		
ReHSeN Category:	**Hazard Guide**			Length:	15 mins
Other Information:				Pass Mark:	80%

DESCRIPTION

This course has been developed to provide the learner with an understanding of the controls that should be applied to confined spaces in the workplace.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
- This course will provide you with information about:
- Confined spaces and work that may expose you to confined spaces, and
- Controls that should be applied to reduce the risk associated with working in confined spaces.

Topics / assessments:
- What are confined spaces?
- Your responsibilities
- Personal protective equipment (PPE)
- Risk management
- Atmospheric testing and monitoring
- Confined spaces entry permit
- Reporting

COURSE LAYOUT

- What are confined spaces?
- Exposure to confined spaces
- Your responsibilities
- Working in confined spaces
- Personal protective equipment (PPE)
- Risk management
- Atmospheric testing and monitoring
- Confined spaces entry permit

- Signage
- Engulfment
- The standby person
- Hot work
- Isolation
- PPE
- Reporting

CONFLICT OF INTEREST

Unit ID: 6240	Objective ID: 7378	Target Audience:	Public health employees, BOM members		
ReHSeN Category:	**Governance for Safety and Quality**			Length:	30-45 mins
Other Information:	This resource has been provided by the Victorian public sector commission. Please note this course may not work in older versions of internet explorer such as i.e. 8.			Pass Mark:	

DESCRIPTION

This course is suitable for any public health service employee/board of management member. The course promotes greater understanding and compliance in regard to managing conflicts of interest. It is a competency based eLearning guide with a highly interactive format that incorporates case studies, video and a self-assessment section. It may also be used to facilitate group discussion and training.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
By the end of this training module you will be able to:
- Identify the different types of conflict of interest that might exist in the public sector
- Recall the terms and implications of 'public duty' and private interests'
- Recognise possible conflicts of interest
- Recall strategies to manage associated risks
- Identify further sources of information and assistance

Topics / assessments:
- Policy and legislation
- Management
- Principles
- Responsibilities
- Assessment

Policy and legislation
- Policy framework
- Types of conflicts of interest
- Self-Assessment
- Private interests
- Public duty

Managing Conflict of Interest
- Potential Hot spots
- The Process

Guiding Principles
- Support transparency and accountability
- Promote individual responsibility for integrity and impartiality
- Build a supportive organisational culture
- Confidentiality
- Integration

Responsibilities
- Responsibilities of the organisation
- Responsibilities of managers
- Responsibilities of employees
- Reporting conflict of interest
- Selection panels

CONTRACTOR INDUCTION

Unit ID: 4444	Objective ID: 5092	Target Audience:	Contractors		
ReHSeN Category: **Induction**				Length:	60 mins
Other Information:				Pass Mark:	80%

DESCRIPTION

This short course has been designed to provide contractors with a basic knowledge of Work Health and Safety (WHS) legislative requirements, the principles of risk management, and how to prevent injury and illness in the workplace. The course can also be customised to suit organisational requirements (additional fees apply).

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

After completing this course, you will have an understanding of:
- The roles, responsibilities and rights of duty holders
- WHS communication and reporting processes
- Risk management principles
- Common hazards and control measures
- Safety information and documentation
- Safe work practices, and
- How to respond to WHS incidents.

Topics / assessments:
- Legislation and responsibilities
- Arriving on site
- Hazards and risk
- Common hazard's
- Reporting to WHS incidents

COURSE LAYOUT

Introduction
- White card for construction works

Legislation and responsibilities
- Employers / Officers
- Your health and safety duties
- Acts, regulations and codes of practice
- Certificate of competency and licences

Arriving on site
- Registering for work
- Site specific inductions
- WHS awareness / WHS management plans
- Safe work documentation
- Permits for work
- Your actions in the work environment

Hazards and risk
- Definitions for hazards and risk
- Communication and raising issues
- Risk management
- Levels of risk
- Selecting risk controls
- Fall protection for work at height
- Using back-up controls

Common hazards
- Hazards
- Manual handling
- Electricity
- Safety measures for electricity
- Hazardous substances and dangerous goods
- Noise
- Plant and equipment
- Traffic and mobile plant
- Hot work
- UV radiation and extreme temperatures
- Confined spaces
- Excavations
- Trenching work
- Unplanned collapse
- Infectious diseases

Responding to WHS incidents
- Accident and incident reporting
- Emergency procedures
- First aid
- Workers' compensation and injury management

D

DEALING WITH WORKPLACE CONFLICT

Unit ID:	10694	Objective ID:	15256	Target Audience:	Managers, Supervisors and Team Leaders		
ReHSeN Category:	Workplace Relations					Length:	40 mins
Other Information:						Pass Mark:	80%

DESCRIPTION

This course has been designed to provide you with an understanding of how to deal with and de-escalate conflict.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
After completing this course, you will have an understanding of:
- Drivers and influences that can lead to and escalate conflict
- The human body's reaction when faced with conflict
- Key signs of increasing tension in individuals
- How to assess threat and risk using a logical threat and risk assessment model
- Some aspects of the law in relation to conflict
- How to formulate strategies to minimise personal risk in conflict situations, and
- Practical techniques to de-escalate and avoid conflict.

Topics / assessments:
- Causes and effect of conflict
- Recognising and managing conflict
- De-escalating conflict

COURSE LAYOUT

Causes and effects of conflict
- How does conflict arise?
- Stressors
- Unknown stressors
- Fight or flight
- Recognising the signs
- Volatile or violent situations

Recognising and managing conflict
- A structured approach
- Information
- Other environments and surprises
- Threat and risk assessment
- Impact factors

- Powers and policy
- Relevant legislation
- Self-defence
- Consider available options
- Action

De-escalating conflict
- Attitude and behaviour
- The effects of attitude and behaviour
- Be self-aware
- Managing your reaction
- Self-talk
- Safe distance

DRIVER SAFETY

Unit ID:	21294	Objective ID:	18226	Target Audience:	All Staff		
ReHSeN Category:	Workplace Health and Safety					Length:	30 mins
Other Information:	This course has been reviewed in collaboration with the Safety Institute Of Australia (NSCA).					Pass Mark:	80%

DESCRIPTION

This course has been developed to provide the learner with an understanding of driver safety, and to show you how to follow driver management procedures in the workplace.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
During the course, we'll look at:
- Why driver safety is important
- Driving related risks and some of the causes of motor vehicle accidents
- Issues relating to driver safety
- Ways of maintaining driver safety and managing driver fatigue,
- Preparing remote and isolated travel requirements.

Topics / assessments:
- Driver safety and driving risks
- Preparing to drive
- Safety while driving

COURSE LAYOUT

Introduction
- State and federal driving regulations

Driver safety and driving risks
- Why is driver safety important?
- Driver safety in Australia
- Why should I drive safely?
- What causes accidents?
- Aggressive driving and road rage
- Issues that contribute to unsafe driving
- Driver safety in the workplace
- Organisational vehicle use policy and procedure

Preparing to drive
- Why manage driver fatigue?
- When am I at risk from fatigue?
- Manager responsibilities
- Worker responsibilities
- Worker licenses
- Before beginning the journey
- Vehicle checklist
- What do I need to check?
- Cumulative driving time
- Remote or isolated travel requirements

Safety while driving
- Safe driving strategies
- Hazard awareness
- Reacting to a road hazard
- Environmental factors
- Time to react
- Defensive driving
- What makes a good defensive driver?

DUTY OF CARE FOR VICTORIAN EMPLOYEES

Unit ID: 9053	**Objective ID:** 10223	**Target Audience:** All Staff			
ReHSeN Category: **Workplace Health and Safety**				**Length:**	25 mins
Other Information:				**Pass Mark:**	80%

DESCRIPTION

This course will provide employees governed by Victorian legislation with an understanding of how to fulfil their duty of care to help maintain the health and safety of the workplace.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
After completing this course, you will have an understanding of:
- Occupational health and safety (OHS) responsibilities, which are otherwise referred to as duty of care responsibilities, at each level of the workplace, and
- Your duty of care responsibilities as an employee.

Topics / assessments:
- Introduction
- Occupational health and safety responsibilities
- How to fulfil duty of care

COURSE LAYOUT

Introduction
- Occupational health and safety responsibilities

- How to fulfil duty of care

DUTY OF CARE FOR VICTORIAN MANAGERS AND SUPERVISORS

Unit ID: 9054	Objective ID: 10224	Target Audience:	Managers, Supervisors and Team Leaders	
ReHSeN Category:	**Workplace Health and Safety**		**Length:**	30 mins
Other Information:			**Pass Mark:**	80%

DESCRIPTION

This course has been designed to provide you with an overview and understanding of occupational health and safety (OHS) responsibilities at each level of the workplace and a practical understanding of how to fulfil duty of care responsibilities as a manager or supervisor.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

After completing this course, you will have an understanding of:

- The employee's responsibilities
- The manager's and supervisor's responsibilities, and
- How to fulfil your duty of care responsibilities.

Topics / assessments:

- Occupational health and safety responsibilities
- How to fulfil your duty of care

COURSE LAYOUT

Introduction

- Occupational health and safety responsibilities

- How to fulfil duty of care

E

ELDER ABUSE PREVENTION AND RESPONSE TRAINING

Unit ID:	6603	Objective ID:	8857	Target Audience:	Clinicians working in community setting		
ReHSeN Category:	**Home and Community Care**					Length:	120 mins
Other Information:	Please only allocate to clinicians/staff who work in community settings					Pass Mark:	80%

DESCRIPTION

Elder abuse is much more common than our society has traditionally admitted. Much of the problem has been hidden, undefined and under reported. Whilst elder abuse is not a new problem, our society is increasingly recognising and describing 'elder abuse' as a range of situations involving the maltreatment or neglect of older people by people they should be able to trust, such as family and friends.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
This module has been designed to help with the recognition of:
- The signs of elder abuse
- The factors that might constitute an increased risk of elder abuse
- To illustrate that elder abuse situations are complex

Topics / assessments:
- Types of Abuse
- What are my responsibilities:
- Duty of Care
- How do I report my suspicions
- Why are older people reluctant to report?
- Possible Outcomes

COURSE LAYOUT

Introduction
- Occupational Environment Survey

- Elder Abuse Prevention
- Summary

ELECTRICAL RISKS HAZARD GUIDE

Unit ID:	15575	Objective ID:	7708	Target Audience:	Maintenance Staff		
ReHSeN Category:	**Hazard Guides**					Length:	15 mins
Other Information:						Pass Mark:	80%

DESCRIPTION

This course has been developed to provide the learner with an understanding of the controls that should be applied to working with electricity in the workplace.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
This course will provide you with information about:
- Electrical risks and ways that you may be exposed to electrical risks, and
- Controls that should be applied to reduce the risk associated with electrical risks.

Topics / assessments:
- Legal advice and compliance
- What are electrical risks?
- Personal protective equipment (PPE)
- Risk management
- Testing and tagging
- Overhead and underground electrical lines
- In the event of electric shock / Reporting

COURSE LAYOUT

Introduction
- Legal advice and compliance
- What are electrical risks? and exposure to electrical risks
- Working with electrical risks
- Personal protective equipment (PPE)
- Risk management
- Isolation and Insulation
- Testing and tagging

- 'Out of service' tags
- 'Danger' tags and Safety switches
- Water and Conductive metals
- Overhead and underground electric lines
- In the event of electric shock
- Reporting

EMERGENCY BIRTHING FOR NON-MIDWIVES V1

Unit ID: 15440	Objective ID: 11741	Target Audience: Rural RN's		
ReHSeN Category:	Maternity/Neonatal Care		Length:	45 mins
Other Information:			Pass Mark:	

DESCRIPTION

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

Following completion of this module, you (the healthcare provider without midwifery training) should be able to:

- Recall the essential strategies required to maintain a safe environment pre- and post-birth for mother and baby.
- Overview the normal stages of labour
- Recognise the signs of imminent birth
- Describe the essential care of the mother during delivery
- Describe the essential care of the baby after delivery
- Describe the essential care of the mother after delivery, and
- Recall the requirements for documentation and disposition of the mother and baby

Topics / assessments:

- Understanding the stages of labour
- Managing the birth
- Care of the baby immediately after birth
- Care of the mother after birth
- Care and disposition of mother and baby

COURSE LAYOUT

Understanding the stages of labour

- The stages of labour
- The process of labour and delivery
- Overview of the three stages of labour
- 1st stage of labour A word about oxytocin
- Phases of the 1st stage

Signs of the 1st stage of labour:

- Painful contractions
- Ruptured membrane
- Significance of meconium
- The 'show'

The 2nd stage of labour :

- pelvic stage
- the passive and active phase
- Maternal signs that indicate transition into second stage of labour
- Average duration of the second stage of labour

The 3rd stage of labour

- of the placenta
- Oxytocin
- contractions
- postpartum bleeding

Recognising and preparing for an imminent birth

- Signs of an imminent birth
- Getting ready for Imminent birth
- Getting help

What you need:

- Equipment
- Warmth
- For observations
- additional equipment for after the birth

Managing the birth

- Managing the birth 1-3
- Managing the birth: Delivering the head
- Managing the birth: the umbilical cord
- Managing the birth: Delivering the shoulders and body
- Managing the birth: skin-to-skin
- Cutting the cord

Care of the baby immediately after the birth

- Baby born through meconium

The newborn:

- Primary focus
- Vigorous is good!
- Newborn normal physiological parameters
- How to take an APGAR Score
- What does the APGAR score mean?

Care of the mother after birth

Delivery of the placenta:

- Potential complications
- Retained placenta

Care and disposition of the mother and baby

Observations:

- Maternal
- baby
- Identification of the baby
- Documentation
- Disposition of mother and baby

EQUAL EMPLOYMENT OPPORTUNITY FOR EMPLOYEES

Unit ID: 17766	**Objective ID:** 14320	**Target Audience:** All Staff
ReHSeN Category: **Workplace Relations**		**Length:** 40 mins
Other Information:		**Pass Mark:** 80%

DESCRIPTION

This course has been designed to provide you with an understanding of equal employment opportunity (EEO), discrimination and how complaints are managed.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
After completing this course, you will have an understanding of:
- What equal employment opportunity (EEO) means
- The legislation that applies to EEO
- Behaviour that is considered unlawful discrimination and defences and exceptions
- How organisations should manage internal complaints, and
- What happens when an individual makes an external complaint?

Topics / assessments:
- What is EEO?
- Understanding and identifying discrimination complaints
- How complaints are handled

COURSE LAYOUT

- What is EEO?
- Understanding and identifying discrimination
- Types of discrimination
- Internal complaints management process
- Rights

EQUAL EMPLOYMENT OPPORTUNITY FOR MANAGERS AND SUPERVISORS

Unit ID: 17767	**Objective ID:** 14321	**Target Audience:** Managers and Supervisors and Team Leaders
ReHSeN Category: **Workplace Relations**		**Length:** 50 mins
Other Information:		**Pass Mark:** 80%

DESCRIPTION

This course has been designed to provide managers and supervisors with an understanding of equal employment opportunity (EEO) and discrimination.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
After completing this course, you will have an understanding of:
- What equal employment opportunity (EEO) means
- The legislation that applies to EEO
- Behaviour that is considered unlawful discrimination, and defences and exceptions
- How organisations should manage internal complaints, and
- What happens when an individual makes an external complaint?

Topics / assessments:
- What is EEO?
- Understanding and identifying discrimination complaints taking responsibility
- How complaints are handled
- Taking responsibility

COURSE LAYOUT

What is EEO?
- Federal legislation
- The impact of complaints and grievances

Understanding and identifying discrimination
- What is discrimination?
- Protected attributes
- Involvement in industrial relations activities

Types of discrimination
- Direct and Indirect discrimination
- Offering employment
- Existing employment
- Reasonable adjustments
- Defences, exceptions and exemptions

How complaints are handled
- Internal complaints management process
- Rights

Taking responsibility
- Managers and supervisors
- What to do
- Policy, procedures and training
- Manager and supervisor responsibilities
- Employee responsibilities
- Seek legal advice

EVIDENCE-BASED PRACTICE - PART 1 - BASIC PRINCIPLES

Unit ID: 9783	**Objective ID:** 11047	**Target Audience:** All clinicians			
ReHSeN Category:	**Governance for Safety and Quality**			**Length:**	240 mins
Other Information:	This course has been designed to assist healthcare professional's better understanding and appreciate Evidence Based Practice (EBP) principles and techniques.			**Pass Mark:**	80%

DESCRIPTION

This course has been developed to provide an overview of the principles of evidence based practice (EBP). It has been designed for allied health clinicians and other healthcare professionals who are relatively new to the concepts of EBP, or those who need a reminder of how to use clinical evidence to answer questions about clinical practice.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
This course is structured in the following order of topics:
- What is evidence based practice?
- Why use evidence based practice?
- Defining your evidence based practice question.
- Understanding a hierarchy of evidence.

Topics / assessments
- What is evidence-based practice?
- Why use EBP?
- Defining your EBP question
- Hierarchy of evidence

COURSE LAYOUT

Section 1: Introduction
Section 2: What is evidence-based practice?
- Research evidence
- Clinical expertise
- Client's values and circumstances
- Context of practice
- EBP summary
- What EBP is not
- Beware 'recipe driven' care

Section 3: Why use EBP?
- Use EBP to improve client outcomes
- Use EBP because our clients expect it of us
- Use EBP because our professional bodies expect it of us
- Use EBP because it promotes an attitude of inquiry
- Use EBP to guide responsible use of healthcare resources
- Use EBP to guide responsible use of healthcare and welfare resources
- Barriers to using EBP

Section 4: Defining your EBP question
- Using PICO: Problem
- Using PICO: Intervention
- Using PICO: Comparison
- Using PICO: Outcome(s)
- Using PICO: other possibilities

Section 5: Understanding a hierarchy of evidence
- Hierarchy of evidence
- Ideas, editorials and opinions
- Single case studies
- Case-control studies
- Cohort studies
- Examples of cohort studies
- Randomised controlled trial
- Blinding in an RCT
- Rating the methodological quality of RCTs
- Examples of RCTs
- Systematic reviews
- Bias in systematic reviews
- Systematic review processes and reporting
- The Cochrane Reviews
- Meta-analysis
- Meta-analysis: Limitations
- Examples of systematic reviews and meta-analysis
- Issues to do with hierarchies of evidence
- A hierarchy of evidence for assessing qualitative health research

Section 6: Course summary and where to from here

EXCAVATIONS HAZARD GUIDE

Unit ID: 11087	**Objective ID:** 17616	**Target Audience:** All Staff		
ReHSeN Category: Hazard Guides			**Length:**	15 mins
Other Information: Endorsed by the National Safety Council of Australia (NSCA)			**Pass Mark:**	80%

DESCRIPTION

This course has been designed to provide you with an understanding of the controls that should be applied to excavations in the workplace.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

This course will provide you with information about:

- What excavations are and ways that you may be exposed to the risks associated with excavations, and
- Controls that should be applied to reduce the risk associated with excavations.

Topics / assessments:

- Legal advice and compliance
- What are excavations?
- Exposure to excavation hazards
- Your responsibilities
- Working with excavations
- Personal protective equipment (PPE)
- Risk management and Reporting

COURSE LAYOUT

- What are excavations?
- Exposure to excavation hazards
- Your responsibilities
- Working with excavations
- Personal protective equipment (PPE)
- Risk management
- Competent person

- Secure the area
- Shoring, benching and battering
- Work with others
- Safe access and egress
- PPE
- Reporting

F

FIRE EXTINGUISHER PRACTICAL COMPETENCY

Unit ID: 8548	**Objective ID:** 9973	**Target Audience:**	All staff	
ReHSeN Category:	**Emergency Procedures**			**Length:**
Other Information:	<u>**This is not a course:**</u> This is a practical competency unit – Developed by the Hume Region. You must be deemed competent by your health service training facilitator before your agency nominated "administrator" can set the objectives for you to access this course.			**Pass Mark:**

DESCRIPTION

'Practical Competency' courses have been implemented on the e3Learning for the purpose of tracking which health services are:
- Required to attend an offline practical competency or assessment, and
- To allow health service administrators to report on which staff have and/or have not completed this competency.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
To complete this training:
- Please check with your manager and confirm that you need to complete this course for your position.
- Your organisation should have an education calendar, or you can contact your department manager/educator to confirm training dates.
- Once you have completed this course your nominated ReHSeN "Administrator" will mark your records as completed for this training requirement.
- Without the "Administrator" marking this off you will not be able to receive a completion certificate.

FOOD HANDLER COURSE – NON-ACCREDITED

Unit ID: 5982	**Objective ID:** 7749	**Target Audience:**		
ReHSeN Category:	**Workplace Health and Safety**			**Length:**
Other Information:				**Pass Mark:**

DESCRIPTION

This course will provide you with a thorough understanding of your workplace food handling responsibilities. It also explains what you need to do when it comes to following workplace hygiene procedures to prevent contamination of food that might cause food-borne illnesses.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
After completing this course, you will know how to:
- Understand the roles and responsibilities as food handlers under the legislation
- Understand how to reduce risk through good personal hygiene, cleaning and sanitising
- Identify and apply safe food handling practices
- Understand and conduct temperature monitoring

Topics / assessments:
- Introduction to Food Hygiene
- Introduction to Food Poisoning
- Food Safety Risks
- Food Poisoning Cycle
- Controlling Bacterial Growth
- Handling Food Safely
- Personal Hygiene
- Hand Washing
- Cleaning and Sanitising
- Pest Control

FRAUD AND CORRUPTION AWARENESS AND PREVENTION

Unit ID: 17545	**Objective ID:** 14077	**Target Audience:**	Managers, Supervisors and Team Leaders
ReHSeN Category:	**Privacy and Fraud Awareness**		**Length:** 40 mins
Other Information:			**Pass Mark:** 80%

DESCRIPTION

This course has been developed to provide an understanding of what fraud and corruption are, and how they can be prevented and reported.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

After completing this course, you will understand:

- Current definitions and examples of the actions that can be described as fraud and corruption
- Strategies for preventing fraud and corruption
- Ways of promoting an ethical culture
- The importance of reporting, and
- Protected disclosures.

Topics / assessments:

- Fraud and corruption
- Prevention and ethical behaviour
- Reporting fraud

COURSE LAYOUT

Introduction
- Australian Standard 8001-2008 Fraud and Corruption Control

Fraud and corruption
- How fraud and corruption can affect an organisation
- What is fraud?
- Examples of fraud
- Fraud in Australia
- Organisational fraudulent conduct
- What is corruption?
- Examples of corruption
- Corruption in Australia
- Facilitation payments
- Organisational corrupt conduct

Fraud and corruption prevention and ethical behaviour
- Fraud and corruption prevention, detection and response
- Fraud and Corruption Control Plan
- Promoting an ethical culture
- Coordinated approach
- Setting an example
- Ethics committee
- Ethical standards
- Conflict of principles

Reporting fraud or corruption
- The importance of reporting
- External reporting
- Investigative process
- Whistle-blower mechanisms or protected disclosure programs
- Scope of Australian whistle-blower laws
- Key laws
- Public Interest Disclosure Act 2013 (CTH)
- Protections for those making a protected disclosure

G

GENERAL EVACUATION TRAINING

Unit ID:	10372	Objective ID:	13376	Target Audience:	All Staff			
ReHSeN Category:		Emergency Procedures					Length:	80 mins
Other Information:							Pass Mark:	80%

DESCRIPTION

This course has been designed to provide you with an understanding of why evacuations take place, what occurs during an emergency and your responsibilities concerning evacuation.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

After completing this course, you will have an understanding of:

- What an emergency is and the need for emergency preparedness training
- Some of the emergency prevention and preparation strategies used
- Roles during an emergency
- Emergency protection systems and emergency warning systems
- How to respond to an emergency, and
- Actions to take during an emergency.

Topics / assessments:

What can go wrong in an emergency
Emergency prevention and preparation
Roles during an emergency
Fire protection systems and emergency equipment
Emergency warning systems
When an emergency occurs
Active shooter emergencies

COURSE LAYOUT

What can go wrong in an emergency
- What is an emergency?
- Factors influencing emergencies
- Common and uncommon emergencies
- Different risks for different workplaces

Emergency prevention and preparation
- Prevention and preparation
- Minimising the impact
- Legislation and the emergency plan
- Emergency response procedures
- Developing emergency response procedures
- Key elements of emergency response procedures
- Practicing emergency response procedures
- Emergency preparation information
- Evacuation diagrams

Roles during an emergency
- Employee responsibilities in emergencies
- The emergency control organisation (ECO)
- A typical ECO structure
- ECO's role during an emergency
- Authority during an emergency

Fire protection systems and emergency equipment
- Emergency warning systems
- Other emergency warning systems
- Detection and alarm systems
- Fire protection, life safety systems and equipment
- P.A.S.S.

Emergency warning systems
- Single or two-stage warning systems
- Verbal warnings

When an emergency occurs
- What to do if you discover or become aware of an emergency
- Evacuation
- Evacuation routes
- Use your set route
- Different locations
- Alternate routes
- Helping others
- Assembly areas
- Do not leave the assembly area
- Communication

Active shooter emergencies
- What is an 'active shooter'?
- Common elements of active shooter emergencies
- Organisational response
- Responding to an active shooter
- Providing information to the police
- Responding to the police

GOVERNANCE FOR SAFETY AND QUALITY (ORIGINAL CABRINI/DH VERSION)

Unit ID: 8674	**Objective ID:** 9839	**Target Audience:** All staff			
ReHSeN Category:	**Governance for Safety and Quality**			**Length:**	15 mins
Other Information:	This module relates to The National Safety and Quality Health Service (NQSHS) Standard 1: Governance for Safety and Quality in Health Service Organisations.			**Pass Mark:**	

DESCRIPTION

The aim of Standard 1 is to ensure that healthcare organisations establish and maintain a governance structure and systems to sustain and improve the reliability and quality of patient care.

The principles in Standard 1: *Governance for Safety and Quality in Health Service Organisations* and Standard 2: *Partnering with Consumers* are fundamental to all Standards and provide a framework for their implementation.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

On completion of this module, clinicians will be able to:

- Outline patient rights in the Australian health system
- Describe their responsibilities in relation to safety and quality
- Line how data from adverse events and feedback ca improve patient safety.

Topics / assessments:

- National standards
- Safety quality responsibilities
- Adverse events
- Organisational responsibilities
- Audit and evaluation
- Your role

COURSE LAYOUT

Governance for safety and quality

- Standard 1
- National Standards
- Learning outcomes
- Introduction
- Safety and quality responsibilities
- Adverse events

- Organisational responsibilities
- Audit and evaluation
- Your role
- Further information
- Education and further resources

H

HACC | MENTAL HEALTH IS YOUR BUSINESS

Unit ID: 4344	**Objective ID:** 5145	**Target Audience:**	VICHACC/CHSP staff and volunteers		
ReHSeN Category:	**Mental Health**			**Length:**	30 mins
Other Information:	This course has been developed to provide VICHACC/CHSP staff and volunteers with an understanding of how to identify clients who may be having concerns with their mental health, and the most appropriate courses of action.			**Pass Mark:**	80%

DESCRIPTION

This course has been designed to provide you with an understanding of how to identify clients who may be experiencing mental health problems, and most appropriate course of action.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
After completing this course you will have an improved understanding of:
- Mental health and mental illness
- Common and less common mental disorders and symptoms
- Appropriate reporting and documentation, and
- Referral pathways and when to refer to mental health services.
- You will be able to:
- Recognise signs and symptoms of mental health problems
- Report and document observations in a professional and objective manner, and
- Be aware of the referral pathways and the processes within your own agency to facilitate a referral.

Topics / assessments:
- Mental health
- Mental health services within the Grampians region
- Dementia Behaviour Management Advisory Service

COURSE LAYOUT

Mental health
- The mental health continuum
- Why is mental health important?
- Diagnosed mental disorders
- Treatment of common mental disorders
- Less common mental disorders
- Symptoms of psychotic disorders
- Other symptoms of psychotic disorders
- Symptoms of bipolar disorder
- Treatment of less common mental disorders
- The Victorian Mental Health Act (1986)
- Legislative framework
- Early intervention
- We all play a part
- A member of the VICHACC/CHSP team
- Documentation

Mental health services within the Grampians region
- Primary care sector
- Primary care providers
- Ballarat Health Services – Mental Health Service
- Specialist clinical mental health services
- Who can contact BHS-MHS?
- Contacting BHS-MHS

Dementia Behaviour Management Advisory Service
- The aim of DBMAS
- Contacting DBMAS

HAND HYGIENE

Unit ID:	9847	Objective ID:	11124	Target Audience:	All Staff		
ReHSeN Category:	Infection Control					Length:	65 mins
Other Information:	This course has been adapted from material developed by Hand Hygiene Australia's as part of the National Hand Hygiene Initiative.					Pass Mark:	80%

DESCRIPTION

This course has been developed by Hand Hygiene Australia as part of the National Hand Hygiene Initiative and is a modified Hand Hygiene online learning package. It has been created as a simple tool to strengthen and test knowledge of hand hygiene in healthcare.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
During this course, we'll be looking at:
- What hand hygiene is, why it's important and who should practice it
- When to perform hand hygiene and what to use
- How to perform hand hygiene in both hospital and non-hospital settings
- How to protect your hands and skin, and
- Other precautions and safety information.

Topics / assessments:
- What is hand hygiene?
- When to carry out hand hygiene
- How to perform hand hygiene
- Hand and skin care
- Other precautions and safety information
- Non-hospital settings

COURSE LAYOUT

What is hand hygiene?
- Hand hygiene
- Why is hand hygiene important?
- Healthcare workers
- The frequency of performing hand hygiene
- Who should perform hand hygiene?

When to carry out hand hygiene
- Performing hand hygiene

How to perform hand hygiene
- Hand hygiene procedures
- Where do I find alcohol based hand rub?
- Other locations for ABHRs

Hand and skin care
- Overview
- Gloves
- Jewellery and fingernails
- Your skin / and allergies
- Healthcare workers with dermatitis or eczema

Other precautions and safety information
- Non-critical items
- Cleaning of non-critical items
- The components of the 'Clean Between' program
- Benefits of regular cleaning of non-critical items

Non-hospital settings
- Applicable in any healthcare environment
- When to clean your hands in non-hospital settings
- Other times to clean your hands
- Alcohol based hand rubs in non-hospital settings
- Shared patient areas
- Low staff to patient ratios
- Specific areas where ABHR use may differ
- Mental health, drug and alcohol, and cognitive impairment units

HAND OPERATED POWER TOOLS HAZARD GUIDE

Unit ID: 4423	**Objective ID:** 5571	**Target Audience:** Maintenance Staff			
ReHSeN Category: Hazard Guides				**Length:**	15 mins
Other Information:				**Pass Mark:**	80%

DESCRIPTION

This course will provide information on the measures required to minimise the health and safety risks associated with hand operated power tools.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
This course will provide you with information about:
- What hand operated power tools are
- Ways you may be exposed to risks associated with hand operated power tools, and
- Controls that should be applied to reduce the risk associated with hand operated power tools.

Topics / assessments:
- Legal advice and compliance
- What is a hand operated power tool?
- Personal protective equipment (PPE)
- Risk management / Good practices
- Ensuring your safety
- PPE reporting

COURSE LAYOUT

Introduction
- What is a hand operated power tool?
- Exposure to hand operated power tools
- Your responsibilities
- Working with hand operated power tools
- Personal protective equipment (PPE)
- Risk management
- Storing and inspecting tools

- Safety features
- Power cords and adaptors
- Good practices
- Ensuring your safety
- PPE
- Reporting

HAZARDOUS CHEMICALS AND DANGEROUS GOODS HAZARD GUIDE

Unit ID: 11085	**Objective ID:** 17614	**Target Audience:** All Staff			
ReHSeN Category: Hazard Guides				**Length:**	15 mins
Other Information: his course has been endorsed by the Safety Institute of Australia				**Pass Mark:**	80%

DESCRIPTION

This course has been designed to provide the learner with an understanding of the controls that should be applied to hazardous chemicals and dangerous goods in the workplace.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
This course will provide you with information about:
- What hazardous chemicals and dangerous goods are and some of the ways you may be exposed to them, and
- Controls that should be applied to reduce the risk associated with hazardous chemicals and dangerous goods.

Topics / assessments:
- Legal advice and compliance
- What are hazardous chemicals and dangerous goods?
- Exposure to hazardous chemicals and dangerous goods
- Personal protective equipment (PPE)
- Risk management / Safety data sheets and labels
- First aid

COURSE LAYOUT

Introduction
- What are hazardous chemicals and dangerous goods?
- Exposure to hazardous chemicals and dangerous goods
- Working with hazardous chemicals and dangerous goods
- Personal protective equipment (PPE)
- Risk management

- Hazardous chemicals and dangerous goods register
- Safety data sheets and labels
- Handling spills
- Emergency procedures
- First aid and emergency procedures
- Personal protective equipment

HAZARDOUS CHEMICALS FOR MANAGERS AND SUPERVISORS

Unit ID:	19290	Objective ID:	16164	Target Audience:	Managers, Supervisors and Team Leaders	
ReHSeN Category:	Workplace Health and Safety				Length:	65 mins
Other Information:					Pass Mark:	80%

DESCRIPTION

This course has been designed to provide people in supervisory roles with an understanding of how to manage hazardous chemicals in the workplace.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
After completing this course, you will understand:
- Managing hazardous chemicals in the workplace
- The hazard management of hazardous chemicals
- Policies and procedures when using hazardous chemicals
- How to develop and implement standard operating procedures.

Topics / assessments:
- Legal obligations
- Hazard management
- Assessing risk
- Controlling risk
- Monitoring and review emergency planning

COURSE LAYOUT

- Legal obligations
- Hazard management / Assessing risk
- Controlling risk
- Monitoring and review / Emergency planning

HEALTH RECORDS ACT

Unit ID:	2712	Objective ID:	2677	Target Audience:	All Staff		
ReHSeN Category:		**Local Government - Victoria**				Length:	55 mins
Other Information:						Pass Mark:	80%

DESCRIPTION

Developed in conjunction with the Office of the Health Services Commissioner (Vic) and peer reviewed by an external workplace relations consultancy, this course provides employees with an understanding of the need for protection of health information, the Health Records Act and the privacy legislation landscape in Victoria.

The course also covers the Health Privacy Principles and their application. It is primarily suited to staff working in the Victorian public sector.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

During this course, you'll learn about:

- Health information
- The health records act
- The health privacy principles (HPPS)
- Access to health information
- Exemptions to the health records act
- Dealing with complaints, and
- Offences and breaches.

Topics / assessments:

- Health Information
- Health Records Act
- The Health Privacy Principles
- Access to Health Information
- Exemptions
- Dealing with Complaints
- Offences

COURSE LAYOUT

Health information
- Health information and privacy
- Privacy and personal information
- What is health information?
- Why is health information important?
- Health information summary

The Health Records Act
- Objectives of the Health Records Act
- Why do we need a Health Records Act?
- Application of the Health Records Act
- Health service providers
- Other organisations
- Non-health service providers
- The privacy protection landscape

The Health Privacy Principles
- What are the HPPs?
- HPP 1 Collection
- HPP 2 Use and disclosure: permitted disclosure
- HPP 3 Data quality
- HPP 4 Data security: physical security and operational security
- HPP 5 Openness
- HPP 6 Access and correction: exclusions
- HPP 7 Identifiers
- HPP 8 Anonymity
- HPP 9 Transborder data flows
- HPP 10 Transfer/closure of practice of a health service provider
- HPP 11 Making information available to another health service provider
- About the Health Privacy Principles

Access to health information
- Public sector access
- Private sector access
- Limits to access
- Forms of access
- Fees
- Corrections
- Access summary

Exemptions
- Exemptions to the Health Records Act

Dealing with complaints
- Complaints
- The Office of the Health Services Commissioner
- Who complaints can be made against
- What happens when a complaint is made
- Resolving complaints
- If the complainant is not satisfied
- Outcomes
- Complaints summary

Offences
- Offences and breaches
- Offences against the Act
- Breaches and penalties

HEALTH SERVICES INDUCTION

Unit ID:	9162	Objective ID:	10533	Target Audience:	Anyone working in the health sector		
ReHSeN Category:		Clinical Induction				Length:	110 mins
Other Information:						Pass Mark:	80%

DESCRIPTION

This course has been designed to provide you with an understanding of some of the key requirements of workers in the health services industry.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

During this course we'll be looking at:
- Patient Safety
- Infection control
- Workplace safety
- Fire safety and emergency management
- Professional conduct in the workplace and what to do if you are being bullied or harassed.
- Violence and aggression, and
- Privacy and confidentiality.

Topics / assessments:
- Patient Safety
- Infection Control
- Work Health and Safety
- Ensuring Workplace safety
- Fire safety and emergency procedures
- Workplace behaviour
- Violence and aggression
- Privacy, confidentiality and communication strategies

COURSE LAYOUT

- Patient safety
- Infection control
- Work health and safety
- Ensuring workplace safety
- Fire safety and emergency procedures
- Workplace behaviour
- Violence and aggression
- Privacy, confidentiality and communication strategies
- Course overview
- Professional advice, compliance and endorsement

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IDENTIFYING POOR PERFORMANCE, MISCONDUCT AND ABSENTEEISM

Unit ID:	17717	Objective ID:	14254	Target Audience:	Managers, Supervisors and Team Leaders		
ReHSeN Category:		Workplace Relations				Length:	45 mins
Other Information:						Pass Mark:	80%

DESCRIPTION

This course has been developed to help you understand that misconduct, poor performance and absenteeism are, what can happen if they're not managed correctly.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
This course is for all employees, supervisors and managers, and has been developed to give you an understanding of:
- What general misconduct and serious and wilful misconduct are
- What poor performance is
- What absenteeism is, and
- The impact these issues can have in the workplace.

Topics / assessments:
- Misconduct
- Performance
- Absenteeism

COURSE LAYOUT

Misconduct
- What is misconduct?
- Serious and wilful misconduct
- Why manage misconduct?
- What if misconduct isn't managed?
- Condoning misconduct
- Manager obligations

Performance
- What is poor performance?
- Key message: Performance expectations
- Reasonable expectations of performance
- Consistent expectations of performance
- Objective expectations of performance
- Why manage performance?
- The effects of not managing performance
- Legal obligations

Absenteeism
- What is absenteeism?
- Pattern absence
- Excessive absence
- Temporary absence
- Exceptions to temporary absence
- Long term illness
- Dealing with long term illness
- Breach of company policy
- Fraud
- Abandonment
- Worker's compensation
- Why manage absenteeism?
- The effects of not managing absenteeism

IDENTIFYING, REPORTING AND RESPONDING TO THE ABUSE OF OLDER PEOPLE IN CARE

Unit ID: 5216	**Objective ID:** 6055	**Target Audience:** Direct Care Staff	
ReHSeN Category:	**Mandatory Reporting / Aged Care**	**Length:**	75 mins
Other Information:	Replaced course No # 2174	**Pass Mark:**	80%

DESCRIPTION

This course has been developed to provide you with an understanding of how to identify; report and respond to the abuse of older people who are in a care relationship.

COURSE OVERVIEW/ASSESSMENTS

Course overview:

- Background to and the definitions and prevalence of the abuse of older people in Australia
- Types of abuse most commonly experienced by older people
- Requirements for the reporting of abuse of an older person in your care
- Roles and responsibilities of staff around the abuse of a person in their care
- Barriers to staff reporting suspected and actual abuse, and
- Actions to take if there is imminent threat to an older person.

Topics / assessments:

- Abuse of an older person
- Types of abuse
- Reporting abuse
- Roles and responsibilities
- Barriers to reporting and protection for staff preventing abuse of older people
- Action to take

COURSE LAYOUT

- Abuse of an older person
- Types of abuse
- Reporting abuse and roles and responsibilities

- Barriers to reporting and protection for staff
- Preventing abuse of older people
- Action to take

INCIDENT INVESTIGATION

Unit ID: 21296	**Objective ID:** 18228	**Target Audience:** All Staff	
ReHSeN Category:	**Workplace Health and Safety**	**Length:**	60 mins
Other Information:	This course has been designed to provide an overview of the legislative requirements for incident reporting and investigation and the knowledge and practical advice to conduct an investigation successfully.	**Pass Mark:**	80%

DESCRIPTION

The incident investigation course has been developed in conjunction with WorkCover Corporation to provide participants with the theoretical and practical knowledge required to carry out incident investigations in the workplace.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
At the completion of this course you will understand:

- The definitions of an incident, dangerous incident and serious illness or injury from a workplace health and safety perspective
- How to identify hazards and the impact they have had on the incident under investigation
- Who to notify and what to report when an incident occurs
- How to conduct an incident investigation
- How to identify factors that contributed to an incident, and
- How to recommend appropriate corrective actions.

Topics / assessments:

- What is an incident?
- Hazards
- Incident notification and reporting
- Conducting an investigation
- Contributing factors

COURSE LAYOUT

- What is an incident?
- Hazards
- Incident notification and reporting

- Conducting an investigation
- Contributing factors

INCONTINENCE SUITE – 01 INTRODUCTION TO PERSONALISED INCONTINENCE CARE

Unit ID:	11079	Objective ID:	17263	Target Audience:	Direct Care Staff		
ReHSeN Category:	Continence care					Length:	
Other Information:						Pass Mark:	

DESCRIPTION

This course has been designed to provide an understanding of the different types of incontinence and the care someone affected by incontinence requires.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
At the completion of this course you will understand:
- the different types of incontinence and causes of incontinence
- the challenges experienced by those who are affected by incontinence
- the different types of treatments and lifestyle interventions, and
- considerations when assessing incontinence needs.

Topics / assessments:
- Urinary incontinence
- Types of urinary incontinence
- Faecal incontinence
- Incontinence and ageing
- Individual assessment and product selection

COURSE LAYOUT

Urinary Incontinence
Who incontinence affects
Prejudice
Urinary incontinence
Types of urinary incontinence
Four common types
Other types of urinary incontinence
Stress urinary incontinence and Causes of stress urinary incontinence
Lifestyle interventions for stress urinary incontinence
Changing fluid intake and dietary treatments
Medication used to treat stress incontinence
Urge urinary incontinence
Causes of urge urinary incontinence
Neurological injuries
Lifestyle interventions for urge urinary incontinence
Controlled fluid intake
Pelvic muscle training and urge urinary incontinence
Medication for urge urinary incontinence
Functional incontinence'
Management of functional incontinence
Mixed urinary incontinence and continence aids

Faecal incontinence
What is faecal incontinence?
Causes of faecal incontinence
Other causes of faecal incontinence
Nerve and muscle damage
Diet
Other dietary measures
Bowel retraining programme
Bowel retraining
Medication and surgery
Incontinence and ageing
Individual assessments
Unpleasant and distressing'
Is a cure possible?
An alternative continence paradigm'
Achieving continence for the frail elderly
Individual assessment and product selection
Individual assessments
Mapping criteria
The benefits of personalised selection of products

INCONTINENCE SUITE – 02 LEAKAGE PREVENTION

Unit ID:	10627	Objective ID:	14811	Target Audience:	Direct Care Staff	
ReHSeN Category:	Continence care					Length:
Other Information:						Pass Mark:

DESCRIPTION

- Welcome to the Leakage Prevention course. This course has been designed to provide you with an understanding of good practice pad leakage prevention for care recipients with incontinence.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
After completing this course, you will have an understanding of:
- good practice leakage prevention
- leakage prevention strategies
- procedures for managing pad leakage, and
- continuous feedback and improvement.
-

Topics / assessments:
- The benefits of leakage prevention
- Proactive leakage prevention

COURSE LAYOUT

The benefits of leakage prevention
- Leakage and leakage prevention
- Good practice leakage prevention
- Calculating the potential workload saving
- The ABC of good practice leakage prevention

Proactive leakage prevention
- Procedures for managing leakage
- Inform the care recipient and explain the procedure
- Provide privacy
- Handle the leakage
- Continuous improvement for care givers and nurses
- Regular reporting

INCONTINENCE SUITE – 03 PERENIAL SKIN CARE IN RELATION TO INCONTINENCE

Unit ID:	11081	Objective ID:	17265	Target Audience:	Direct Care Staff	
ReHSeN Category:	Continence care					Length:
Other Information:						Pass Mark:

DESCRIPTION

- Welcome to the Perineal Skin Care in Relation to Incontinence course. This course has been designed to provide you with information regarding good practice perineal skin care.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
After completing this course, you will have an understanding of:
- perineal skin care
- preventing perineal dermatitis
- teamwork for continuous improvement, and
- caring for the individual.

Topics / assessments:
- The role of the skin and risk factors
- Preventing perineal dermatitis
- Good practice perineal skin care

COURSE LAYOUT

The role of the skin and risk factors
- Why is perineal skin care important?
- The role of the skin
- Ageing skin
- Elderly people at risk

Preventing perineal dermatitis
- Why reduce exposure to moisture?
- Ongoing exposure to moisture – key measures
- Why reduce skin friction and shear?
- Skin friction and shear – key measures
- Why avoid skin contact with faeces?
- Avoiding skin contact with faeces – key measures
- Maintaining the skin barrier function

Good practice perineal skin care
- Teamwork for continuous improvement
- The importance of dedicated caring for the individual
- Systematic skin inspections
- Observe, listen, feel and smell
- Report deviations

INCONTINENCE SUITE - 04 INCONTINENCE NIGHT CARE

Unit ID: 11078	**Objective ID:** 17261	**Target Audience:**	Direct Care Staff
ReHSeN Category:	**Continence care**		**Length:**
Other Information:			**Pass**
			Mark:

DESCRIPTION

Welcome to the Incontinence Night Care course. This course has been designed to provide you with an understanding of good practice incontinence night care to promote a good night's sleep for incontinent persons and to alleviate caregiver workload.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

After completing this course, you will have an understanding of:

- the importance of sleep
- how to establish night time routines for incontinence care
- how to avoid unnecessary pad changing
- the importance of personalised care, and
- the coordination of day and night shift staff.
-

Topics / assessments:

- The importance of sleep
- Good practice incontinence care

COURSE LAYOUT

The importance of sleep

- Incontinence care during the night
- A good night's sleep
- The benefits of sleep
- How much sleep do we need?
- Sleep difficulties

Good practice incontinence care

- Good practice incontinence care on night duty
- Help incontinent people get a good night's sleep
- Ensure a calm night
- Toilet before bedtime
- Use highly absorbent pads
- Establishing routines for incontinence night care
- Wetness indicator
- Coordination between shifts
- Personalised incontinence care at night
- The impact of diuretic medication

INCONTINENCE SUITE – 05 PAD CHANGING AND CHANGE FREQUENCY

Unit ID: 11080	**Objective ID:** 17264	**Target Audience:**	Direct Care Staff
ReHSeN Category:	**Continence care**		**Length:**
Other Information:			**Pass**
			Mark:

DESCRIPTION

Welcome to the Pad Changing and Change Frequency course. This course has been designed to provide you with the knowledge, practical tools and support for good practice pad changing and change frequency.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

After completing this course, you will have an understanding of:

- daily pad changing routines
- the benefits of good practice pad changing and change frequency
- how to maintain resident dignity and reduce carer workload and strain, and
- how to fit pads properly.

Topics / assessments:

- Good practice changing and change frequency

COURSE LAYOUT

Good practice changing and change frequency

- Daily routines
- Three major benefits
- Good practice pad changing
- Individual change frequency
- Individual assessment benefits
- Finding the appropriate product and change frequency
- Maintaining privacy and dignity
- Lowering carer strain'
- Improving individual wellbeing and reducing workload

The ABC of good practice

- Helping Residents Get a Good Night's Sleep
- Avoid unnecessary changing
- Toilet residents before bedtime
- Use highly absorbent pads
- Establishing Routines for Incontinence Night Care
- Wetness Indicator
- Coordination between shifts
- Personalised Incontinence Care at Night

INCONTINENCE SUITE – 07 DEMENTIA AND INCONTINENCE

Unit ID:	10626	Objective ID:	14810	Target Audience:	Direct Care Staff		
ReHSeN Category:	**Continence care**					**Length:**	
Other Information:	The aim of this course is to improve the lives of incontinent people with dementia and their caregivers.					**Pass Mark:**	

DESCRIPTION

- Welcome to the Dementia and Incontinence course. This course has been designed to provide an understanding of good practice continence care for those with dementia.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
At the completion of this course you should know how to:
- Promote a good night's sleep for residents.
- Alleviate caregiver workload.
- Good practice incontinence night care involves:
- Helping residents get a good night's sleep.
- Establishing routines for incontinence night care.
- Coordinating between day and night-shift staff.

Topics / assessments:
- The causes and behavioural impacts of dementia
- Good practice
-

COURSE LAYOUT

The causes and behavioural impacts of dementia
- Dementia
- Alzheimer's disease
- The symptoms of Alzheimer's disease
- Vascular dementia
- The progression of vascular dementia
- Other causes of dementia
- Consequences in everyday continence care

Good practice
- The elements of good practice continence care
- How to make toileting easier'
- Other steps to making toileting easier
- Support for care recipients
- Choose appropriate continence products
- Incontinence pants
- Features of pants'
- The benefits of incontinence pants
- Benefits of changing to pants

INFECTION PREVENTION AND CONTROL

Unit ID:	4939	Objective ID:	5774	Target Audience:	All staff		
ReHSeN Category:	**Infection Control**					**Length:**	125 mins
Other Information:	The course has been mapped against the national 'Comply with infection control policies and procedures' competency (competency unit code HLTIN301C).					**Pass Mark:**	80%

DESCRIPTION

This course has been designed to provide a practical understanding about how to control and manage infection to workers who provide health care and supporting services.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
This course has been designed to comply with the national infection prevention and control guidelines and covers:
- What infection is and how it's transmitted
- Standard and transmission-based precautions to prevent the transmission of infection
- Infection control in the care environment, and
- Your responsibilities in relation to privacy.

Topics / assessments:
- Identifying the risks
- The chain of infection
- Standard and transmission-based precautions
- Hand hygiene / Personal protective equipment (PPE)
- Sharps safety / Spills and waste management
- Using equipment
- Care support services
- Transmission-based precautions
- Home care settings and privacy

COURSE LAYOUT

Pre-assessment
- Introduction
- Identifying the risks and The chain of infection
- Standard and transmission-based precautions
- Hand hygiene
- Personal protective equipment (PPE)

- Sharps safety
- Spills and waste management
- Using equipment
- Care support services
- Transmission-based precautions
- Home care settings and privacy

INFORMED CONSENT (ORIGINAL CABRINI/DH VERSION)

Unit ID:	8677	Objective ID:	9842	Target Audience:	As determined by health service		
ReHSeN Category:		**Governance for Safety and Quality**				Length:	15 mins
Other Information:						Pass Mark:	

DESCRIPTION

This module is one of 17 modules developed by Cabrini health in collaboration with the Victorian Department of Health in 2014.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Topics / assessments:
- What is informed consent
- Principles of consent
- Why is informed consent important?
- When is a consent form not consent?
- Documentation / Reporting adverse events

COURSE LAYOUT

- What is informed consent?
- Verbal consent
- Written consent
- Principles of consent
- Why is informed consent important?
- Your role in consent

- When is a consent form NOT consent?
- Documentation
- Engaging with patients and carers
- Reporting adverse events

INJURY MANAGEMENT FOR MANAGERS AND SUPERVISORS

Unit ID:	16536	Objective ID:	12942	Target Audience:	Managers, Supervisors and Team Leaders	
ReHSeN Category:		Workplace health and safety			Length:	65 mins
Other Information:					Pass Mark:	80%

DESCRIPTION

This course will provide managers and supervisors with a better understanding of injury management, and of their role and responsibilities in relation to injury management.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

This course has been designed to provide managers and supervisors with a better understanding of injury management, and of their role and responsibilities in relation to injury management.

During the course we will cover:

- What injury management is
- Workplace injury management and return to work programs
- Who is involved in injury management
- Initial response to injury
- The rehabilitation and return to work process, and
- How to support an injured worker's recovery and return to work.

Topics / assessments:

- Injury management
- Who is involved in injury management?
- What to do if a worker is injured
- Rehabilitation and return to work
- Identifying suitable duties
- Supporting the worker

COURSE LAYOUT

Injury management

- What is injury management?
- Workplace safety and injury management systems
- What is workplace injury management?
- Effective injury management systems are vital to the health of workers and the business
- Self-insurance
- Claims agent

Who is involved in injury management?

- Injury management responsibilities
- Managers and supervisors
- Rehabilitation and return to work coordinator
- RRTWC roles and responsibilities
- RRTWC roles and responsibilities (cont.)
- RRTWC – Program management
- Injured worker responsibilities – Injury and treatment
- Injured worker responsibilities – Return to work
- Responsibilities of all workers

What to do if a worker is injured

- Immediate actions
- Workplace safety
- Notifications and assisting with paperwork
- Additional information for the injured worker
- Making a worker's compensation claim
- Further information for a compensation claim

Rehabilitation and return to work

- Why is return to work important for the worker?
- Rehabilitation and return to work plans
- Developing a return to work plan
- Return to work plans should also cover
- Advance return to work planning
- Reviewing the return to work plan
- Safety considerations upon return to work
- Medical treatment
- Workplace rehabilitation providers

Identifying suitable duties

- What are suitable duties?
- What can suitable duties include?
- Key considerations when identifying suitable duties
- Further considerations when identifying suitable duties
- Tips for identifying suitable duties
- Return to work hierarchy
- Job task analysis
- Creating a job task analysis
- Physical and mental task requirements
- What if suitable duties can't be identified?
- What if the injured worker is no longer employed?

Supporting the injured worker

- Medical treatment
- Treatment times

INJURY MANAGEMENT FOR WORKERS

Unit ID:	16537	**Objective ID:**	12943	**Target Audience:**	All Staff
ReHSeN Category:		**Workplace health and safety**		**Length:**	40 mins
Other Information:				**Pass Mark:**	80%

DESCRIPTION

The course has been designed to provide learners with an understanding of the injury management process, the rights and responsibilities of workers in relation to injury management, and the steps you need to take if you are injured at work.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
In this course we will cover:
- What to do if you are injured or made ill in your workplace
- The rights and responsibilities of injured workers when reporting an incident in the workplace, and
- The processes and procedures used to get you back to work safely and quickly.

Topics / assessments:
- Why do we need injury management?
- In the event of a workplace injury
- Rehabilitation and returning to work

COURSE LAYOUT

Why do we need injury management?
- What is injury management?
- Why is injury management necessary?
- Workplace Injury Management and Return to Work program
- Steps in the injury management process
- Injured worker's rights and responsibilities

In the event of a workplace injury
- Emergency response and first aid
- Treatment and suitable duties
- Medical certificates
- Treatment
- Worker's compensation claims
- Release consent form
- Form completion information
- Claim expectations / Claim confidentiality

Rehabilitation and returning to work
- Workplace rehabilitation
- Rehabilitation support
- Knowing your rights and obligations
- Participating in a return to work program
- Roles and responsibilities of managers and supervisors
- Responsibilities regarding a return to work plan
- Issues when returning to work
- Your involvement
- Returning to the workplace
- Monitoring process
- Co-worker awareness

INTRODUCTION TO ASEPTIC NON-TOUCH TECHNIQUE (ANTT) ASSESSMENT

Unit ID: 3608	**Objective ID:** 4141	**Target Audience:** Clinicians		
ReHSeN Category:	**Preventing and Controlling Healthcare Associated Infections**		**Length:**	10 mins
Other Information:	Developed by the Grampians Regional Infection Control Practitioners, on behalf of RICPRAC (Version 2). Please note this is competency only. Free ANTT resources available upon request. • Version 1 (October 2012) • • Version 2 (July 2013)		**Pass Mark:**	100%

DESCRIPTION

This resource is an assessment – not a course, module or competency. It will assess your basic understanding of Aseptic Non-Touch Technique commonly referred to as ANTT®. This assessment tool should only be undertaken after you have completed appropriate ANTT training at your health service.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview and competency:

Because of copyright constraints, we are unable to develop a course or module on ANTT. There are two avenues by which Victorian health services may access education on this topic:

- The Association of Safe Aseptic Practice (ASAP) in the UK is working with an Australian eLearning company to produce a series of online ANTT courses. The first of these courses will be released in the latter half of 2012. To access these resources health services will need to purchase them.
- RICPRAC has compiled a free training package that will only be made available to Victorian health services via RICPRAC members. This process will involve the "train-the-trainer" model of delivery. This online assessment tool should only be undertaken after you have completed appropriate ANTT training in the PowerPoint presentation called Introduction to Aseptic Non Touch technique (ANTT)

Topics / assessments:

- ANTT Assessment

COURSE LAYOUT

- Introduction to Aseptic Non Touch Technique Introduction to Assessment
- ANTT Assessment

INTRODUCTION TO NSQHS STANDARDS (ORIGINAL CABRINI/DH VERSION)

Unit ID: 8673	Objective ID: 9838	Target Audience: All staff		
ReHSeN Category:	**Governance for Safety and Quality**		**Length:**	15 mins
Other Information:	This module is one of 17 modules developed by Cabrini health in collaboration with the Victorian Department of Health in 2014.		**Pass Mark:**	

DESCRIPTION

This module relates to the National Safety And Quality Health Service (NSQHS) Standards.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview and competency:
On completion of this module, clinicians will be able to:
- Describe the safety and quality areas covered by the NSQHS standards.
- Describe the intention of the NSQHS standards
- Differentiate between core and developmental actions
- Understand the link between standards and accreditation.

Topics / assessments:
- Standards 1 - 10
- Accreditation

COURSE LAYOUT

Introduction to National Safety and Quality Health Service
- Standard 1: governance for safety and quality in health service organisations
- Standard 2: partnering with consumers
- Standard 3: preventing and controlling healthcare associated infections
- Standard 4: medication safety
- Standard 5: patient identification and procedure matching
- Standard 6: clinical handover
- Standard 7: blood and blood products
- Standard 8: preventing and managing pressure injuries
- Standard 9: recognising and responding to clinical deterioration in acute health care
- Standard 10: preventing falls and harm from falls
- Accreditation
- Your role

INTRODUCTION TO SUPPORTIVE CARE V1

Unit ID: 1884	**Objective ID:** 4192	**Target Audience:** All clinicians			
ReHSeN Category:	**Cancer Care/Oncology/Palliative Care**			**Length:**	30 mins
Other Information:	This course was created by the Grampians integrated cancer service & Loddon-Mallee eLearning system. Supportive care is an umbrella term used to refer to services that may be required by those with cancer, their family and carers.			**Pass Mark:**	80%

DESCRIPTION

This module introduces health professionals to the concept of supportive care and its application to clients with cancer and their families and carers. The learner will develop a familiarity with the national comprehensive cancer network (NCCN) distress thermometer, and how it is used to implement supportive care screening.

COURSE OVERVIEW / TOPICS

Course overview:

At the completion of this course you should be able to:

- Appreciate the policy and philosophical precedents under-pinning and supporting care in Victoria
- Develop a familiarity with the national comprehensive cancer network (NCCN) distress thermometer, and how it is used to implement supportive care screening
- Recall the process for implementing supportive care policy and screening into clinical practice.

Topics / assessments:

- Policy context of supportive care
- Five domains of supportive care
- Finch's supportive care model
- Supportive care screening
- Distress thermometer
- Process for implementing supportive care screening

COURSE LAYOUT

Introduction to Supportive Care
- Policy Context of Supportive Care

Supportive Care in Victoria
- Definition
- Five Domains of Supportive Care
- Finch's Supportive Care Model

Supportive Care Screening

Implementing Supportive Care Screening on Initial Diagnosis of Cancer
- Supportive Care Screening Steps
- Use of Structured Tool
- Distress Thermometer
- Process for Implementing Supportive Care in a clinical setting

- When should patients be rescreened?
- Important points when screening
- Have processes in place to respond to findings

INTRODUCTION TO TRIAGE

Unit ID: 2188	**Objective ID:** 2818	**Target Audience:** Registered nurses		
ReHSeN Category:	**Emergency Care**		**Length:**	60 mins
Other Information:	The 'Introduction to Triage' course covers specific sections of the Department of Health and Ageing's Emergency Triage Education Kit. Specifically these are: • Chapter 2: The Australasian Triage Scale (ATS) • Chapter 4: Triage Basics, and • Chapter 6: Rural and Remote Triaging		**Pass Mark:**	80%

DESCRIPTION

This course is designed for Registered Nurses.
- The course covers the basics of implementing adult triage within Australasian emergency care areas.
- It does NOT accredit the learner with recognised specialist education to triage patients within emergency environments.
- Further study is required if you intend to triage patients as part of your clinical role.

Please note this course does not cover triage of paediatric or pregnant patients or patients with mental health issues.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
When you have finished the course you should be able to:
- Identify the purpose of using a triage system in emergency care
- Recall the five categories that comprise the Australasian triage scale (ATS)
- Identity unique differences between urban and rural triage practices, and
- Apply the ATS successfully to different emergency scenarios.

Topics / assessments:
- Key concepts
- Triage basics
- Triaging in remote and rural settings

COURSE LAYOUT

Introduction:
- Triage in a rural setting
- Triage in large regional hospitals
- Differences in triage and emergency care in rural and regional hospitals

Key concepts:
What is triage?
- Triage
- The Australasian Triage Scale
- The Australasian Triage Scale – Category 1-5
- Philosophy of the ATS
- Application of the ATS
- Outcomes of the ATS

Triage Basics:
The triage method
- Recommended triage method
- Assess for danger or environmental hazards
- Assess chief complaint
- Assess general appearance and behaviour
- Adult physiological predictors for the ATS

Conducting a primary survey:
- Airway / Breathing

Conducting a primary survey of the patient:
- Circulation
- Disability
- The Glasgow Coma Scale

- The Visual Analogue Scale (VAS)
- The Verbal Rating Scale (VRS)
- The Wong-Baker faces pain rating scale
- Disability
- Environment
- Risk factors that should be considered in triage
- Other risk factors that should be considered in triage
- Further risk factors

Triage: Bringing it all together
- Adult Physiological Discriminators

Triaging in remote and rural settings:
- Rural nurses work in generalists areas
- Rural nurses go beyond basic triage
- Safety and security issues in rural areas
- Lack of access to professional development
- Triaging in rural and remote settings

L

LONE WORKER SAFETY

Unit ID: 2764	**Objective ID:** 3192	**Target Audience:** Any staff who works alone	
ReHSeN Category: **Home and Community Care**			**Length:** 45 mins
Other Information:	This course has been developed to give an overview of safety and risk management strategies for people who work alone at a worksite.		**Pass Mark:** 80%

DESCRIPTION

This course has been designed for people who work alone at a worksite where the physical environment is not under the direct control of the employer and where they do not have access to rapid support from other employees or emergency services. These circumstances, therefore, place the lone worker at risk of harm or injury.

Although this course tends to focus on employees of home and community care (VICHACC/CHSP) organisations that often are required to work alone in external locations, the strategies discussed here are applicable to any lone worker.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

At the completion of this course, you should be able to:

- Identify employers' responsibilities towards providing a safe workplace for employees
- Identify employees' responsibilities towards their own safety
- List the key characteristics of a lone worker
- Apply an occupational health and safety (OH&S) risk management process to identify, assess, eliminate or control the risks associated with working alone and/or in isolation
- Recall and apply basic principles of protective behaviours, and
- Identify your role in the reporting, debriefing and reviewing of incidents

Topics / assessments:

- Hazard management and risk control for lone workers
- Managing occupational violence and aggression

COURSE LAYOUT

Introduction
Hazard management and risk control for lone workers
- What is a lone worker?
- OH&S legislation and lone worker safety
- Looking after you in your workplace: Victorian legislative framework
- Hazard management and risk control
- Definition of a hazard / Definition of a risk
- For all lone workers
- VICHACC/CHSP workers
- Hazards faced by VICHACC/CHSP workers
- Vehicle and driver safety
- Safety prior to entering premises
- Safety once in the home

Managing occupational violence and aggression
- Occupational violence and aggression
- Managing incidents of OV&A
- Understand risk factors that predispose people to violence
- Have procedures for screening and assessing clients
- Have procedures for responding to difficult situations
- Have a 'No Contact' time
- Using a code phrase for difficult situations

- Step Two: Be alert for the 'signs' of violence and aggression
- Listen to your body's signals
- Be aware of signals in other people
- Step Three: Evaluate the incident and take action
- Leave or negotiate?
- When to negotiate
- Negotiating and de-escalating a situation
- Deciding to leave
- Protecting yourself with evasive self-defence
- Step Four: The post-incident phase
- Your responsibilities
- Reporting incidents

M

MANAGING CLIENTS AFFECTED BY ALCOHOL AND OTHER DRUGS MODULE 1 - CONTEXT OF DRUG USE IN SOCIETY

Unit ID: 3082	**Objective ID:** 3996	**Target Audience:** All staff			
ReHSeN Category:	**Alcohol and Other Drugs**			**Length:**	30 mins
Other Information:	Although aimed at staff who come in contact with people affected by alcohol and other drugs, suitable for any staff group. General education topic.			**Pass Mark:**	70%

DESCRIPTION

This module is the first of a number of modules designed to assist generalist health care staff who work with clients affected by alcohol or other drugs (AOD).
The module discusses the contextual use of AOD in our society.
Topics include challenging individual and societal attitudes and myths about AOD, common reasons why people use AOD, and common patterns of drug use in Australia.

COURSE OVERVIEW/ASSESSMENTS

Course overview:
At the completion of this module you should be able to:
- Critically examine personal and societal attitudes and myths about AOD
- Identify common reasons why people use AOD and
- Overview common patterns of drug use in Australia.

Topics / assessments:
- Terms and conditions of use
- Definitions
- Stereotyping and discrimination
- Context of drug use
- Reasons why people use drugs
- Methods of drug administration
- Types of drug use

COURSE LAYOUT

Definitions
Stereotyping and discrimination:
- Types / Issues
- Who discriminates and stereotypes drug users?
- Stereotyping and discrimination by health care workers
- Context of drug use introduction
- Reasons why people use drugs
- Methods of drug administration

Drug use patterns:
- Tobacco
- Alcohol
- Illicit drugs
- Sex and age

MANAGING CLIENTS AFFECTED BY ALCOHOL AND OTHER DRUGS MODULE 2: CLASSIFYING ALCOHOL AND OTHER DRUGS

Unit ID: 3067	**Objective ID:** 3997	**Target Audience:** All staff		
ReHSeN Category: **Alcohol and Other Drugs**			**Length:**	30 mins
Other Information:	Although aimed at staff who come in contact with people affected by alcohol and other drugs, suitable for any staff group. General education topic.		**Pass Mark:**	70%

DESCRIPTION

This module is designed to assist generalist health care staffs who work with clients affected by alcohol or other drugs (AOD). This module overviews a commonly used system for classifying drugs. It is anticipated that this module will provide essential background information for you to better understand and appreciate interventions used for clients under the influence of AOD.

COURSE OVERVIEW / ASSESSMENTS

Course overview:
At the completion of this module you should be able to:
- Differentiate between depressants, stimulants and hallucinogens
- Give examples of drugs that belong to each of these categories
- Overview the actions of drugs that are commonly misused
- The impact of these drugs on the health and well-being of those that misuse them.

Topics / assessments:
- Definitions
- Classifying drugs
- Stimulants
- Hallucinogens

COURSE LAYOUT

Section 1: Definitions
Section 2: Classifying Drugs
- Drug classification systems
- How are drugs classified?
- Introduction to depressants
- Overview of depressants
- Opioids
- Natural opioids
- Semi-synthetic opioids – heroin
- Heroin
- Oxycodone
- Methamphetamines
- Benzodiazepines
- Alcohol
- Cannabis

Section 5: Stimulants
- Stimulants overview
- Cocaine
- Amphetamines
- Ecstasy
Section 6: Hallucinogens
- Hallucinogens overview
- LSD
- Magic Mushrooms
- Duel Classification

MANAGING CLIENTS AFFECTED BY ALCOHOL AND OTHER DRUGS MODULE 3: INTRODUCTION TO THE NEUROBIOLOGY OF DRUG ABUSE

Unit ID: 3965	Objective ID: 4605	Target Audience: All clinicians		
ReHSeN Category:	Alcohol and Other Drugs		Length:	30 mins
Other Information:	Although aimed at staff who come in contact with people affected by alcohol and other drugs, suitable for any staff group. General education topic.		Pass Mark:	70%

DESCRIPTION

This module is designed to assist generalist health care staff who work with clients affected by alcohol or other drugs.
The module
Will assist users better understand and appreciate the neurological impact that alcohol and other drugs have on the body and
Mental health.
It is anticipated that this module will provide essential background information for you to better understand and appreciate intervention used for clients under the influence of alcohol and other drugs.
Please note: That this module contains basic concepts of anatomy and physiology that some users may find challenging. If this is the case, take the time to study and comprehend these concepts as they are essential for understanding how alcohol and other drugs affect the human body and mental health.

COURSE OVERVIEW / ASSESSMENTS

Course overview:
At the completion of this module you should be able to:
- Recall key components of the human nervous system
- Describe the generic functions of neurotransmitters
- Explain the essential steps of neurotransmission
- Differentiate between agonistic and antagonistic drugs
- Explain foundational concepts of the "reward circuit"
- Recall actions of key neurotransmitters including dopamine, serotonin, norepinephrine, glutamate and GABA
- Identify how psychoactive drugs might affect neurotransmitters.

Topics / assessments:
- Overview of the nervous system
- Dopamine
- Serotonin
- Norepinephrine
- GABA and glutamate
- Neurotransmitters and drug addiction

COURSE LAYOUT

Parts of the Nervous System
- Parts of neurons
- Synapses and neurotransmitters
- Working of synapse
- Agonistic versus antagonistic drugs

Dopamine – the reward molecule
- The reward circuit

Serotonin pathways
- Serotonin and drugs
- Serotonin and medications

Norepinephrine pathways
- Norepinephrine functions
- Norepinephrine and drugs

Glutamate and GABA
- GABA pathways
- GABA and drugs
- Glutamine pathways
- Glutamate and drugs
- Glutamate and GABA balance
- Connections between transmitters
- Drugs that affect multiple neurotransmitters

Neurotransmitters and addiction
- Risk factors of drug addition

MANAGING THE DISCIPLINE PROCESS

Unit ID:	18636	Objective ID:	15246	Target Audience:	Managers, Supervisors and Team Leaders		
ReHSeN Category:	Workplace Relations					Length:	75 mins
Other Information:						Pass Mark:	80%

DESCRIPTION

This course has been designed to provide training in how to manage the discipline process with consistency and procedural fairness.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
After completing this course, you will understand how to:
- Manage the discipline process correctly by using ethical and legal reasons
- Conduct a formal investigation
- Conduct an employee interview
- Make a formal decision, and
- Avoid common mistakes.

Topics / assessments:
- The need for a discipline process
- Legal and ethical requirements
- Informal discipline management
- Formal discipline management
- Disciplinary proceedings outcomes
- Common mistakes

COURSE LAYOUT

The need for a discipline process
- The benefits of a clear process
- Informal counselling
- Warnings and notifications in writing
- Considerations
- A loss of credibility

Legal and ethical requirements
- The importance of managing discipline correctly
- Adverse action and unfair dismissal
- Avoid premeditation
- Other considerations
- ethical requirements

Informal discipline management
- Preliminary steps
- Assessing the situation
- Counselling
- When counselling is appropriate
- When counselling is inappropriate
- Confidentiality
- Proceeding informally

Formal discipline management
- Proceeding formally
- Written notification
- Rights, responsibilities and possible outcomes
- The right to representation
- Other employees and representatives
- Investigating the facts
- Documenting the facts
- Further investigation
- Serious breaches of policy or law
- Example of serious breaches of policy or law
- Suspension with pay

Disciplinary proceedings
- After the investigation
- Adequate time to prepare
- Issues to be addressed
- Other inclusions
- Ensuring confidentiality
- The meeting process
- Ensuring procedural fairness
- A chance to respond
- Additional statements
- Concluding the meeting
- Minutes

Outcomes
- Considerations
- Deciding the outcome
- No further action
- Training plans and improvement plans
- Requirements and wording of plans
- Number of warnings
- Reviewing improvement plans
- Poor review
- Before dismissal
- Further considerations before dismissal
- Dismissal
- Letter of termination
- Notifying the employee
- Documenting the dismissal

Common mistakes
- Common mistakes
- People who are directly involved
- Under no obligation

MANUAL HANDLING

Unit ID:	9063	Objective ID:	10233	Target Audience:	All Staff		
ReHSeN Category:		**Workplace Health and Safety**				Length:	60 mins
Other Information:						Pass Mark:	80%

DESCRIPTION

This course, reviewed by the National Safety Council of Australia, has been designed to provide you with an understanding of the risks associated with manual handling and an awareness of how to perform those tasks safely. The course has been developed to comply with Victorian occupational health and safety legislation.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
After completing this course, you will have an understanding of:
- hazardous manual handling
- how to assess manual handling tasks
- ways of reducing the risk of injury, and
- techniques for performing manual handling tasks safely.

Topics / assessments:
- Hazardous manual tasks
- Reducing the risk of injury
- Safe practices for performing manual tasks

COURSE LAYOUT

Pre-Assessment
- Hazardous manual tasks

- Reducing the risk of injury
- Safe practices for performing manual tasks

MANUAL HANDLING HAZARD GUIDE

Unit ID:	4429	Objective ID:	5574	Target Audience:	All Staff		
ReHSeN Category:		**Hazard Guides**				Length:	15 mins
Other Information:						Pass Mark:	80%

DESCRIPTION

This course will provide information on some of the measures that can be used to minimise the health and safety risks that are associated with manual handling tasks.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
This course will provide you with information about:
- What manual handling is
- Hazardous activities, and
- Controls that should be applied to reduce the risk associated with manual handling.

Topics / assessments:
- What is manual handling?
- Your responsibilities
- Personal protective equipment (PPE)
- Risk management mechanical aids
- Safe lifting practices: the lift
- Team lifting
- Reporting

COURSE LAYOUT

- Legal advice and compliance
- What is manual handling?
- Exposure to manual handling
- Your responsibilities
- Working with manual handling
- Personal protective equipment (PPE)
- Risk management

- Mechanical aids
- Vibration
- Safe lifting practices: preparing the lift
- Safe lifting practices: the lift
- Team lifting
- Lighting
- Reporting

MANUAL HANDLING PRACTICAL COMPETENCY

Unit ID: 9091	**Objective ID:** 10263	**Target Audience**	All staff	
ReHSeN Category:	**Workplace Health and Safety**			**Length:**
Other Information:	<u>**This is not a course:**</u> This is a practical competency unit – Developed by the Hume Region. You must be deemed competent by your health service training facilitator before your agency nominated "administrator" can set the objectives for you to access this course.			**Pass Mark:**

DESCRIPTION

Completion of a manual handling practical competency is typically a mandatory training requirement for the occupational health and safety of both clinical and non-clinical staff working in healthcare. 'Practical Competency' courses have been implemented on the e3Learning for the purpose of tracking which health services are:

- Required to attend an offline practical competency or assessment, and
- To allow health service administrators to report on which staff have and/or have not completed this competency.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

To complete this training:

- Please check with your manager and confirm that you need to complete this course for your position.
- Your organisation should have an education calendar, or you can contact your department manager/educator to confirm training dates.
- Once you have completed this course your nominated ReHSeN "Administrator" will mark your records as completed for this training requirement.
- Without the "Administrator" marking this off you will not be able to receive a completion certificate.

MANUAL TASKS IN AGED CARE

Unit ID: 7895	**Objective ID:** 5786	**Target Audience:**	Aged Care Staff	
ReHSeN Category:	**Clinical Workplace Health and Safety**			**Length:** 50 mins
Other Information:	Due to the introduction of model Work Health and Safety (WHS) legislation in various Australian jurisdictions, for the purpose of this training program the terms 'manual handling' and 'manual tasks' are interchangeable, unless otherwise stated.			**Pass Mark:** 80%

DESCRIPTION

This course has been developed to provide you with an understanding of why and how musculoskeletal injuries occur, as well as some practical tips on how to perform hazardous manual tasks safely.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

After completing this course, you will have an awareness of the relevant legislation and your responsibilities. You will also have an understanding of:

- The physical principles that relate to manual tasks
- How to perform hazardous manual tasks safely, and
- How to assess and reduce the risks associated with hazardous manual tasks.

Topics / assessments:

- Manual tasks
- Legislation and your responsibilities
- Manual tasks and your body
- Reducing manual tasks risks

COURSE LAYOUT

Pre-assessment

- Introduction
- Manual tasks, legislation and your responsibilities

- Manual tasks and your body
- Reducing manual tasks risks

MEDICATION CALCULATIONS COMPETENCY

Unit ID: 11000	**Objective ID:** 14944	**Target Audience:** All clinicians		**Length:**	15 mins
ReHSeN Category:	**Medication Management / Medication Safety**				
Other Information:	In order to successfully complete the Medication Calculation Competency course, you need to achieve a score of 100%. You have unlimited attempts at each section of the competency assessment.			**Pass Mark:**	100%

DESCRIPTION

This resource has been developed to provide a competency assessment for nurses and midwives whose scope of practice includes the administration of medications and intravenous (IV) therapy. The competency assessment provides a baseline by which nurses and midwives can assess their skills with performing medication and IV fluid volume and rate calculations

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

This competency course will assess your ability to:
- Calculate oral tablet and capsule doses
- Calculate oral mixture and solution doses
- Calculate intramuscular and subcutaneous injection doses
- Perform metric conversions,
- Calculate IV therapy fluid volumes and rates.

Topics / assessments:
- Calculating tablet and capsule doses
- Calculating liquid medications
- Calculating measurements and conversions
- Calculating iv fluid volumes and rates

COURSE LAYOUT

Introduction
- Legal advice
- Competency
- Calculating tablet and capsule doses

- Calculating liquid medications
- Performing metric conversions
- Calculating IV fluid volumes and rates

MEDICATION SAFETY (ORIGINAL CABRINI/DH VERSION)

Unit ID: 8691	**Objective ID:** 9857	**Target Audience:**	Clinicians who administer medication		
ReHSeN Category:	**Medication Safety**			**Length:**	20 mins
Other Information:				**Pass Mark:**	

DESCRIPTION

This module is one of 17 modules developed by Cabrini health in collaboration with the Victorian Department of Health in 2014.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

On completion of this module, clinicians will be able to:

- Outline best practice for prescribing, dispensing, distributing and administering medicines.
- Understand how to access appropriate medicines information and education.
- Understand the requirements for communication of medicines information during transition of care.
- Describe the process for engaging patients and carers in treatment decisions
- Understand the importance of adverse drug reactions and medications errors and how to report them.
- Discuss the documentation requirements in relation to medicines ordering, administration and supply.
- Understand process for provision of medicines information to patients about medication treatment options in a format that can be understood.

Topics / assessments:

- Best practice for prescribing medication
- Best practice for distributing medication
- Best practice for administering medication.
- Documentation

COURSE LAYOUT

- Medication and safety
- National Standards
- Principles of medication safety
- Governance
- Patient assessment
- BPMH and medication reconciliation
- Medication management plan
- Medication management
- Prescribing medicines
- Dispensing of medicines
- Distribution and storage of medicines

- Administration of medicines
- Patient Monitoring
- Clinical handover and discharge
- Engaging with patients and carers
- Adverse drug events
- Reporting and learning from errors
- Patients at risk
- Quality improvement
- Further Resources

MENTAL HEALTH IN THE WORKPLACE

Unit ID: 23933	Objective ID: 21107	Target Audience: All Staff	
ReHSeN Category: **Workplace Health and Safety**			Length:
Other Information:			Pass Mark:

DESCRIPTION

This course raises awareness about the effects of mental health in the workplace. It also provides pathways to improvement that you can apply in your workplace.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
- This courses provides and understanding of:
- What mental health conditions are
- The importance of supporting mental health in the workplace
- The challenges of maintaining a mentally healthy workplace, and
- Strategies for creating a mentally healthy and safe workplace

Topics / assessments:
- Understanding mental health in the workplace
- Managing challenges
- Creating a mentally healthy workplace

COURSE LAYOUT

Understanding mental health in the workplace
- Mental illness
- Are mental health conditions a form of disability?
- Worker's compensation claims
- Claims are expensive
- Returning to work can be difficult
- Discrimination claims
- The tip of the iceberg

Managing challenges
- Effective communication with employees
- No obligation to disclose
- A manager's duties
- Privacy concerns
- Making reasonable adjustments
- Bullying and harassment and mental health issues
- What is not bullying?

MODULE 1 INTRODUCTION TO CULTURALLY COMPETENT CARE IN THE ED – (INDIGENOUS HEALTH AND CULTURAL COMPETENCY)

Unit ID: 15746	Objective ID: 12190	Target Audience:	Pitched at ED doctors but suitable for all clinical staff
ReHSeN Category: **Cultural Competence/Cultural Safety**			Length: 30 min
Other Information:	One of 10 modules on Indigenous health and cultural competency (IH&CC) developed by the Australasian College for Emergency Medicine (ACEM).		Pass Mark:

DESCRIPTION

This module (introduction to culturally competent care) is the first of 10 modules on Indigenous Health And Cultural Competency (IH&CC) developed by the Australasian College for Emergency Medicine (ACEM).

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
The IH&CC program consists of a series of culturally relevant education tools and resources designed for doctors and other healthcare workers to enhance culturally competent communication and overall care for Aboriginal, Torres Strait Islander and other culturally and linguistically diverse patients in the emergency department.

Topics / assessments:
- Whose culture
- Culture in Health
- Cultural competency
- Australian diversity
- Keep learning

COURSE LAYOUT

- Introduction to culturally competent care in the ED
- Why is culture important for ED interactions?
- What is cultural competency?
- Why is cultural competency important?
- Understanding Indigenous identity
- Who are the Traditional Owners of the land you work on?

- Other cultural diversity
- Geographical diversity
- Your own culture
- Improving practice
- Keep learning

MODULE 2 CULTURALLY COMPETENT COMMUNICATION IN THE ED – (INDIGENOUS HEALTH AND CULTURAL COMPETENCY)

Unit ID: 16014	**Objective ID:** 12384	**Target Audience:**	Pitched at ED doctors but suitable for all clinical staff
ReHSeN Category:	**Cultural Competence/Cultural Safety**	**Length:**	30 mins
Other Information:	One of 10 modules on Indigenous health and cultural competency (IH&CC) developed by the Australasian College for Emergency Medicine (ACEM).	**Pass Mark:**	

DESCRIPTION

This is the second of 10 modules on indigenous health and cultural competency (IH&CC) developed by the Australasian College for Emergency Medicine (ACEM). The IH&CC program consists of a series of culturally relevant education tools and resources designed for doctors and other healthcare workers to enhance culturally competent communication and overall care for Aboriginal, Torres Strait Islander and other culturally and linguistically diverse patients in the emergency department.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
By the end of the course you should understand:
- The diversity of communication styles present across cultures
- Explore ways in which diverse communication styles can affect elements of the doctor-patient interaction
- Learn skills in effective communication in order to improve patient outcomes.

Topics / assessments:
- Meaningful communication
- Impact of poor communication
- Building rapport
- Communication styles
- Cultural competency

COURSE LAYOUT

Meaningful Communication
- Is meaningful communication happening?

Impact of poor communication
- What is effective culturally competent communication?

Building Rapport
- Asking about identity
- The role of silence

Communication Styles
- Storytelling Communication Styles
- Talking about time
- Other non-verbal factors in communication

Cultural Competency
- ED-specific barriers to effective communication
- Effective Communication Strategies
- Overseas trained doctors

MODULE 3 UNDERSTANDING HEALTH LITERACY AND DIVERSITY OF HEALTH BELIEFS – (INDIGENOUS HEALTH AND CULTURAL COMPETENCY)

Unit ID: 16244	**Objective ID:** 12621	**Target Audience:**	Pitched at ED doctors but suitable for all clinical staff
ReHSeN Category:	**Cultural Competence/Cultural Safety**	**Length:**	30 mins
Other Information:	One of 10 modules on Indigenous health and cultural competency (IH&CC) developed by the Australasian College for Emergency Medicine (ACEM).	**Pass Mark:**	

DESCRIPTION

This module is the third of 10 modules on indigenous health and cultural competency (IH&CC) developed by the Australasian College for Emergency Medicine (ACEM). The IH&CC program consists of a series of culturally relevant education tools and resources designed for doctors and other healthcare workers to enhance culturally competent communication and overall care for Aboriginal, Torres Strait Islander and other culturally and linguistically diverse patients in the emergency department.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
By the end of this course you should:
- Learn about the concept of health literacy
- Understand the impact of health literacy on clinical outcomes
- Learn about the varying concepts of health and illness in Aboriginal and Torres Strait Islander and other culturally diverse communities
- Understand how diverse health beliefs interact with patients' use of ED and Western treatments
- Learn skills in exploring patients' health beliefs and negotiating mutually-acceptable management plans

Topics / assessments:
- Diverse health beliefs
- Health literacy
- Patient-centred care

COURSE LAYOUT

Part One: Understanding the concepts
- Exploring health literacy
- Impact of poor health literacy
- Evidence base: impact of health literacy
- Exploring health beliefs
- Aboriginal and Torres Strait Islander health beliefs
- Other culturally diverse health beliefs
- Diverse treatments
- Other beliefs
- Why does culturally competent care need to be "patient centred"?

Part Two: Learning the skills
- Culturally competent patient centred care
- Presentation to ED
- A note on the "late presentation"
- Understanding "non-compliance"
- Cultural interpretations of the patient centred care approach

MODULE 4 UNDERSTANDING LANGUAGE DIVERSITY AND WORKING WITH INTERPRETERS – (INDIGENOUS HEALTH AND CULTURAL COMPETENCY)

Unit ID:	16669	Objective ID:	13085	Target Audience:	Pitched at ED doctors but suitable for all clinical staff		
ReHSeN Category:		**Cultural Competence/Cultural Safety**				Length:	30 mins
Other Information:		One of 10 modules on Indigenous health and cultural competency (IH&CC) developed by the Australasian College for Emergency Medicine (ACEM).				Pass Mark:	

DESCRIPTION

This module is the fourth of ten modules on indigenous health and cultural competency (IH&CC) developed by the Australasian College for Emergency Medicine (ACEM). The IH&CC program consists of a series of culturally relevant education tools and resources designed for doctors and other healthcare workers to enhance culturally competent communication and overall care for Aboriginal, Torres Strait Islander and other culturally and linguistically diverse patients in the emergency department.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
- Learn about the linguistic diversity in Australia, including Aboriginal and Torres Strait Islander languages
- Understand how language is central to effective communication and why interpreters are essential
- Understand the risk of using family members as interpreters
- Learn ways to work around the challenges of family members acting as interpreters
- Improve skills in working effectively with interpreters
- Understand the challenges faced by interpreters

Topics / assessments:
- Language diversity
- Poor outcomes
- Professional interpreters
- Family members
- Language advocacy

COURSE LAYOUT

Part One: Understanding the impact of language differences
- Understanding the concepts
- Indigenous language diversity
- Other languages in Australia
- Auslan
- Impact of language differences
- Why are interpreters important?
- Impact of working with interpreters
- What about written literacy?
- Cultural interpretation
- Why don't we use interpreters
- What about family members as interpreters?
- What if a family member is the only interpreter available?
- Language literacy

Part Two: Learning the skills to work effectively with interpreters
- Assessing the need for an interpreter
- How to work with interpreters
- The importance of briefings
- Addressing the patient directly
- Cultural challenges for interpreters
- Language challenges for interpreters

MODULE 5 IMPROVING ED ACCESS AND EXPERIENCES FOR ABORIGINAL AND TORRES STRAIT ISLANDERS – (INDIGENOUS HEALTH AND CULTURAL COMPETENCY)

Unit ID: 17023	**Objective ID:** 13456	**Target Audience:**	Pitched at ED doctors but suitable for all clinical staff		
ReHSeN Category:	**Cultural Competence/Cultural Safety**			**Length:**	30 mins
Other Information:	One of 10 modules on Indigenous health and cultural competency (IH&CC) developed by the Australasian College for Emergency Medicine (ACEM).			**Pass Mark:**	

DESCRIPTION

This module is the fifth of ten modules on indigenous health and cultural competency (IH&CC) developed by the Australasian College for Emergency Medicine (ACEM). The IH&CC program consists of a series of culturally relevant education tools and resources designed for doctors and other healthcare workers to enhance culturally competent communication and overall care for Aboriginal, Torres Strait Islander and other culturally and linguistically diverse patients in the emergency department.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
By the end of this course you should
- Learn about the history of Aboriginal and Torres Strait Islanders
- Discover how this history, and contemporary experiences continue to influence Aboriginal and Torres Strait Islander perceptions of ED
- Aboriginal and Torres Strait Islander experiences of ED
- Understand the degree of ED "systems literacy" and learn skills in assisting patients through their ED journey.
- Understand perceptions of waiting times
- Understand "take own leave" rates and reasons
- Learn skills in working with patients taking own leave from ED
- Recognise the impact and inaccuracy of common stereotypes
- Explore your role in creating a safe and non-discriminatory environment

Topics / assessments:
- The role of history
- Cultural safety
- ED systems literacy
- Did not wait / Take own leave
- stereotypes

COURSE LAYOUT

Part One: Understanding the context
- Understanding Aboriginal and Torres Strait Islander history
- Pre-colonisation
- Early colonisation era
- Mission era
- Stolen generations
- How do these historical and contemporary experiences impact on perceptions of ED care?

Part Two: Exploring specific needs and experiences
- Presentations to ED
- Experience of ED
- The communication culture of the ED
- ED processes – are they discriminatory?
- Waiting times
- Patients who leave the department: Exploring terminology
- Did not wait and Take Own Leave: Rates
- Why do Aboriginal and Torres Strait Islanders Take Own Leave?
- Take own leave: what's your role?
- Systems literacy

Part Three: Understanding stereotypes
- Domestic Violence
- Alcohol
- Frequent attenders to ED – "Frequent flyers"
- "Late" presentation
- "Non-compliance"
- Understanding racism

MODULE 6 COLLABORATIVE PRACTICE: UNDERSTANDING THE ROLE OF ALO'S AND FAMILIES IN ED CARE – (INDIGENOUS HEALTH AND CULTURAL COMPETENCY)

Unit ID: 17028	**Objective ID:** 13461	**Target Audience:**	Pitched at ED doctors but suitable for all clinical staff
ReHSeN Category:	**Cultural Competence/Cultural Safety**	**Length:**	30 mins
Other Information:	One of 10 modules on Indigenous health and cultural competency (IH&CC) developed by the Australasian College for Emergency Medicine (ACEM).	**Pass Mark:**	

DESCRIPTION

This module is the sixth of ten modules on indigenous health and cultural competency (IH&CC) developed by the Australasian College for Emergency Medicine (ACEM). The IH&CC program consists of a series of culturally relevant education tools and resources designed for doctors and other healthcare workers to enhance culturally competent communication and overall care for Aboriginal, Torres Strait Islander and other culturally and linguistically diverse patients in the emergency department.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
- Understanding the role of the Aboriginal Liaison Officers (ALOs and how they contribute to improved patient care
- Understanding the roles of the Aboriginal Hospital Liaison Officers and how they can assist with communication and understanding with regards to the social and cultural context of your patients.
- How ALOs provide practical welfare knowledge of the community
- Challenges encountered by ALOs and how you can work collaboratively with them
- Kinship structures within Aboriginal and Torres Strait Islander communities

Topics / assessments:
- ALOs: cultural safety
- ALOs: clinical support
- ALOs: practical support
- ALOs: challenges
- Aboriginal and Torres Strait Islander families
- The role of families in care
- Other culturally diverse families

COURSE LAYOUT

Part One: Working with Aboriginal Liaison Officers
- Understand the role of Aboriginal Liaison Officers (ALO) and their contribution to effective, culturally competent patient care in the ED
- Be aware of the challenges of the ALO role
- Build skills in working collaboratively with ALOs

Part Two: The role of families in patients care
- Understand the nature of kinship
- Be aware of the variation off family structures
- Understand the complex roles of families in parenting, health care, decision making and health outcomes

MODULE 7 CULTURALLY COMPETENT DISCHARGE PLANNING – (INDIGENOUS HEALTH AND CULTURAL COMPETENCY)

Unit ID:	17033	Objective ID:	13467	Target Audience:	Pitched at ED doctors but suitable for all clinical staff		
ReHSeN Category:	**Cultural Competence/Cultural Safety**					**Length:**	30 mins
Other Information:	One of 10 modules on Indigenous health and cultural competency (IH&CC) developed by the Australasian College for Emergency Medicine (ACEM).					**Pass Mark:**	

DESCRIPTION

This is the seventh of ten modules on indigenous health and cultural competency (IH&CC) developed by the Australasian College for Emergency Medicine (ACEM). The IH&CC program consists of a series of culturally relevant education tools and resources designed for doctors and other healthcare workers to enhance culturally competent communication and overall care for Aboriginal, Torres Strait Islander and other culturally and linguistically diverse patients in the emergency department.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
- By the end of this module you should understand:
- The overall aim of discharge planning
- How to negotiate effective discharge plan with patients and family
- Practical realities and cultural preferences

Topics / assessments:
- The post-ED plan
- Discharge considerations
- Discharge communication

COURSE LAYOUT

Part One: The Post-ED Plan
- Explore the factors involved in patient "compliance"
- Facilitate more effective adherence
- Understand the primary care context
- Skills in facilitating effective and timely follow up

Part Two: Discharge Considerations
- Transport and accommodation issues
- Considering possible deterioration, threshold for admission
- Cultural factors impacting on discharge plans
- Managing non-acute co-morbidities

Part Three: Discharge Communication
- Explore the key elements of an effective discharge letter communication with your patient

MODULE 8: CULTURALLY COMPETENT END OF LIFE CARE – (INDIGENOUS HEALTH AND CULTURAL COMPETENCY)

Unit ID:	17055	Objective ID:	13489	Target Audience:	Pitched at ED doctors but suitable for all clinical staff		
ReHSeN Category:		Cultural Competence/Cultural Safety				Length:	30 mins
Other Information:		One of 10 modules on Indigenous health and cultural competency (IH&CC) developed by the Australasian College for Emergency Medicine (ACEM).				Pass Mark:	

DESCRIPTION

This module is the eighth of ten modules on indigenous health and cultural competency (IH&CC) developed by the Australasian College for Emergency Medicine (ACEM). The IH&CC program consists of a series of culturally relevant education tools and resources designed for doctors and other healthcare workers to enhance culturally competent communication and overall care for Aboriginal, Torres Strait Islander and other culturally and linguistically diverse patients in the emergency department.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

Topics / assessments:
- The imminent death
- Cultural considerations
- Palliative care in ED
- Comfort care
- After a death in ED

COURSE LAYOUT

Part One: Dealing with Imminent Death
- Learn skills in discussing resuscitation options
- Understand the cultural factors which impact on peoples immediate end of life decisions
- Explore cultural differences in next of kin
- Understand the challenges face by Aboriginal Liaison Officers

Part Two: Palliative Care Patients
- Understand the context
- Explore community understandings
- Learn skills in challenging conversations
- Understand different cultural perspectives on death
- Learn skills in managing comfort care

Part Three: After Death in the ED
- Informing next of kin
- Providing appropriate and clear information about cause of death
- Understand the diversity of grief reactions and rituals

MODULE 9 A CULTURALLY COMPETENT APPROACH TO CHALLENGING PRESENTATIONS: INDIGENOUS PATIENTS – (INDIGENOUS HEALTH AND CULTURAL COMPETENCY)

Unit ID:	17056	Objective ID:	13490	Target Audience:	Pitched at ED doctors but suitable for all clinical staff		
ReHSeN Category:	**Cultural Competence/Cultural Safety**					**Length:**	30 mins
Other Information:	One of 10 modules on Indigenous health and cultural competency (IH&CC) developed by the Australasian College for Emergency Medicine (ACEM).					**Pass Mark:**	

DESCRIPTION

This module is the ninth of ten modules on indigenous health and cultural competency (IH&CC) developed by the Australasian College for Emergency Medicine (ACEM). The IH&CC program consists of a series of culturally relevant education tools and resources designed for doctors and other healthcare workers to enhance culturally competent communication and overall care for Aboriginal, Torres Strait Islander and other culturally and linguistically diverse patients in the emergency department.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

Topics / assessments:
- Drug and alcohol use
- Violence
- De-escalation
- Motivational interviewing
- Mental health

COURSE LAYOUT

Part One: Understanding the context of drug and alcohol and violence
- Understand drug and alcohol use
- Understand family violence
- Understand "payback"
- Your role in decreasing alcohol use and harm
- Manage an aggressive and/or intoxicated patient
- Manage victims of violence in the ED

Part Two: Understanding Mental Illness
- Understand the context of mental ill-health and psychological distress
- Manage challenging mental health presentations, including self-harm
- Understand cultural factors in mental health type presentations

MODULE 10 A CULTURALLY COMPETENT APPROACH TO CHALLENGING PRESENTATIONS – REFUGEES, MIGRANTS – (INDIGENOUS HEALTH AND CULTURAL COMPETENCY)

Unit ID:	17057	Objective ID:	13491	Target Audience:	Pitched at ED doctors but suitable for all clinical staff		
ReHSeN Category:	**Cultural Competence/Cultural Safety**					**Length:**	30 min
Other Information:	One of 10 modules on Indigenous health and cultural competency (IH&CC) developed by the Australasian College for Emergency Medicine (ACEM).					**Pass Mark:**	

DESCRIPTION

This module is the last of ten modules on indigenous health and cultural competency (IH&CC) developed by the Australasian College for Emergency Medicine (ACEM). The IH&CC program consists of a series of culturally relevant education tools and resources designed for doctors and other healthcare workers to enhance culturally competent communication and overall care for Aboriginal, Torres Strait Islander and other culturally and linguistically diverse patients in the emergency department.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
By the end of this module you should understand:
- Health established communities
- The health impacts of trauma and torture
- How to approach to refugee patients
- Access to and experiences of ED
- Managing other health issues

Topics / assessments:
- Established communities
- Refugees and Asylum Seekers
- Access to and experiences of ED

COURSE LAYOUT

Part One: Established Communities
- Explore the diversity of different refugee and migrant groups' arrival to Australia
- Understand the health needs, including socio-cultural and intergenerational impacts on health

Part Two: Refugees and Asylum Seekers
- Understand experiences of refugees and asylum seekers
- Understand health impacts of trauma and torture
- Explores skills in managing patients with PTSD
- Explores skills in managing patients who've undergone Female Genital Mutilation (FGM)

Part Three: Access to and experiences of ED
- Understand the context of pre-arrival health care
- Perspectives and use of ED
- Common health issues

N

NATIONAL INFORMATION PRIVACY AWARENESS

Unit ID:	10617	Objective ID:	14736	Target Audience:	All Staff		
ReHSeN Category:	**Privacy and Fraud Awareness**					Length:	100 mins
Other Information:	Activities and quizzes appear throughout the course and are part of your assessment. They must be successfully completed to complete the course.					Pass Mark:	80%

DESCRIPTION

Welcome to the National Information Privacy Awareness course. This course has been designed to provide you with an understanding of the right to privacy in Australia and how it is protected in the workplace.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
After completing this course, you will have an understanding of:
- What privacy is
- How the privacy act helps maintain privacy
- Exemptions to the privacy act
- The Australian Privacy Principles (APPs)
- Privacy-related procedures and responsibilities in the workplace, and
- Handling complaints related to privacy.

Topics / assessments:
- Privacy
- The privacy Act
- Australian privacy principles (APP)
- Managing Personal Information
- Privacy in your Organisation

COURSE LAYOUT

Privacy
- Privacy and the privacy act – what is personal information?
- What is confidentiality?
- The difference between privacy and confidentiality

The Privacy Act
- The purposes of the Privacy Act and what it covers
- State and territory legislation
- Who must comply with the Privacy Act?
- Exemptions from the Privacy Act
- Employee records

The Australian Privacy Principles (APPs)
- What are the APPs?
- The NPPs and IPPs
- The APPs

Managing personal information
- Open/transparent management of personal information
- Anonymity and pseudo-anonymity
- Collection of solicited personal and sensitive information
- Notification of the collection of personal information
- Collection of information under Australian law or court or tribunal order

Using personal information Part 1
- Use or disclosure of personal information
- Cross-border disclosure of personal information
- Obligation exemptions

Using personal information Part 2
- Withholding access to personal information
- Responding to requests for personal information
- Responding to requests to correct personal information
- Privacy in your organisation
- Role of the privacy officer and Privacy Committee
- What is a privacy policy?
- What should a privacy policy include?

Handling complaints
- Complaints
- Possible outcomes
- The Australian Information Commissioner's powers under the Privacy Act
- Results of investigations and privacy
- Results of investigations – written undertakings
- Civil penalties

NOISE HAZARD GUIDE

Unit ID:	15712	Objective ID:	7681	Target Audience:	All Staff		
ReHSeN Category:	Hazard Guides					Length:	15 mins
Other Information:	This course has been reviewed by National Safety Council of Australia.					Pass Mark:	80%

DESCRIPTION

This course has been developed to provide the learner with an understanding of the controls that should be applied to noise in the workplace.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
This course will provide you with information about:

- What noise is and ways that you may be exposed to it, and
- Controls that should be applied to reduce the risk associated with noise.

Topics / assessments:

- What is noise?
- Your responsibilities
- Personal protective equipment (PPE)
- Risk management
- Safety warning signs
- Hearing protection
- Reporting

COURSE LAYOUT

- What is noise?
- Exposure to noise
- Your responsibilities
- Working in noisy areas
- Personal protective equipment (PPE)
- Risk management
- Engineering controls
- Administrative controls

- Equipment maintenance procedures
- Safety warning signs
- Hearing protection
- Selecting hearing protection
- Vibration
- Audiometric testing
- Reporting

O

OCCUPATIONAL HEALTH AND SAFETY FUNDAMENTALS

Unit ID: 4904	**Objective ID:** 5691	**Target Audience:** All Staff			
ReHSeN Category:	**Workplace Health and Safety**			**Length:**	45 mins
Other Information:	**Pre-Assessment:** • You may already be competent in some of the areas covered in this course. • The following pre-assessment is a quiz that has been provided to determine which parts of the course you already understand and remove them from your training. • Once you've completed this assessment, you will only be required to complete areas where you are not yet competent. Basically, if you already know something, you won't have to learn it again! • The activities and quizzes that appear throughout the course are all part of your assessment and must be successfully completed to complete the course.			**Pass Mark:**	80%

DESCRIPTION

This course has been designed to provide you with an understanding of some of the issues relating to health and safety that workers may face in the workplace. New work health and safety (WHS) legislation commenced on 1 January 2012, to harmonise localised occupational health and safety (OHS) laws under a single Act. The Victorian Government, although committed to harmonisation are yet to pass the national legislation. As a result the current OHS Act 2004 continues to apply in Victoria. This course aligns to the fundamentals of this legislation.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:	**Topics / assessments:**
This course covers: • The health and safety responsibilities in the workplace • An overview of the risk management process, and • What you should expect to find in the workplace to help you work safely.	• Responsibilities • Risk management • Workplace expectations

COURSE LAYOUT

▪ Responsibilities ▪ Risk management	▪ Workplace expectations

OFFICE ERGONOMICS

Unit ID:	10065	Objective ID:	11131	Target Audience:	All Staff		
ReHSeN Category:	**Workplace Health and Safety**					**Length:**	70 mins
Other Information:						**Pass Mark:**	80%

DESCRIPTION

This course has been developed to provide an understanding of how to set up a safe, healthy and productive office workspace, and how to work safely in an office environment.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

During this course, we'll be looking at:

- Some common health risks in the office environment
- How to set up equipment like chairs and computer screens
- How to arrange the items on your desk
- How to manage problems caused by noise, temperature and lighting, and
- How structuring work tasks and breaks can help to reduce the risk of injury and illness.

Topics / assessments:

- Health risks in the office
- Setting up your equipment
- Arranging your workstation
- The office environment
- Structuring your work tasks and breaks

COURSE LAYOUT

Health risks in the office

- Hazardous environment
- Health effects
- Reducing risk through ergonomics
- The employer's responsibilities
- Your responsibility

Setting up your equipment

- Health risks caused by incorrect equipment setup
- Setting the chair height
- Desk height
- Adjusting back support
- Computer screen positioning
- Avoiding glare and eye strain
- Positioning your keyboard
- Using and choosing the right mouse and keyboard
- Notebook and laptop computers

Arranging your workstation

- Health risks caused by poor workstation arrangement
- Keep useful items close
- Document holders
- Telephones
- Avoid straining, reaching and twisting
- Storage

The office environment

- Environmental factors
- Noise
- Lighting
- Seeing clearly
- Temperature
- Keeping your cool
- Housekeeping
- Personalise your space

Structuring your work tasks and breaks

- Health risks associated with task structuring
- Reducing mental stress
- Positive mental outlook
- Breaks
- Stretch
- Safe stretching

OPEN DISCLOSURE AND MANAGEMENT OF ADVERSE EVENTS

Unit ID:	6459	Objective ID:	7551	Target Audience:	As determined by health service		
ReHSeN Category:		Governance for Safety and Quality				Length:	25 mins
Other Information:						Pass Mark:	80%

DESCRIPTION

This module is a modified version of the original Cabrini Health/Department of Health course released in December 2014. The module has been modified by the ReHSeN community.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

On completion of this module, clinicians should be able to:
- Explain the overall aim of NSQHS standard 1
- Identify where open disclosure sits within standard 1
- Define what an adverse event is and how adverse events impact on patients, families and health service staff
- Define open disclosure
- Explain the main elements of open disclosure and
- Describe the open disclosure process.

Topics / assessments:
- Adverse events
- Open disclosure
- References and assessment

COURSE LAYOUT

Adverse Events
- Examples of adverse events
- Impact of errors
- Adverse events and open disclosure
- Victorian charter or Human Rights 1

Open disclosure
- Understanding open disclosure
- How does open disclosure assist patients and families

- Principles of open disclosure
- The open disclosure process
- What should happen after an adverse event?
- 'No blame' approach

PQ

PARTICIPATE IN SAFE FOOD HANDLING PRACTICES – NON-ACCREDITED

Unit ID:	4793	Objective ID:	7745	Target Audience:	Food Service Staff		
ReHSeN Category:	**Workplace Health and Safety**					**Length:**	
Other Information:						**Pass Mark:**	

DESCRIPTION

Welcome to the Participate in safe food handling practices course.

In an environment where food is being produced, you may have a number of responsibilities in relation to food safety, including:

- Recognizing, preventing and minimizing food hazards at your premises, and
- Making sure that your company's Food Safety Program is followed.

By following good food safety and hygiene practices in your workplace, you will be helping to prevent some of the five million food poisoning cases reported every year in Australia.

This course will take you approximately 4 hours to complete.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

The aim of this course is to provide you with an understanding of the food safety and hygiene practices required to successfully carry out your role as a safe food handler.

This course will cover:

- Food Safety Laws
- Food Safety Programs
- Your role as a Food Safety Supervisor
- Food Hazards
- Food Processing Steps
- Support Programs, and
- Food Labelling

Topics / assessments:

- Food safety laws
- Food safety program
- Food safety supervisor
- Food safety hazards
- The principles of HACCP
- Food processing steps
- Support programs

COURSE LAYOUT

Food Processing Steps

- Step 1 - goods receivable
- Step 2 - storage
- Step 3 - thawing
- Step 4 - preparation
- Step 5 - cooking
- Step 6 - cooling
- Step 7 - cold holding (prepared food)
- Step 8 – reheating
- Step 9 - hot Holding
- Step 10 – display and serving
- Step 11 – packaging
- Step 12 transporting food and catering

Support Programs

- Support program 1 – cleaning and sanitation
- Support program 2 – staff training
- Support program 3 – health and hygiene
- Support program 4 – equipment maintenance and calibration
- Support program 5 – using a thermometer
- Support program 6 – pest control
- Support program 7 – food recall
- Support program 8 – waste management
- Support program 9 – customer complaints
- Support program 10 – approved supplier program
- Support program 11– goods receivable
- Support program 12 – internal review
- Support program 13 – food premises and equipment
- Support program 14 - labelling

PARTNERING WITH CONSUMERS (ORIGINAL VERSION)

Unit ID: 8688	**Objective ID:** 9854	**Target Audience:** As determined by health service		
ReHSeN Category:	**Partnering With Consumers**		**Length:**	15 mins
Other Information:	This module relates to the National Safety and Quality Health Service (NSQHS) Standard 2: Partnering with consumers.		**Pass Mark:**	

DESCRIPTION

This module is one of 17 modules developed by Cabrini health in collaboration with the Victorian Department of Health in 2014.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
On completion of this module, clinicians will be able to:
- Define key terms and concepts associated with partnering with consumers.
- Discuss the principles and practice of partnering with consumers in the three main areas:
  ⇒ Service planning
  ⇒ Designing Care
  ⇒ Service measurement and evaluation
- Discuss your role (as appropriate to your position) in some or all of the three main areas of partnering with consumers.

Topics / assessments:
- Partnering with consumers
- Consumer partnership in service planning
- Designing care
- Service measurement and evaluation

COURSE LAYOUT

Partnering with consumers
- Benefits of partnering with consumers

Consumer Partnership in Service Planning
- Organisational structures
- Consumers improving patient information
- Working with diversity

Designing Care
- Participating in design and re-design projects
- Consumers educating clinicians

Service measurement and evaluation
- Communicating with consumers about your quality and safety record
- Working together to review your quality and safety and plan for the future
- Understanding and using feedback – with a little help from consumers
- Your role in partnering with consumers

PATIENT HANDLING PRACTICAL COMPETENCY

Unit ID: 9467	**Objective ID:** 10725	**Target Audience:** All Staff		
ReHSeN Category:	**Workplace Health and Safety**		**Length:**	
Other Information:	**This is not a course:** This is a practical competency unit – Developed by the Hume Region. You must be deemed competent by your health service training facilitator before your agency nominated "administrator" can set the objectives for you to access this course.		**Pass Mark:**	

DESCRIPTION

Completion of a patient handling practical competency is often required training for individuals providing direct patient care.
- Your certificate of completion for this competency will be available once you have completed the practical component and your local administrator has approved it.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
To complete this training:
- Please check with your manager and confirm that you need to complete this course for your position.
- Your organisation should have an education calendar, or you can contact your department manager/educator to confirm training dates.
- Once you have completed this course your nominated ReHSeN "Administrator" will mark your records as completed for this training requirement.
- Without the "Administrator" marking this off you will not be able to receive a completion certificate.

PATIENT IDENTIFICATION AND PROCEDURE MATCHING (ORIGINAL CABRINI/DH VERSION)

Unit ID: 8693	**Objective ID:** 9859	**Target Audience:**	As determined by health service		
ReHSeN Category:	**Patient Identification and Procedure Matching**			**Length:**	15 mins
Other Information:	This module relates to The National Safety and Quality Health Service (NSQHS) – Standard 5: Patient Identification and Procedure Matching.			**Pass Mark:**	

DESCRIPTION

This module relates to the National Safety and Quality Health Service (NSQHS) – Standard 5: Patient Identification and Procedure Matching.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
On completion of this module, clinicians will be able to:
- Discuss the importance of patient identification and procedure matching.
- Describe your role in patient identification and procedure matching.
- Discuss the requirements for patient identifications bands.
- Discuss the use of the surgical safety checklist.
- Describe the process for engaging patients and carers in patient identification and procedure matching.

Topics / assessments:
- Your role in patient identification
- Your role in procedure matching
- Reporting adverse events

COURSE LAYOUT

- Your role in patient identification
- When patient identity cannot be reliable confirmed
- Patient identification bands
- Your role in procedure matching

- The surgical safety checklist
- Engaging patients and carers
- Reporting adverse events
- Audit evaluation

PERFORMANCE DEVELOPMENT AND REVIEW

Unit ID: 10085	**Objective ID:** 11448	**Target Audience:**	As determined by health service	
ReHSeN Category:	**Governance for Safety and Quality**		**Length:**	
Other Information:	**This is not a course:** This is a practical competency unit – Developed by the Hume Region. You must be deemed competent by your health service training facilitator before your agency nominated "administrator" can set the objectives for you to access this course.		**Pass Mark:**	

DESCRIPTION

Completion of a performance development and review or performance appraisal is typically a requirement of employment.

Your certificate of completion will be available once you have completed the professional development planning form or relevant appraisal documentation with your manager or their delegate and your local ReHSeN administrator has confirmed the process is complete.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
To complete this training:
- Please check with your manager and confirm that you need to complete this course for your position.
- Your organisation should have an education calendar, or you can contact your department manager/educator to confirm training dates.
- Once you have completed this course your nominated ReHSeN "Administrator" will mark your records as completed for this training requirement.
- Without the "Administrator" marking this off you will not be able to receive a completion certificate.

PERSON AND FAMILY CENTRED CARE (ORIGINAL CABRINI/DH VERSION)

Unit ID: 8599	**Objective ID:** 9760	**Target Audience:**	Clinical staff		
ReHSeN Category:	**Partnering with consumers**			**Length:**	15 mins
Other Information:	This module relates to the National Safety and Quality Health Service (NSQHS) Standard 2: Partnering with consumers.			**Pass Mark:**	

DESCRIPTION

This module is one of 17 modules developed by Cabrini health in collaboration with the Victorian Department of Health in 2014.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

On completion of this module, participants will be able to:

- Define key terms and concepts associated with person and family centred care.'
- Discuss the principles and practice of person and family centred care.
- Discuss the benefits of person and family centred care from the perspective of:
  ⇒ Patients and carers
  ⇒ Clinicians
  ⇒ Organisations
- Discuss your role at a local level in person and family centred care.

Topics / assessments:

- Person and family centred care
- Previous models of care

COURSE LAYOUT

Person and family centred care
- Background
- What is person and family centred care?
- Key principles of persona and family centred care

Previous models of care
- Benefits for patients and carers

- Benefits for clinicians
- Benefits for health services
- Your role in putting the person at the centre of their care
- Your role in placing the person at the centre of their care
- Person and family education

PPE FOR EBOLA VIRUS DISEASE PART 1 (PUTTING ON PPE)

Unit ID: 8771	**Objective ID:** 9924	**Target Audience:** Clinical staff		**Length:**	10 mins
ReHSeN Category:	**Preventing and Controlling Healthcare Associated Infections**			**Pass Mark:**	
Other Information:	This is not a course but an information package to support training within the Grampians Region Victoria in use of Personal Protective Equipment (PPE) for suspected or confirmed Ebola Virus Disease (EVD) patients				

DESCRIPTION

Guidance for Personal Protective Equipment (PPE) During the Management of Patients with Suspected or Confirmed Ebola Virus Disease in Grampians Region Hospitals.

This is part 1 of a three-part information package on using PPE for Ebola Virus Disease (EVD). Part 1 looks at putting on PPE and will take about 10 minutes to complete.

It is recommended that you work through all the sections to give you a better understanding of all the steps involved in safely putting on and removing PPE and the role of the Trained Observer. It takes approximately 30 mins to complete the entire package.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
This information package is divided into three parts:
- Part 1: Putting on PPE (10 mins)
- Part 2: Removing PPE (15 mins)
- Part 3: The Trained Observer Role (5 mins)

Topics / assessments:
- Putting on (Donning) PPE

COURSE LAYOUT

Ebola information
- What is Ebola Virus Disease (EVD)
- Transmission based precautions

Putting on (Downing PPE
- Important messages 1-4
- How to put on PPE
- PPE requirements for suspected or confirmed EVD case
- your PPE

The 14 steps for putting on PPE for EVD
- Completed putting on PPE Process'
- What's next

PPE FOR EBOLA VIRUS DISEASE PART 2: (REMOVING PPE)

Unit ID: 8776	**Objective ID:** 9925	**Target Audience:** Clinical staff		**Length:**	15 mins
ReHSeN Category:	**Preventing And Controlling Healthcare Associated Infections**			**Pass Mark:**	
Other Information:	This is not a course but an information package to support training within the Grampians Region Victoria in use of Personal Protective Equipment (PPE) for suspected or confirmed Ebola Virus Disease (EVD) patients				

DESCRIPTION

Guidance for Personal Protective Equipment (PPE) During the Management of Patients with Suspected or Confirmed Ebola Virus Disease in Grampians Region Hospitals.

This is part 2 of a three-part information package on using PPE for Ebola Virus Disease (EVD). Part 2 looks at removing PPE and will take about 15 minutes to complete.

It is recommended that you work through all the sections to give you a better understanding of all the steps involved in safely putting on and removing PPE and the role of the Trained Observer. It takes approximately 30 mins to complete the entire package.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
This information package is divided into three parts:
- Part 1: Putting on PPE (10 mins)
- Part 2: Removing PPE (15 mins)
- Part 3: The Trained Observer Role (5 mins)

Topics / assessments:
Removing PPE

COURSE LAYOUT

Prepare to remove your PPE
- Disinfectant pad or decontamination mat
- PPE removal for the Trained Observer

- Removing PPE – Steps

The 25 steps for removing PPE for EVD

PPE FOR EBOLA VIRUS DISEASE PART 3: (THE ROLE OF THE TRAINED OBSERVER)

Unit ID: 8777	Objective ID: 9926	Target Audience: Clinical staff		
ReHSeN Category:	**Preventing and Controlling Healthcare Associated Infections**		Length:	5 mins
Other Information:			Pass Mark:	

DESCRIPTION

Guidance for Personal Protective Equipment (PPE) During the Management of Patients with Suspected or Confirmed Ebola Virus Disease in Grampians Region Hospitals.

This is part 3 of a three-part information package on using PPE for Ebola Virus Disease (EVD). Part 3 looks at the role of the trained observer and will take about 5 minutes to complete.

It is recommended that you work through all the sections to give you a better understanding of all the steps involved in safely putting on and removing PPE and the role of the Trained Observer. It takes approximately 30 mins to complete the entire package.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
This information package is divided into three parts:
- Part 1: Putting on PPE (10 mins)
- Part 2: Removing PPE (15 mins)
- Part 3: The Trained Observer Role (5 mins)

Topics / assessments:
- The role of the Trained Observer

COURSE LAYOUT

- The trained observer role
- Important message
- An effective trained observer
- Preparation
- Briefing: Pre-putting on PPE

- Briefing: Pre-removal of PPE
- Establish 'Red Flag' words
- Error catching and pro-active assistance
- Anticipating risks

PRECEPTORSHIP IN THE CLINICAL ENVIRONMENT MODULE 1: INTRODUCTION- THE ROLE OF THE PRECEPTOR

Unit ID: 3099	**Objective ID:** 3557	**Target Audience:** All clinicians		
ReHSeN Category:	**Preceptorship/Clinical Supervision**		**Length:**	180 mins
Other Information:	This module is structured around five key areas: • key terms and concepts that characterise preceptorship • making a good first impression on students or clinicians commencing formal or informal preceptorship programs • promoting lifelong learning by facilitating adult learning and individual learning styles • promoting lifelong learning by utilising effective clinical teaching strategies, and • barriers to effective learning in the clinical environment.		**Pass Mark:**	80%

DESCRIPTION

Module 1 of a three-part Flying Start Series on Preceptoring in the Clinical Environment. This course has been developed to give you an understanding of the role of the preceptor in healthcare settings.

This Flying Start Series of modules is designed to assist you facilitate the orientation, growth and development of newer or less experienced colleagues such as undergraduate students, graduates, new staff, or clinicians whose clinical confidence needs further development.

The Flying Start Series of modules is not limited to any particular healthcare discipline - any clinician who has a formal or informal preceptoring role can benefit from this module.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

At the completion of this course, you should be able to understand:

• preceptorship and other forms of clinical supervision
• potential benefits of preceptorship for preceptees, preceptors, organisations, and patients
• key concepts related to adult learning including lifelong learning,

Topics / assessments:

• Key terms and concepts
• Making a good impression
• Facilitating lifelong learning
• Teaching strategies
• Barriers to effective learning

COURSE LAYOUT

Key terms and concepts
▪ Definition of preceptorship
▪ Transition: An important concept in preceptorship
▪ The role of the preceptor / The preceptor-preceptee relationship
▪ The benefits of preceptorship
▪ Preceptorship in organisational and professional practice guidelines
▪ Formal versus informal preceptoring

Making a good impression
▪ Making a smooth transition
▪ Development and assessment

Facilitating lifelong learning
▪ Good preceptors promote lifelong learning
▪ Andragogy and adult learning
▪ Learning style models
▪ Other learning style assessment tools
▪ Other factors that influence learning

Teaching strategies
▪ Acquisition of professional skills
▪ Teaching strategies to help preceptees with learning
▪ Assessing a preceptee's 'entry behaviour'
▪ Teaching clinical skills:
▪ Break down skill and talk it through out-loud
▪ Repeat practice
▪ A model for reflection
▪ Barriers to effective communication
▪ Obtaining feedback from others

Barriers to effective learning
▪ Personal barriers to effective learning
▪ work, health and family
▪ knowledge and cultural
▪ learning disabilities
▪ Systemic issues
▪ Toxic preceptors

PRECEPTORSHIP IN THE CLINICAL ENVIRONMENT MODULE 2: FACILITATING LEARNING IN PRACTICE SETTINGS

Unit ID: 3611	**Objective ID:** 4164	**Target Audience:** All clinicians	
ReHSeN Category:	**Preceptorship/Clinical Supervision**	**Length:**	180 mins
Other Information:	In this module we'll review some of the social, professional, generational and organisational factors that influence preceptor and preceptee learning. Experienced clinicians who facilitate the transition of new staff include: • preceptors • managers, and • supervisors.	**Pass Mark:**	80%

DESCRIPTION

This 'Facilitating Learning in Practice Settings' module has been developed to provide you with some strategies to facilitate learning in clinical practice settings and examines professional socialisation, learning organisation and values clarification.

The three modules in this Flying Start Series are designed to assist you facilitate the orientation, growth and development of newer or less experienced colleagues such as undergraduate students, graduates, new staff, or clinicians whose clinical confidence needs further development.

The Flying Start Series of modules is not limited to any particular healthcare discipline - any clinician who has a formal or informal preceptoring role can benefit from this course.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
After completing this module, you should be able to:
- Explain key concepts and processes related to the socialisation of health professionals
- Discuss ways in which healthcare organisations can become learning organisations
- Identify the impact of bullying on new healthcare staff
- Explain the role of the preceptor in minimising bullying and horizontal violence
- Discuss the impact of intergenerational differences on the preceptor-preceptee relationship, and
- Reflect on how personal, professional and generational values and beliefs impact on your relationships with preceptees, patients, and other staff.

Topics / assessments:
- Socialisation of healthcare workers
- Addressing workplace bullying
- Promoting a learning culture
- Intergenerational learning in healthcare settings
- Values clarification

COURSE LAYOUT

Socialisation of healthcare workers
- The lens through which we view our workplace and the world
- Organisational socialisation
- Formal and informal organisational socialisation
- Factors that affect newcomer transition
- Other factors that affect newcomer transition
- Outcomes of socialisation processes and transition shock

Addressing workplace bullying
- What is bullying? / Forms of bullying
- The impact of bullying on transition of new healthcare staff and mental health

Promoting a learning culture
- What is a learning organisation?
- How to become a learning organisation
- Systems thinking characteristics
- Nice in theory, but what does this have to do with preceptoring and me?
- Similarities between learning organisations and Magnet Hospitals
- Other models

Intergenerational learning in healthcare settings
- Managing different generations
- What is a generation?
- Multigenerational workforce: A sign of the times
- Distribution of generations in the health workforce
- Implications of a multigenerational workforce
- Challenging mental models of different generations
- Answering the challenge

Values clarification
- Examining our values
- Values and beliefs
- Impact of values and beliefs on interdisciplinary teamwork
- Impact of values and beliefs on teaching and evaluation
- Values clarification

PRESSURE INJURIES

Unit ID:	4813	Objective ID:	5873	Target Audience:		
ReHSeN Category:		**Wound management**			**Length:**	55 mins
Other Information:		This course follows the guidance informed by the prevention and treatment of pressure ulcers: clinical practice guideline.1			**Pass Mark:**	80%

DESCRIPTION

This course has been developed to improve the learner's knowledge of pressure injuries, including how to identify, treat and prevent them.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
After completing this course, you will have a better understanding of:
- Factors that cause pressure injuries
- Who is at risk of pressure injuries
- How to use risk assessment tools
- How to classify pressure injuries, and
- How to treat and prevent pressure injuries

Topics / assessments:
- An overview of pressure injuries
- Assessing the risk of pressure injuries
- Preventing pressure injuries
- Treating pressure injuries
- Considerations and implications

COURSE LAYOUT

An overview of pressure injuries
- What is a pressure injury?
- How do pressure injuries occur?
- Common locations for pressure injuries
- Heel pressure injuries
- Hip and sacral pressure injuries
- Other factors associated with pressure injuries

Assessing the risk of pressure injuries
- Who is at risk?
- Risk assessment scales
- Classifying pressure injuries

Preventing pressure injuries
- Key elements of pressure injury prevention
- Early identification of skin damage
- Skin assessment
- Understanding reddened skin
- The three types of skin redness

Treating pressure injuries
- Pressure relief and reduction
- Patient repositioning
- Do not position the patient on the pressure injury
- Strategies for maintaining skin integrity / Skin hygiene
- Wound care using TIME
- 'T' is for tissue
- 'I' is for inflammation and or infection
- 'M' is for moisture
- 'E' is for edge
- Monitoring treatment

Considerations and implications
- The cost of pressure injuries
- Human and economic costs
- Setting the standard for pressure injury care
- Standards
- Implications for residential aged care providers

PREVENTING AND CONTROLLING HEALTHCARE ASSOCIATED INFECTIONS (ORIGINAL CABRINI/DH VERSION)

Unit ID: 8689	**Objective ID:** 9855		**Target Audience:**	Clinical staff	
ReHSeN Category:	**Preventing and Controlling Healthcare Associated Infections**			**Length:**	20 mins
Other Information:	This education program relates to The National Safety and Quality Health Service (SQHS) Standard 3: Preventing and Controlling Healthcare Associated Infections.			**Pass Mark:**	

DESCRIPTION

This module is one of 17 modules developed by Cabrini health in collaboration with the Victorian Department of Health in 2014

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
On completion of this module, clinicians will be able to:
- Discuss the responsibilities of health care workers in relation to infection prevention and control.
- Discuss the role of patients and carers in infection prevention and control
- Discuss the use of standard precautions'
- Describe the use of transmission based precautions
- Understand process for disinfecting and sterilising items.
- Discuss the purpose of antimicrobial stewardship programs.

Topics / assessments:
Standard 3 – Preventing and Controlling Healthcare Associated Infections

COURSE LAYOUT

- Understanding the 'Chain Of Infection'
- Standard precautions:
  - ⇒ The use of Personal Protective Equipment (PPE)
  - ⇒ Cleaning equipment and the environment
  - ⇒ Appropriate disposal of sharps
  - ⇒ Appropriate disposal of waste and linen
  - ⇒ Aseptic technique
  - ⇒ Respiratory hygiene and cough etiquette
  - ⇒ Hand hygiene

- Transmission based precautions
- Reprocessing
- Decontamination of reusable equipment
- Antimicrobial stewardship
- Engaging with patients and carers
- Further resources
- Reporting adverse events
- Audit and evaluation

PREVENTING AND CONTROLLING INFECTION IN HEALTHCARE 1: THE BASICS

Unit ID: 2729	Objective ID: 3202	Target Audience: All Staff	
ReHSeN Category:	**Preventing and controlling healthcare associated infections**		**Length:**
Other Information:			**Pass Mark:**

DESCRIPTION

This course is the first of a series of seven modules on infection prevention and control in healthcare. All seven modules are based on The *Australian Guidelines For The Prevention Of Infection In Healthcare (ACSQH, 2010).* The course examines basic principles of microbiology that underpin infection prevention and control, common ways infectious agents are transmitted, and standard and transmission-based precautions.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
Following the completion of this course you should be able to:
- Recall basic principles of microbiology that underpin infection prevention and control
- Define the terms microbes, normal flora, pathogens and healthcare-associated infections
- Identify the three (3) most common ways infectious agents are transmitted and
- Differentiate between standards and transmission-based precautions

Topics / assessments:
- Module 1 – The basics of infection prevention and control

COURSE LAYOUT

- What are microorganisms?
- What are infectious agents?
- What are normal flora?
- Examples of normal flora
- Multi-resistant organisms
- How are infectious agents spread?
- Contact transmission (direct and indirect)
- Droplet transmission / Airborne transmission
- How are microbes spread?

- Requirements for infection transmission
- Healthcare associated infections (HAIs)
- Factors that influence HAIs
- Standard and transmission-based precautions
- Standard precautions
- Implementing standard precautions
- Standard precautions required for various procedures
- Transmission based precautions
- Precautions for specific infections

PREVENTING AND CONTROLLING INFECTION IN HEALTHCARE 2: PROTECTIVE EQUIPMENT FOR STANDARD PRECAUTIONS

Unit ID: 2989	Objective ID: 3377	Target Audience: All Staff	
ReHSeN Category:	**Preventing and controlling healthcare associated infections**		**Length:**
Other Information:	This course is the first of a series of seven modules on infection prevention and control in healthcare. All seven modules are based on the NHMRC (2010) Australian guidelines for the prevention and control of infection in healthcare.		**Pass Mark:**

DESCRIPTION

This module discusses which personal protective equipment (PPE) should be used as a part of standard precautions. The module goes through the different types of PPE that is available and how to select the appropriate equipment for the task that needs to be performed. The last section of the module describes the sequence for putting on and removing PPE.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
Following completion of this course you should be able to:
- Identify what protective equipment should be used as a part of standard precautions.
  recall the different types of protective equipment available
- Select the appropriate equipment for the task that needs to be performed.
- Recall the sequence for putting on and removing PPE

Topics / assessments:

COURSE LAYOUT

- Module 2 – protective equipment for standard precautions
- What is PPE? and when to use PPE
- PPE for standard precautions
- Recommendation: Wearing of aprons and gowns

- Recommendation: Masks, eyewear and gloves
- Protection provided by other clothing items
- Sequence of putting on and removing PPE

PREVENTING AND MANAGING PRESSURE INJURIES (ORIGINAL CABRINI/DH VERSION)

Unit ID: 8700	**Objective ID:** 9866	**Target Audience:**	Clinical staff		
ReHSeN Category:	**Wound Management**			**Length:**	20 mins
Other Information:				**Pass Mark:**	

DESCRIPTION

This education program relates to The National Safety and Quality Health Service (NSQHS) Standard 8: preventing and managing pressure injuries.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

On completion of this module, clinicians will be able to:
- Outline the process for identifying risk of pressure injuries including frequency or assessment.
- Describe preventative strategies to reduce the risk of pressure injuries.
- Describe the principles of pressure injury management.
- Describe the process for engaging patient and carers in pressure injury prevention.

Topics / assessments:
- Standard 8 – preventing and managing pressure injuries

COURSE LAYOUT

Preventing Pressure Injuries
- Principles of pressure injury prevention
- Risk screening and assessment / Risk factors
- Comprehensive skin assessment
- Pressure injury prevention strategies
- Documentation and monitoring
- Engaging with patients and carers

Assessing and managing pressure injuries
- Pressure injury assessment and classification
- Management of pressure injuries
- Documentation and monitoring
- Audit and evaluation
- Engaging with patient and carers
- Reporting adverse events

PREVENTING FALLS AND HARM FROM FALLS (CABRINI DHHS VERSION)

Unit ID: 8606	**Objective ID:** 9767	**Target Audience:**	Clinical staff		
ReHSeN Category:	**Preventing and Controlling Healthcare Associated Infections**			**Length:**	20 mins
Other Information:	This module relates to The National Safety and Quality Health Service (NSQHS) Standard 10: Preventing Falls and Harm from Falls.			**Pass Mark:**	

DESCRIPTION

This module is one of 17 modules developed by Cabrini health in collaboration with the Victorian Department of Health in 2014. The module relates to the national safety and quality health service (NSQHS) standard 10: preventing falls and harm from falls.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

On completing of this module, clinicians will be able to:
- Outline how and when to screen and assess patients at risk of falls
- Use Preventative strategies to reduce the risk and harm from falls
- Process for engaging patients and carers in falls prevention
- Reporting falls related adverse events in your organisation.

Topics / assessments:
- Principles of falls prevention
- Risk factors
- Reporting adverse events

COURSE LAYOUT

- Standard 10
- Principles of falls prevention
- Individualised falls prevention Risk screening and assessment
- Falls risk screening and assessment
- Examples of falls risk screening and assessment tools
- Falls risk factors

- Falls prevention strategies
- strategies
- Engaging with patients and carers
- Documentation and monitoring
- Audit and evaluation
- Reporting adverse events

R

RECOGNISING AND RESPONDING TO CLINICAL DETERIORATION (ORIGINAL CABRINI/DH VERSION)

Unit ID: 8701	Objective ID: 9867	Target Audience: Clinical staff		
ReHSeN Category:	**Recognising and Responding to Clinical Deterioration**		**Length:**	20 mins
Other Information:	This module relates to The National Safety and Quality Health Service (NSQHS) Standard 9: Recognising and Responding to Clinical Deterioration in Acute Health Care.		**Pass Mark:**	

DESCRIPTION

This module is one of 17 modules developed by Cabrini health in collaboration with the Victorian Department of Health in 2014.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
On completion of this module, clinicians will be able to:
- Discuss the importance of measurement and documentation of observations.
- Discuss the use of track and trigger systems to assist clinicians to recognise clinical deterioration.
- Outline the process for escalating care in your organisation.
- Describe the requirements for responding to clinical deterioration.
- Discuss the importance of engaging with patients and families.

Topics / assessments:
- Standard 9 – Recognising and responding to clinical deterioration.

COURSE LAYOUT

Standard 9 Recognising and responding to clinical deterioration
- Recognising and response systems
- Measurement and documentation of observations
- Escalation of care
- Responding to clinical deterioration

- Your role in recognising and responding to clinical deterioration
- Education and further resources
- Engaging with patients and carers
- Reporting adverse events

RECOGNISING AND RESPONDING TO CLINICAL DETERIORATION EXTERNAL TRAINING PACKAGE

Unit ID: 9450	Objective ID: 10732	Target Audience: Clinical staff	
ReHSeN Category:	**Recognising and Responding to Clinical Deterioration**		**Length:**
Other Information:	**This is not a course:** This is a practical competency unit – Developed by the Hume Region. You must be deemed competent by your health service training facilitator before your agency nominated "administrator" can set the objectives for you to access this course.	**Pass Mark:**	

DESCRIPTION

Completion of one of the nationally endorsed Recognising and Responding to Clinical Deterioration e-learning packages such as ACT Compass or NSW Between the Flags DETECT is typically required training for many clinical staff.
In some organisations it is also mandatory for staff providing various clerical, hospitality and other support services as well.
Your certificate of completion for this competency will be available once you have completed the practical component and your local administrator has approved it.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
To complete this training:
- Please check with your manager and confirm that you need to complete this course for your position.
- Your organisation should have an education calendar, or you can contact your department manager/educator to confirm training dates.
- Once you have completed this course your nominated ReHSeN "Administrator" will mark your records as completed for this training requirement.
- Without the "Administrator" marking this off you will not be able to receive a completion certificate.

RECOGNISING AND RESPONDING TO CLINICAL DETERIORATION PRACTICAL COMPETENCY

Unit ID: 10084	**Objective ID:** 11447	**Target Audience:**	Clinical staff
ReHSeN Category:	**Recognising and Responding to Clinical Deterioration**	**Length:**	
Other Information:	<u>**This is not a course:**</u> This is a practical competency unit – Developed by the Hume Region. You must be deemed competent by your health service training facilitator before your agency nominated "administrator" can set the objectives for you to access this course.	**Pass Mark**	

DESCRIPTION

Completion of a recognising and responding to clinical deterioration practical competency may be a mandatory training requirement for some clinical staff in some organisations.

- Your certificate of completion for this competency will be available once you have completed the practical component and your local administrator has approved it

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
To complete this training:

- Please check with your manager and confirm that you need to complete this course for your position.
- Your organisation should have an education calendar, or you can contact your department manager/educator to confirm training dates.
- Once you have completed this course your nominated ReHSeN "Administrator" will mark your records as completed for this training requirement.
- Without the "Administrator" marking this off you will not be able to receive a completion certificate.

RISK MANAGEMENT FOR MANAGERS AND SUPERVISORS

Unit ID: 11126	**Objective ID:** 18545	**Target Audience:**	Managers, Supervisors and Team Leaders
ReHSeN Category:	**Workplace Health and Safety**	**Length:**	70 mins
Other Information:	You may already be competent in some of the areas covered in this course. The pre-assessment is a quiz that has been provided to determine which parts of the course you already understand and remove them from your training.	**Pass Mark:**	80%

DESCRIPTION

This course has been developed to provide managers and supervisors with an understanding of how risk is managed in the workplace and their role in reducing risk.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
During this course, we'll be looking at:

- How and why work health and safety (WHS) risks are managed in the workplace
- When a risk management approach should be applied
- How to identify and assess risk and hazards
- How risk controls should be applied, monitored and reviewed
- The importance and benefits of consulting with workers

Topics / assessments:

- Legal requirements
- Managing work health and safety risks
- Identifying hazards
- Assessing risk
- Selecting and reviewing risk controls

COURSE LAYOUT

- Legal requirements
- Managing work health and safety risks
- Identifying hazards
- Assessing risk
- Selecting and reviewing risk controls

RISK MANAGEMENT FOR WORKERS

Unit ID:	5073	Objective ID:	5929	Target Audience:	All Employees		Length:	55 mins
ReHSeN Category:		Workplace Health and Safety						
Other Information:							Pass Mark:	80%

DESCRIPTION

This course has been developed to provide workers with an understanding of how risk is managed in the workplace and their role in reducing risk.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

During this course, we'll be looking at:

- How and why work health and safety (WHS) risks are managed in the workplace
- How to identify hazards and How to assess risk
- How risk controls are applied, monitored and reviewed.

Topics / assessments:

- Legal requirements
- Managing work health and safety risks
- Identifying hazards
- Assessing risk
- Selecting and reviewing risk controls

COURSE LAYOUT

Legal requirements

- Work health and safety legislation
- Employer responsibilities
- Your responsibilities

Managing work health and safety risks

- Eliminating potential harm
- Hazards and risk
- A systematic approach
- Consultation
- Identifying hazards

Assessing risk

- Risk assessment process
- Calculating risk
- Prioritising safety
- Known and established controls
- Mandatory assessment

Selecting and reviewing risk controls

- Risk control
- Selecting risk controls
- Combining controls
- Using level 3 controls
- Key factors and consultation
- Your expertise
- Reviewing and monitoring controls
- Record keeping

S

SAFE MEDICATION MANAGEMENT

Unit ID:	6577	Objective ID:	7658	Target Audience:	RN's, midwives and medication endorsed EN's		
ReHSeN Category:	**Medication Management / Medication Safety**					Length:	75 mins
Other Information:						Pass Mark:	100%

DESCRIPTION

The aim of this course is to assist registered nurses and midwives, whose scope of practice includes medication administration, to demonstrate the essential knowledge and mathematical competencies of medication management.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

Following completion of this course, you should be able to:

- Understand your responsibilities regarding safe medication administration
- Identify the key risk po9ints and risk reduction strategies in the medication administration process and
- Demonstrate accuracy when calculating medication dosages and intravenous flow and drip rates.

Topics / assessments:

- Your safe medication management responsibilities
- Risk points in the administration process
- Reducing the risk of medication errors

COURSE LAYOUT

- Your safe medication management responsibilities
- Risk points in the administration process
- Reducing the risk of medication errors

Medication calculations

- Medication dosage calculations
- Section overview
- Calculating tablet doses
- Calculating tablet doses: Points to remember
- Mixtures and solutions
- Calculating mixtures and solutions
- Metric conversion of medication doses
- Decimal conversion
- Performing calculations: The steps
- Performing calculations: Example

Calculating intravenous fluid volumes and rates

- Section overview
- Calculating intravenous fluid volumes and rates
- Calculating intravenous fluid rates (mL/hr)
- Calculating intravenous fluid rates (drops per ml or dpm)

Critical thinking

- Critical thinking: Multiple systems
- Critical thinking: Excessive amounts
- Critical thinking aids

SAFE MEDICATION MANAGEMENT FOR ENROLLED NURSES

Unit ID: 6587	**Objective ID:** 7667	**Target Audience:** Medication endorsed EN's	
ReHSeN Category: **Medication Management / Medication Safety**			**Length:** 60 mins
Other Information:			**Pass Mark:** 100%

DESCRIPTION

This course has been developed to provide enrolled nurses with an understanding of best practice for safe medication management, medication administration and medication calculation.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
Following completion of this course, you should be able to:
- Understand your responsibilities regarding safe medication administration
- Identify key risk points and risk reduction strategies in the medication administration process, and
- Demonstrate accuracy when calculating drug dosage

Topics / assessments:
- Medication management responsibilities
- Medication calculation
- Critical thinking

COURSE LAYOUT

- Your safe medication management responsibilities
- Risk points in the administration process
- Reducing the risk of medication errors

Medication calculations
- Medication dosage calculations
- Section overview
- Calculating tablet doses
- Calculating tablet doses: Points to remember
- Mixtures and solutions

- Calculating mixtures and solutions
- Metric conversion of medication doses
- Decimal conversion
- Performing calculations: The steps
- Performing calculations: Example

Critical thinking
- Multiple systems
- Excessive amounts
- Critical thinking aids

SEE CHANGE. THINK PAIN

Unit ID: 11115	**Objective ID:** 18505	**Target Audience:** All Staff	
ReHSeN Category: **Pain Management**			**Length:**
Other Information: To complete this course you simply need to watch all four videos.			**Pass Mark:**

DESCRIPTION

This course has been developed to provide the learner with techniques for assessing pain so that the most appropriate treatments can be applied. In collaboration with the Australian Pain Society

COURSE OVERVIEW / VIDEOS

Course overview:
- Understanding the different between acute and chronic pain and how to assist the individual client to manage that pain.
- Noticing change in the client behaviour particularly those with dementia.

Topics / assessments:
- Video 1 – Errol
- Video 2 - Jean
- Video 3 – Errol
- Video 4 – Panel discussion

SEXUAL HARRASSMENT

Unit ID:	22906	Objective ID:	20026	Target Audience:	All Staff		
ReHSeN Category:	**Work Health and Safety**					Length:	
Other Information:						Pass Mark:	

DESCRIPTION

This course has been developed to provide the learner with an understanding of how to recognise and avoid behaviour that could be considered sexual harassment, and what to do if they are being subjected to or witness this type of behaviour.

COURSE OVERVIEW / VIDEOS

Course overview:
- After completing this course, you will have an understanding of:
- How to recognise and avoid behaviour that could be considered sexual harassment and
- What to do if you are being subjected to or witness this type of behaviour.

Topics / assessments:
- What is sexual harassment?
- Responding to sexual harassment

COURSE LAYOUT

What is sexual harassment?
- What is sexual harassment
- What constitutes sexual harassment?
- Circumstances are relevant
- Avoid being a sexual harasser
- Prevalence of sexual harassment in the workplace
- Sexual harassment is not OK
- Beyond the usual workplace
- Electronic communication
- Women are sexually harassed in far greater numbers than men

Responding to sexual harassment
- How to respond to sexual harassment
- Employer's responsibility
- The Australian Human Rights Commission
- Take action
- Reporting is protected
- Active bystanders

SKIN INTEGRITY

Unit ID: 9179	**Objective ID:** 10934	**Target Audience:** All Staff		
ReHSeN Category: **Wound management**			**Length:**	
Other Information:			**Pass Mark:**	80%

DESCRIPTION

This course has been designed to help you improve your knowledge of skin tears and incontinence-associated dermatitis and their treatment.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

During the course you will learn:

- Who is at risk of altered skin integrity
- The risks and causes of skin tears and IAD
- How to classify skin tears
- How to identify IAD and
- The prevention and management of skin tears and IAD specially in the elderly

Topics / assessments:

- The skin
- Skin Tears
- Prevention, assessment and treatment
- Incontinence-associated dermatitis (IAD)
- Prevention and management

COURSE LAYOUT

The skin
- The skin
- Intact skin
- Ageing skin
- Key changes in ageing skin

Skin tears
- Definition
- Terminology
- The extent of the problem
- Skin tears in the elderly
- Who is at risk?
- Not all skin tears are avoidable
- Contributing risk factors
- Additional extrinsic factors
- Identify the cause
- When and where skin tears occur
- What we've learned

Prevention, assessment and treatment
- General principles of skin care
- Front line management of intact skin
- Moisturiser benefit
- Additional interventions
- Assessment and Treatment
- The STAR Skin Tear Classification System
- S – Stop the bleeding and clean the wound
- T – Tissue alignment
- A – Assess and dress (part 1-3)
- Additional dressing considerations specific to skin tears
- R – Review and re-assess
- Treating a skin tear - result
- Educate for prevention

Incontinence-associated dermatitis (IAD)
- Incontinence in New Zealand
- The financial cost of incontinence
- Moisture-associated skin damage
- Excoriation
- Moisture lesions
- Intertriginous dermatitis
- Combined lesion
- Differentiating between IAD and pressure injury
- If the person is not incontinent…
- Diagnosis
- Excessive moisture
- Clinical characteristics of IAD and pressure injuries
- The effects of urine and faeces on the skin
- Skin erosion in IAD

Prevention and management
- Prevention and management
- Appropriate care interventions
- Skin inspection and documentation
- Best practice
- Perineal cleansing: Soap and water
- No-rinse skin cleansers
- SECURA Cleanser
- Skin protection and moisturising
- Barrier creams
- What is your facility's current skin care regimen?
- Question current practice
- Education

SLIPS AND TRIPS HAZARD GUIDE

Unit ID:	4431	Objective ID:	5575	Target Audience:	All Staff		
ReHSeN Category:	Hazard Guides					Length:	10 mins
Other Information:						Pass Mark:	80%

DESCRIPTION

This course has been developed to provide the learner with an understanding of the controls that should be applied to slips and trips in the workplace.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
This course will provide you with information about:
- What slips and trips are and some of the ways that you may be exposed to slips and trips, and
- Controls that should be applied to reduce the risk associated with slips and trips.

Topics / assessments:
- Legal advice and compliance
- What are slips and trips?
- Your responsibilities
- Working with slips and trips
- Risk management
- Marked walkways and hazards
- Reporting

COURSE LAYOUT

- What are slips and trips?
- Exposure to slips and trips
- Your responsibilities
- Working with slips and trips
- Risk management

- Flooring
- Marked walkways and hazards
- Housekeeping
- Moving safely
- Reporting

SUTURING OF SIMPLE WOUNDS PART 1 (V1)

Unit ID: 6717	**Objective ID:** 7081	**Target Audience:** RIPERN clinicians		**Length:**	40 mins
ReHSeN Category:	**RIPERN Courses**			**Pass Mark:**	80%
Other Information:	This module has been specifically developed for rural and isolated practice endorsed registered nurse (RIPERN) clinicians. It can also be used to assist registered nurses whose scope of practice includes basic suturing develop basic knowledge and skills in suturing simple wound lacerations.				

DESCRIPTION

The two modules in this course (suturing of simple wounds: Part 1 and Suturing of simple wounds: Part 2) are best situated as part of a blended learning approach where the learner develops their theoretical understanding of suturing online and their psychomotor skills and clinical competency through workshops and supervised clinical practice.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
By the end of this online course, participants should be able to:
- Recall the primary objectives of suturing
- Identify where suturing sits within the RIPERN clinician's scope of practice
- Clarify the types of wounds that may be sutured by suitably credentialed RIPERN clinicians
- Outline the basic requirements for obtaining informed consent from a patient prior to suturing
- Recall the wound-and patient-related factors that must be assessed prior to suturing a wound and
- Explain selected characteristics of wound healing

Topics/Assessments
- Suturing and RIPERN scope of practice
- Consent and Assessment
- Glossary of suturing terms

COURSE LAYOUT

Suturing within RIPERN Scope of Practice
- Definitions:
  - ⇒ primary closure
  - ⇒ Delayed primary closure
  - ⇒ Secondary closure
- Primary goals of wound closure
- Selecting the best closure method
- Delayed presentation
- Infected/contaminated wounds
- Penetrating wounds
- Wounds involving damaged nerves, vessels or tendons
- Wounds involving bones or joints
- Wounds under tension
- Large wounds

Consent and assessment
- Consent
- Wound assessment
- Wound factors
- Examination of wound
- The 5 "Ps"

Glossary of Suturing Terms
- Absorbable v non-absorbable sutures
- Monofilament v multifilament
- Natural v synthetic sutures
- Glide and co-efficient of friction
- Diameter (gauge)
- Flexibility
- Knot security
- Capillarity
- Reabsorption (also known as absorption)
- Tissue reaction

SUTURING OF SIMPLE WOUNDS PART 2 (V1)

Unit ID:	8779	Objective ID:	9932	Target Audience:	RIPERN clinicians		
ReHSeN Category:	RIPERN Courses					Length:	40 mins
Other Information:	This module has been specifically developed for rural and isolated practice endorsed registered nurse (RIPERN) clinicians. It can also be used to assist registered nurses whose scope of practice includes basic suturing develop basic knowledge and skills in suturing simple wound lacerations.					Pass Mark:	80%

DESCRIPTION

It is preferable you finish Suturing of Simple Wounds (Part 1) before commencing this module.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
By the end of this online module, participants should be able to:
- Identify the equipment required to suture a simple wound.
- Discuss the safe administration of local anaesthetic prior to suturing
- Describe the procedure for inserting interrupted sutures, and
- List the key principles of post-suture wound care

Topics / assessments:
- Equipment required to suture a simple wound
- Suturing techniques
- Post-suture wound care

COURSE LAYOUT

Suturing equipment
- Wound closure methods other than suturing
- Suturing tray
- Additional suturing equipment
- Non absorbable suture materials
- Absorbable suture materials
- Suturing size
- Pain management
- Side effects of lignocaine
- Lignocaine and RIPERN scope of practice
- ANSCA Guidelines
- Antiseptics/wound irrigation

Suturing Technique
- Variability in suture technique
- Prepare patient, wound and equipment

- Local anaesthetic
- Videos on administering local anaesthetic into wounds
- Irrigating the wound
- Parts of suture needle
- Grasping the needle
- Holding the needle holder
- Interrupted sutures technique
- Suturing technique 1: enter and exit via the skin only
- Suturing technique 2: enter skin-exit wound/reenter wound-exit skin.
- Tying knots
- Positioning of sutures when inserting interrupted sutures

Post-suture wound care
- Timing of suture removal

Common mistakes made by clinicians suturing wounds

T

TALKING PERFORMANCE

Unit ID: 6239	**Objective ID:** 7377	**Target Audience:** Managers and leaders	**Length:**	70-105 mins
ReHSeN Category:	**Governance for Safety and Quality**		**Pass Mark:**	
Other Information:	This resource has been provided by the Victorian public sector commission. The course has seven modules and takes about 70-105 minutes to complete. Please note this course may not work in older versions of internet explorer such as i.e. 8.			

DESCRIPTION

This course aims to optimise staff performance through effective communication. It provides access to a comprehensive set of resources that can be worked through in a logical sequence. This resource is suitable for anyone who manages or leads others. They can use the course to learn how to help their team improve their performance. By applying these simple tools on a daily basis, managers and their teams can create a culture in which feedback is expected and teams hold regular feedback conversations.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

Talking performance is about getting the best from people to achieve the goals of individuals, teams and organisations. By the end of this course you should be able to:

- Describes the principles and elements of managing performance
- Explains how to implement them
- Shows videos of good and poorly executed performance conversations
- Offers tips, tools, checklist and conversation starters

Topics / assessments:

- Your feedback style
- Adapting talking performance activities

COURSE LAYOUT

- Talking performance overview
- Your feedback style
- Set the right goals
- Showing appreciation and building rapport
- Coaching and development
- Adapting talking performance activities

U

UNDERSTANDING DEMENTIA 1: INTRODUCTION TO DEMENTIA

Unit ID:	20136	**Objective ID:**	17057	**Target Audience:**	All carers working in aged care setting
ReHSeN Category:		Dementia		**Length:**	55 mins
Other Information:		This series is made of up five courses, each providing training in different aspects of dementia care. The aim of this is to provide an understanding of dementia, with the goal of:		**Pass Mark:**	80%

This series is made of up five courses, each providing training in different aspects of dementia care. The aim of this is to provide an understanding of dementia, with the goal of:
- Giving you a better understanding of what living with dementia is like, and
- Making working with people affected by dementia more rewarding for them and you.
- To receive a nationally accredited outcome you must successfully complete an assessment of competency. This will need to occur after you have completed this series.

DESCRIPTION

This course has been developed to provide an introduction to dementia, give learners a better understanding of what living with dementia is like, and to make working with people affected by dementia more rewarding for carers and those living with dementia.

COURSE OVERVIEW/ASSESSMENTS

Course overview:
- The types and causes of dementia
- The difference between confusion and dementia
- Conditions people with dementia may develop,
- The different stages of dementia.

Topics / assessments:
- What is dementia?
- What causes dementia?
- Confusion and dementia 4: the effects of dementia
- Stages of dementia

COURSE LAYOUT

- What is dementia?
- What causes dementia?
- Confusion and dementia

- The effects of dementia
- Stages of dementia

UNDERSTANDING DEMENTIA 2 - PERSON CENTRED CARE

Unit ID: 20137	**Objective ID:** 17058	**Target Audience:**	All carers working in aged care setting	
ReHSeN Category:	Dementia		**Length:**	55 mins
Other Information:	This series is made of up five courses, each providing training in different aspects of dementia care. The aim of this is to provide an understanding of dementia, with the goal of: • Giving you a better understanding of what living with dementia is like, and • Making working with people affected by dementia more rewarding for them and you. • To receive a nationally accredited outcome you must successfully complete an assessment of competency. This will need to occur after you have completed this series.		**Pass Mark:**	80%

DESCRIPTION

This course has been developed to help the learner provide person centred care that is tailored to the individual needs of people suffering from dementia.

COURSE OVERVIEW/ASSESSMENTS

Course overview:
- The work of professor Tom Kitwood and the origins of PCC
- The problems with traditional ways of providing dementia care
- The four key elements of PCC
- Positive steps towards implementing PCC.

Topics / assessments:
- Person-centred care
- Implementing PCC 3: insight into to dementia

COURSE LAYOUT

- Person-centred care
- Implementing PCC

- Insight into to dementia

UNDERSTANDING DEMENTIA 3 - COMMUNICATION SKILLS

Unit ID: 20138	**Objective ID:** 17059	**Target Audience:**	All carers working in aged care setting	
ReHSeN Category:	Dementia		**Length:**	30 mins
Other Information:	This series is made of up five courses, each providing training in different aspects of dementia care. The aim of this is to provide an understanding of dementia, with the goal of: • Giving you a better understanding of what living with dementia is like, and • Making working with people affected by dementia more rewarding for them and you. • To receive a nationally accredited outcome you must successfully complete an assessment of competency. This will need to occur after you have completed this series.		**Pass Mark:**	80%

DESCRIPTION

This course has been developed to teach learners how to improve communication skills so they can develop a better understanding of what a person with dementia needs.

COURSE OVERVIEW/ASSESSMENTS

Course overview:
- Verbal and non-verbal communication
- Active listening
- Appropriate touching
- Using symbolic language
- How communication can be affected by cultural differences,
- Links between communication and wellbeing.

Topics / assessments:
- The impact of bullying and harassment:
- What is workplace harassment?

COURSE LAYOUT

- Pre-assessment introduction
- Pre-assessment 1: Verbal communication

- Pre-assessment 2: Non-verbal communication

UNDERSTANDING DEMENTIA 4 - ACTIVITIES AND OCCUPATION

Unit ID:	20139	Objective ID:	17060	Target Audience:	All carers working in aged care setting		
ReHSeN Category:		**Dementia**				**Length:**	35 mins
Other Information:		This series is made of up five courses, each providing training in different aspects of dementia care. The aim of this is to provide an understanding of dementia, with the goal of:				**Pass Mark:**	80%

- Giving you a better understanding of what living with dementia is like, and
- Making working with people affected by dementia more rewarding for them and you.
- To receive a nationally accredited outcome you must successfully complete an assessment of competency. This will need to occur after you have completed this series.

DESCRIPTION

This course has been developed to give learners a better understanding of the importance that activities and being occupied have in promoting quality of life for people living with dementia. It will assist learners in developing practical ideas on how to keep people with varying levels of dementia active and occupied.

COURSE OVERVIEW/ASSESSMENTS

Course overview:
- The importance of providing activities for people with dementia and keeping them occupied
- How to provide appropriate kinds of activities
- The importance of being part of care planning and the review process,
- The value of reminiscence through activity.

Topics / assessments:
- Keeping a person with dementia occupied
- Tailoring activities for various stages of dementia
- Types of activities and care plans

COURSE LAYOUT

- Keeping a person with dementia occupied
- Tailoring activities for various stages of dementia
- Types of activities and care plans

UNDERSTANDING DEMENTIA 5 - CHANGED BEHAVIOURS

Unit ID:	20140	Objective ID:	17061	Target Audience:	All carers working in aged care setting		
ReHSeN Category:		**Dementia**				**Length:**	50 mins
Other Information:		This series is made of up five courses, each providing training in different aspects of dementia care. The aim of this is to provide an understanding of dementia, with the goal of:				**Pass Mark:**	80%

- Giving you a better understanding of what living with dementia is like, and
- Making working with people affected by dementia more rewarding for them and you.
- To receive a nationally accredited outcome you must successfully complete an assessment of competency. This will need to occur after you have completed this series.

DESCRIPTION

This course will help learners to understand how behaviour considered as diﾃcult and challenging in the care home, could be caused by many things, including our own behaviour.

COURSE OVERVIEW/ASSESSMENTS

Course overview:
- The main causes of behaviour you might find difficult or challenging
- How to understand the behaviour
- What influences behaviour
- The importance of interpersonal skills
- Understanding that the reality of the person with dementia may be different from ours
- Compulsory reporting,
- Restraint in residential aged care. The impact of bullying and harassment

Topics / assessments:
- The impact of bullying and harassment
- Carer behaviour
- Compulsory reporting

Changed Behaviours	▪ How to report
Carer behaviour	▪ Compulsory reporting guidelines
Compulsory reporting	▪ Abuse hotlines
▪ Abuse of aged care residents with dementia	▪ Physical and chemical restraints
▪ Victims of abuse	▪ When restraint is unavoidable
▪ Abuse of older people and the law	▪ Legal ramifications of restraint
▪ What is a reportable assault?	

UNDERSTANDING THE ACTIVE SERVICE MODEL V3

Unit ID:	4098	Objective ID:	4773	Target Audience:	VIC HACC/CHSP PYP / CHSP staff only	
ReHSeN Category:		**Home and Community Care**			**Length:**	30 mins
Other Information:					**Pass Mark:**	70%

DESCRIPTION

This course is suitable for all new starters (including nurses, allied health, assessment officers and community support workers) in VicHACC/CHSP-funded organisations and for other community services working closely with VicHACC/CHSP. It will provide a basic understanding of the philosophy behind the active service model and give examples of the model in practice. Although it has been designed for individual use, when used in a group setting it could be the basis for training and discussion about how different professions can coordinate their work to improve outcomes for clients.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

At the completion of this course you should be able to:
- Describe what is meant by the term 'active service model'
- Apply the principles of the ASM in practice, and
- Assist clients in developing and implementing ASM strategies to meet their goals.

Topics / assessments:
- Traditional model for VICHACC/CHSP services
- What is the active service model
- Why do we need a new VICHACC/CHSP service model?
- Who is eligible for VICHACC/CHSP services?
- Approaching assessment and Care planning
- Service coordination and MOU's
- Community support workers

COURSE LAYOUT

▪ Traditional model of HACC services	▪ Care planning
▪ What is the Active Service Model?	▪ Service coordination and MOUs
▪ Why do we need a new HACC service model?	▪ Benefits of effective service coordination for clients
▪ Who eligible for HACC services?	▪ Intervention
▪ Key principles of the ASM	▪ Community Support Workers
▪ Applying the ASM principles	▪ Review/Reassessment
▪ How does the ASM work in practice?	▪ Short-term versus long-term care
▪ Initial Contact and Assessment	▪ Confidentiality
▪ Approaching the assessment	▪ Respect

USING A DOPPLER TO CALCULATE ABPI COURSE

Unit ID: 1828	**Objective ID:** 2566	**Target Audience:** RN's only	
ReHSeN Category:	**Wound Management**		**Length:** 60 mins
Other Information:			**Pass Mark:** 80%

DESCRIPTION

This course has been developed using *articulate* eLearning software. The course will assist registered nurses develop the essential knowledge and problem solving skills required to use a Doppler ultrasound to assess patients with leg ulcers. It is expected nurses will utilise this course prior to performing an ankle brachial pressure index (ABPI) under the supervision of an experienced wound management clinical nurse consultant.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
Following completion of this course you should be able to:
- Recall how a Doppler ultrasound is used to estimate systolic blood pressure.
- Explain the purpose of taking an ankle brachial pressure index
- Doppler frequency range recommended for taking an ABPI
- Recall key principles to be considered before taking an ABPI
- List the essential procedural steps involved in taking an ABPI
- Describe factors that are known to affect the accuracy of Doppler readings
- Doppler waveform patterns and sounds and their significance

Topics / assessments:
- ABPI Procedure
- Calculating ABPI and the significance of ABPI results

COURSE LAYOUT

Part 1: Introduction
- Taking an ABPI: An Overview
- What is a hand-held Doppler?
- How does a hand-held Doppler work?
- Doppler frequencies
- Important points to consider before taking an APBI

Part 2: ABPI Procedure
- Overview of APBI procedure
- Equipment required for APBI procedure
- Preparing the patient
- Taking brachial blood pressure readings
- Taking ankle pressure readings

Part 3: Calculating ABPI and the significance of ABPI results
- Calculating ABPI
- The significance of ABPI readings
  - $\Rightarrow$ Waveform analysis
  - $\Rightarrow$ Triphasic waves
  - $\Rightarrow$ Biphasic waves
  - $\Rightarrow$ Monophasic waves
- Audible waveform analysis
- Factors affecting the accuracy of ABPI readings
- A note about taking toe blood pressure readings

V

VICTORIAN CHARTER OF HUMAN RIGHTS AND RESPONSIBILITIES

Unit ID: 5038	**Objective ID:** 5892	**Target Audience:**	All Staff	**Length:**	45 mins
ReHSeN Category:	**Local Government - Victoria**				
Other Information:				**Pass Mark:**	80%

DESCRIPTION

This course will provide an overview of the Victorian charter of human rights and responsibilities and how it affects everybody living in Victoria.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

In this course we'll cover:

- The charter of human rights and responsibilities
- Our human rights
- How human rights are affected by criminal charges, and
- What needs to be considered when human rights are limited.

Topics / assessments:

- About the charter
- Our human rights
- Human rights and criminal charges
- Limiting human rights

COURSE LAYOUT

- About the Charter
- Our human rights

- Human rights and criminal charges
- Limiting human rights

WXYZ

WARDEN TRAINING

Unit ID: 10371	**Objective ID:** 13375	**Target Audience:** Clinical Staff			
ReHSeN Category: Emergency Procedures				**Length:**	120 mins
Other Information:				**Pass Mark:**	80%

DESCRIPTION

This course has been developed to provide the learner with an understanding of the warden's role in the workplace, as well as emergency preparation, prevention and readiness.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
At the completion of the course, you will:
- Analyse hazards and be able to report an emergency in your workplace
- Understand and be able to undertake the responsibilities of the emergency control organisation
- Know how to respond safely to an emergency and assist other occupants
- Understand and undertake initial and post initial emergency response activities, and
- Be able to provide feedback to assist in continuous improvement of workplace emergency response procedures.

Topics / assessments:
- Identifying emergencies and hazards
- Emergency response procedures
- Reporting emergencies
- Evacuation considerations
- Workplace emergency systems
- Responding to emergency warnings
- Prevention and preparation
- Identifying hazards
- Risk assessment

COURSE LAYOUT

Emergencies
- Workplace preparedness map
- What is an emergency?
- Hazard and emergency legislation
- Workplace emergency response plan
- The Australian Standard

Human behaviour in an emergency
- Tendencies in emergencies
- Group dynamics
- Critical influences in an emergency

Emergency prevention and preparation
- Preventing emergencies
- Warden responsibility in hazard management
- What is a hazard?
- Risk assessment

Preparing for an emergency
- Preparing the organisation
- Practising emergency response scenarios

Emergency preparation roles
- What is the emergency planning committee?
- Identifying ECO members
- Warden authority during emergencies
- Other ECO members

Emergency response
- Emergency response procedures

Emergency warning systems
- Responding to emergency warnings
- Emergency warning systems
- Warden intercom points

Fire protection
- Fire doors
- Compartmentation in evacuation
- Smoke and heat detection
- Fire indicator panels (FIPs)
- Activating a fire alarm
- P.A.S.S.

Active shooter emergencies
- What is an active shooter?
- Common elements of active shooter emergencies
- Responding to an active shooter
- Responding to the police

Evacuation
- Using the 'buddy' system
- Knowing routes for different locations
- Actions for occupants with a disability on evacuation
- Order of evacuating personnel
- At the assembly area
- After the emergency

Warden roles in an emergency
- Workplace preparedness map
- RACE
- Searching for people
- Reporting emergencies

WORK HEALTH AND SAFETY FUNDAMENTALS

Unit ID:	8180	**Objective ID:**	9345	**Target Audience:**	All Staff

ReHSeN Category:	**Workplace Health and Safety**	**Length:**	45 mins
Other Information:	New work health and safety (WHS) legislation commenced on 1 January 2012, to harmonise localised occupational health and safety (OHS) laws under a single Act. South Australia, Queensland, NSW, NT, ACT Tasmania and the Commonwealth jurisdictions have all passed this legislation, which includes; a model WHS Act (Work Health and Safety Act 2011), regulations, Codes of Practice and a national compliance and enforcement policy. This course aligns to the fundamentals of this legislation.	**Pass Mark:**	80%

DESCRIPTION

Reviewed by the National Safety Council of Australia, this course has been developed to provide an understanding of health and safety responsibilities in the workplace, how risk is managed in the workplace using the risk management process, and what workers should expect to find in the workplace to help them to work safely.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
This course covers:
- Health and safety responsibilities in the workplace
- An overview of the risk management process, and
- What you should expect to find in the workplace to help you work safely.

Topics / assessments:
- Responsibilities
- Risk management
- Workplace expectations

COURSE LAYOUT

Responsibilities
- The employer's duty of care
- Work health and safety legislation
- Consultation with workers
- Employers must have a resolution procedure in place
- The supervisor's role
- Keeping workers safe and providing assistance
- Supervisors must not place workers in danger
- The worker's role
- Workers must take care of themselves and others
- Using protective equipment
- Obeying reasonable instructions
- Complying with procedures
- Drugs and alcohol
- Medications and legal drugs
- Responsibilities of others

How risk is managed
- What are hazards and risks?
- Using a systematic approach
- Health and safety policies
- Procedures
- General workplace procedures
- Hazard-specific procedures
- Using an SOP or SWP

Hazards in the workplace
- Hazards
- Signage
- Other types of hazards
- Bullying and harassment
- Hazards that are not perceived as hazards
- Safe procedures
- If in doubt, ask your supervisor

WORK HEALTH AND SAFETY HARMONISATION

Unit ID:	16119	Objective ID:	12496	Target Audience:	All Staff		
ReHSeN Category:	**Workplace Health and Safety**					**Length:**	60 mins
Other Information:						**Pass Mark:**	80%

DESCRIPTION

This course has been designed to provide you with an introduction to some of the key requirements of the model work health and safety legislation.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:
During the course, we'll be looking at:
- Key terms in the legislation / Key changes in the legislation
- The duties associated with particular roles in the workplace
- Strategies for managing health and safety in the workplace to help meet the requirements of the legislation.

Topics / assessments:
- Introduction to the work health and safety act
- Duties and responsibilities
- Enforcing the act
- Managing safety

COURSE LAYOUT

Introduction to the Work Health and Safety Act
- The model
- Volunteer associations
- Officer / Worker
- Key changes in the Act
- Work Health and Safety Regulations / Key changes in the Regulations
- National codes of practice / State and territory codes of practice

Duties and responsibilities
- Primary duty of care
- Reasonably practicable
- Codes of practice
- Officer and worker responsibilities
- Upstream duty holders
- Consultation, representation and participation
- Notifiable incidents

Enforcing the Act
- Entry permit holders
- Powers on entry
- Enforcement options
- Sentencing
- Aggravating factors
- Personal liability
- Defences

Managing safety
- Compliance
- Safety culture
- Due diligence framework requirements
- Hierarchy of control
- Incident investigation
- Multiple Causation Theory
- Policies and procedures

WORKING AT HEIGHTS HAZARD GUIDE

Unit ID: 4516	**Objective ID:** 5577	**Target Audience:** All Staff			
ReHSeN Category: Hazard Guides				**Length:**	15 mins
Other Information:	This course has been reviewed by National Safety Council of Australia.			**Pass Mark:**	80%

DESCRIPTION

This course has been developed to provide the learner with an understanding of the risk controls that should be applied to working at heights in the workplace.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

This course will provide you with information about:

- Working at heights and some of the common situations where working at heights may be required, and
- Controls that should be applied to reduce the risk associated with working at heights.

Topics / assessments:

- What is working at heights?
- Exposure to working at heights
- Your responsibilities
- Personal protective equipment (PPE)
- Risk management
- Solid constructions
- Fall prevention devices
- Reporting

COURSE LAYOUT

- What is working at heights?
- Exposure to working at heights
- Your responsibilities
- Working at heights
- Personal protective equipment (PPE)
- Risk management
- Solid constructions
- Work positioning systems

- Elevated work platforms
- Fall prevention devices
- Fall arrest systems
- Using fall arrest systems
- Safety nets
- Falling objects
- Using ladders
- Portable ladders

WORKING SAFELY WITH HAZARDOUS CHEMICALS IN THE WORKPLACE

Unit ID: 10589	**Objective ID:** 16183	**Target Audience:** All Staff		**Length:**	45 mins
ReHSeN Category: **Workplace Health and Safety**					
Other Information:				**Pass Mark:**	80%

DESCRIPTION

This course has been developed to provide the learner with an understanding of what hazardous chemicals are and how to identify them, their responsibilities and requirements to maintain safety in the workplace, and the controls used to manage the risks presented by hazardous chemicals.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

After completing this course, you will have an understanding of:

- The effects of hazardous chemicals on the body
- How you can be exposed to hazardous chemicals
- Your rights and responsibilities
- How to find information about hazardous chemicals, and
- Methods of controlling hazardous chemicals.

Topics / assessments:

- Controlling the risks
- Incidents

COURSE LAYOUT

Exposure to hazardous chemicals

- What are hazardous chemicals?
- Effects of hazardous chemicals
- Acute consequences of exposure
- Chronic consequences of exposure
- Activity: Effects of hazardous chemicals case study
- Legal requirements
- Worker responsibilities
- Manager and supervisor responsibilities
- WHS Regulations 2011

Identifying hazardous chemicals

- Important questions
- Safety Data Sheets
- An SDS is essential
- Use an up-to-date SDS
- Labelling
- Label phrases
- Reading the labels
- Activity: Hazard classifications
- The hazardous chemicals register
- Training and supervision

Controlling the risks

- Elimination and substitution
- Selecting a control
- Atmospheric contaminants and ventilation
- Effective ventilation
- Personal protective equipment (PPE)
- PPE and the law
- Faulty PPE
- Activity: Working safely with hazardous chemicals
- Health surveillance
- Health monitoring and the law

Incidents

- Emergency guidance from the SDS
- Spills management
- First aid
- Major incidents

WOUND BED PREPARATION

Unit ID:	5217	Objective ID:	6064	Target Audience:	Clinical Staff		
ReHSeN Category:		Wound management				Length:	70 mins
Other Information:						Pass Mark:	80%

DESCRIPTION

This course has been developed to provide the learner with an understanding of wound care, managing wounds using the principles of wound bed preparation, and accurately assessing wounds. This course takes a holistic approach based on current research and a concept known as wound bed preparation as the foundation for appropriate wound management.

COURSE OVERVIEW / TOPICS / ASSESSMENTS

Course overview:

After completing this course you will have an understanding of:

- Wound healing
- How to manage wounds you see in your care using the principles of wound bed preparation, and
- How to select an appropriate wound product based on accurate assessment of the wound.

Topics / assessments:

- Wound healing
- Tissue
- Inflammation and infection
- Moisture
- The wound edge

COURSE LAYOUT

Wound healing
- The layers of the skin
- Acute and chronic wounds
- How a wound becomes chronic
- The ideal wound dressing
- Wound bed preparation

Tissue
- T – tissue
- Necrotic tissue and eschar
- Examples of non-viable tissue
- Necrotic burden
- Examples of tissue loss
- Viable granulation tissue / Viable epithelial tissue
- Selecting a type of debridement and Maintenance
- The healing wound

Inflammation and infection
- I – inflammation or infection
- The bacterial continuum
- Biofilms
- Signs and symptoms of a wound infection
- Topical antimicrobial wound dressings
- Topical antimicrobial treatments

Moisture
- M – moisture
- Wound fluid characteristics
- The desiccated / macerated wound
- Negative Pressure Wound Therapy (NPWT)

The wound edge
- E – edge of the wound
- The healing wound

REHSEN SUPPORT: GRAMPIANS REGION

The ReHSeN contact for support is:

Kineo Helpdesk:

Phone: 1300 303 318
Email: Support@e3learning.com.au
         help@kineo.com.au

If you are an agency administrator you can refer access questions to:

Valeska Van Nus:
E3Learning Project Support/Administration
Grampians Region CHSP and HACC PYP

Phone: (03) 5338 9135
Email: valeskav@bchc.org.au

Copies of this manual can be found at the following address:
http://wimmerapcp.org.au/hacc-and-community-aged-care/hacc-education-and-training/

Any future modifications to this manual will be accessible via the above website.