

JANUARY 2023 ISSUE 34

HEALTH EDUCATION COLLABORATIVE



A MESSAGE FROM OUR CEO

Bruce Greaves CEO/Director



Holidays are over and it is back to business. We have been busy preparing and scheduling courses. Our suturing program is up and running and fracture management/casting courses are filling up fast. These are two very desirable skills to have if you work in primary care, emergency, urgent care or in rural and remote practice.

We are excited to have released our Adult Advanced Life Support (ALS 2) and Advanced Paediatric Life Support (APLS 2) courses. These courses have been developed by experienced clinicians who have been teaching advanced life support for many years. The adult advanced life support course is accredited by ACRRM and comply with the Australian Resuscitation Council guidelines. 2023 will see several new programs released starting with our health and wellness courses including our exciting weekend workshop personal reset programs. Keep reading for more information.

We hope to see you at one of our programs soon.

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A message from the CEO

ALS training

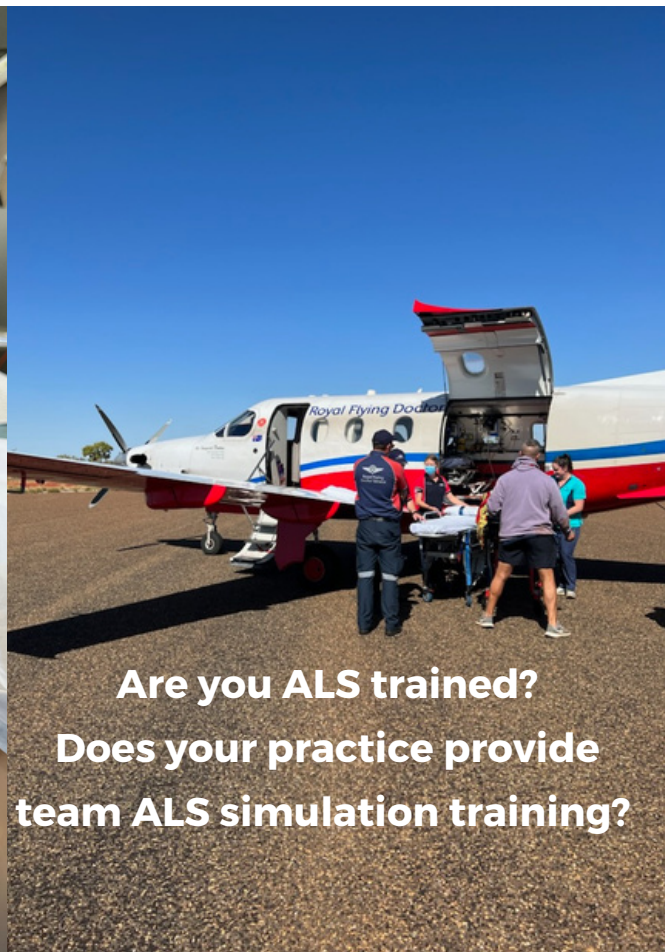
Upcoming courses

Online Course design

Reset your health

Meet some of our experts

In the chat room



**Are you ALS trained?
Does your practice provide
team ALS simulation training?**

ADVANCED LIFE SUPPORT TRAINING

Marg Villella Director



The Adult Advanced Life Support (level 2) course is congruent with the Australian Resuscitation Council ALS guidelines and ACRRM accredited. This course is delivered in a blended format: online and face-to-face.

The following skills and knowledge are covered in the course:

- Recognition, assessment and management of the deteriorating patient using a structured ABCDEFG approach (aiming to prevent cardiac arrest)
- Management of cardiac and/or respiratory arrest including manual defibrillation
- Rhythm recognition and management of life-threatening arrhythmias
- Preparing, planning and implementation of post resuscitation care

- Care of the deteriorating patient or patient in cardiac arrest (including special circumstances such as anaphylaxis and pregnancy)
- Teamwork skills including roles, team leading and being an effective team member
- Structured communication skills including giving an effective ISBAR handover
- Consideration for end-of-life decision making.

The course is delivered by experienced critical care nurses and medical staff. Health Education Collaborative can come to your workplace and provide interdisciplinary team training.

Online short course that every clinician should do



SHORT COURSE IN CLINICAL ASSESSMENT



Course Structure

This course teaches you a structured, systematic assessment and role models this approach in three different scenarios



The course discusses the importance of vital signs and conducting a focused assessment relevant to the patient's condition.



Introduction

Recognising that a patient's condition is deteriorating and responding to their needs in an appropriate and timely way is an essential component of safe and high-quality care.



Having a systematic approach that is consistent allows a clinician to readily recognise any changes in a patient's condition.



CPD Hours

The course accredits participants that complete the course with 4 CPD hrs of learning.



**Course cost
\$70**

To enrol go to our web site www.healthec.com.au

Inquiries: info@healthec.com.au

Contact: Marg Vilella Ph: 0419 939458

Check out some of our other courses:

- ECG Interpretation
- Fracture Management/Casting
- Suturing
- ALS 2
- APLS 2



Upcoming Suturing Dates

Wangaratta: Tuesday, 28 February 2023

Canberra: Saturday, 4 March 2023

Albury: Thursday, 2 March 2023

Wollongong: Monday 6 March 2023

Merimbula: Saturday, 18 March 2023

Mildura: Thursday, 23 March 2023

Bendigo: Thursday, 30 March 2023 FULL

Coffs Harbour: Saturday, 1 April 2023

Adelaide: Tuesday, 18 April 2023

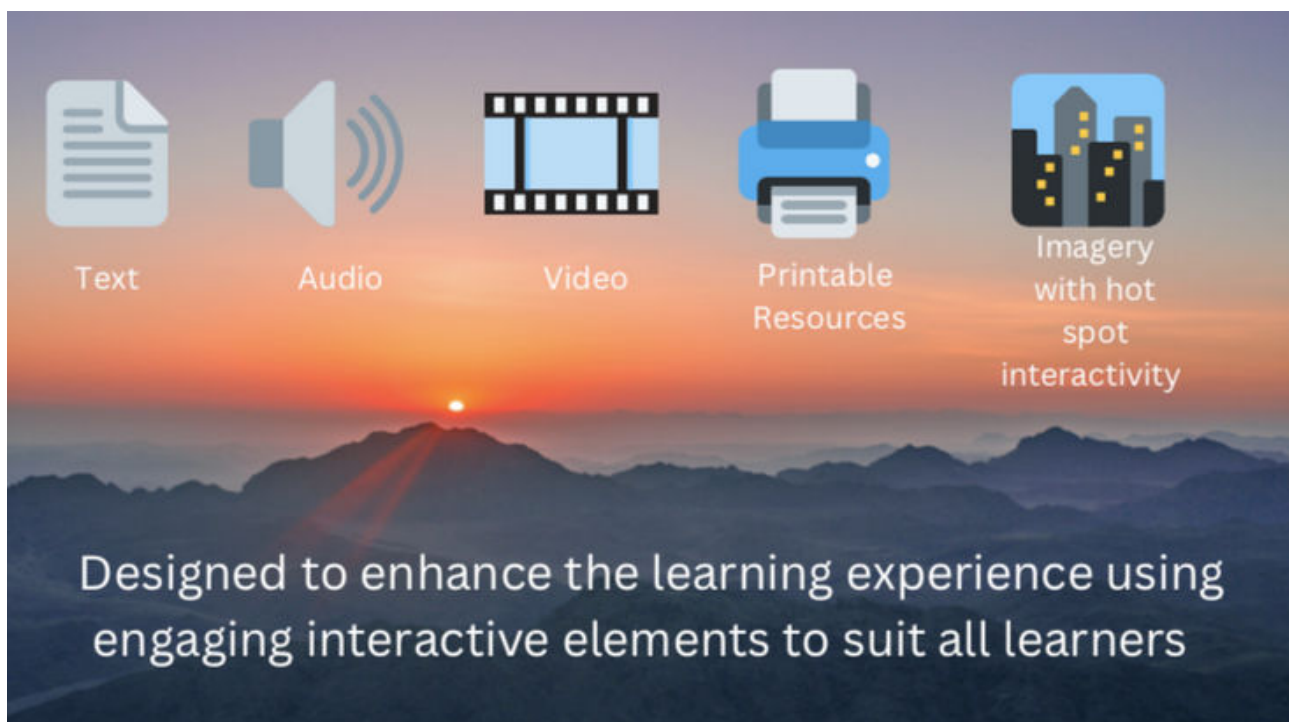
Click here for
upcoming ALS and
Fracture
Management Dates

CONTACT US

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ONLINE COURSE DESIGN

Bruce Greaves

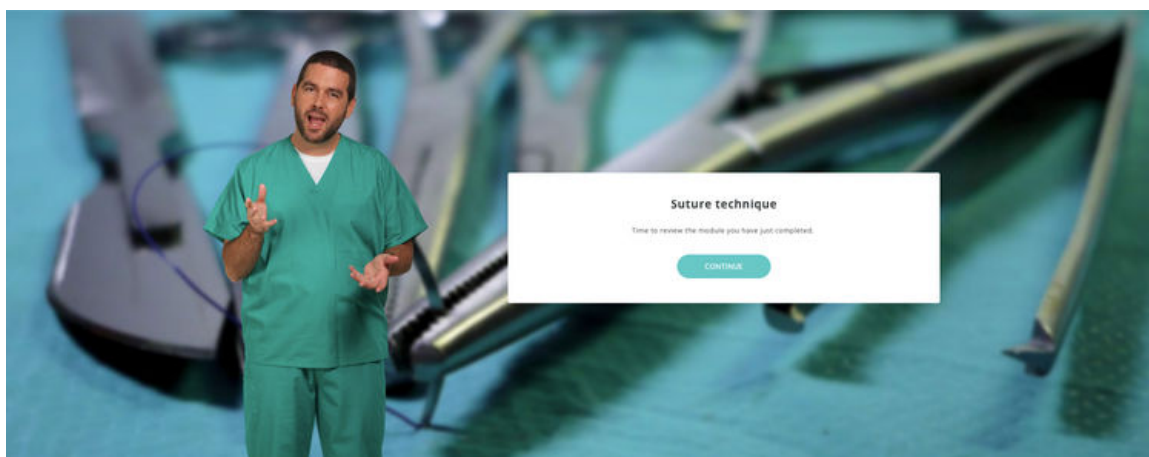
During the holiday period several staff completed courses in online education design.

The use of interactive tools, scenario-based knowledge checks, interactive video and many other elements improve learning and knowledge retention.

We take large pieces of information and through clever design break it up into smaller, easy to digest segments making it much easier to read and understand. We use elements such as hot spot imagery, flash cards, video, interactive video, audio and printable resources to name a few.

Interactive scenario-based knowledge checks help the learner test what they have just learnt which improves knowledge retention. We have already been using these design elements in many of our courses. We are committed to constantly improving our design skills to enhance the student experience with new and innovative design features that enrich the learning interactivity in a way that suits all learner types.

Our design team are keen to use their enhanced design skills in several courses currently in development.





RESET YOUR HEALTH

Sherryn Lethlean



Well, we are now well into 2023, with kids returning to school and holidays finished for another year. No doubt that the next end of year break will come around faster than we realise, so now is the time to implement change... to implement real lifestyle improvements that will see you take on this year and beyond with a renewed sense of health, energy, motivation and knowledge.

As the saying goes ... "If you do what you have always done, you will get what you have always got" ... so join us in our reset program and make this year different. Learn how to make change, and how to set yourself on a renewed path of feeling great... of feeling in control of your health because you have been educated on the implications of poor health choices, and why we make them.

Being healthy is not difficult. it is not a mammoth task, and we can show you how to make simple, intentional lifestyle changes that will see you reaping the benefits in the long and short term.

Join our 4-week online Health Reset Program, which covers topics such as nutrition science and the psychology of food choices, exercise, lifestyle and sedentary lifestyle implications, and how they affect your health at a physiological level. The effects of sleep and stress on your body, mind and overall health and the mindset, motivation and self-care. A peer reviewed, evidence based and high-quality interactive program which is suitable for individuals and corporations alike for employee health program inclusion.

Coming soon also are our dedicated, health reset two-to-3-day overnight programs, where you immerse yourself or your employees in targeted health education programs, wellness activities and will walk away armed with the tools to kick-start your health for the better, in a fun, healthy environment.

For further information:

Ph: 0476 240349

email: slhealtheducation@outlook.com

info@healthec.com.au

Professional Team

Meet some of our experts



Bruce Greaves
HEC CEO/Director

RN, 40+ years of clinical expertise
Qualifications include emergency
nursing, trauma care, chronic
disease management,
continence management
Course developer and educator
Cert IV TAE.



Margaret Villella
HEC Director

RN, 30 years, extensive clinical
knowledge and skills in critical
care and emergency
Experienced educator and
clinical simulation training
expert
Cert IV TAE .



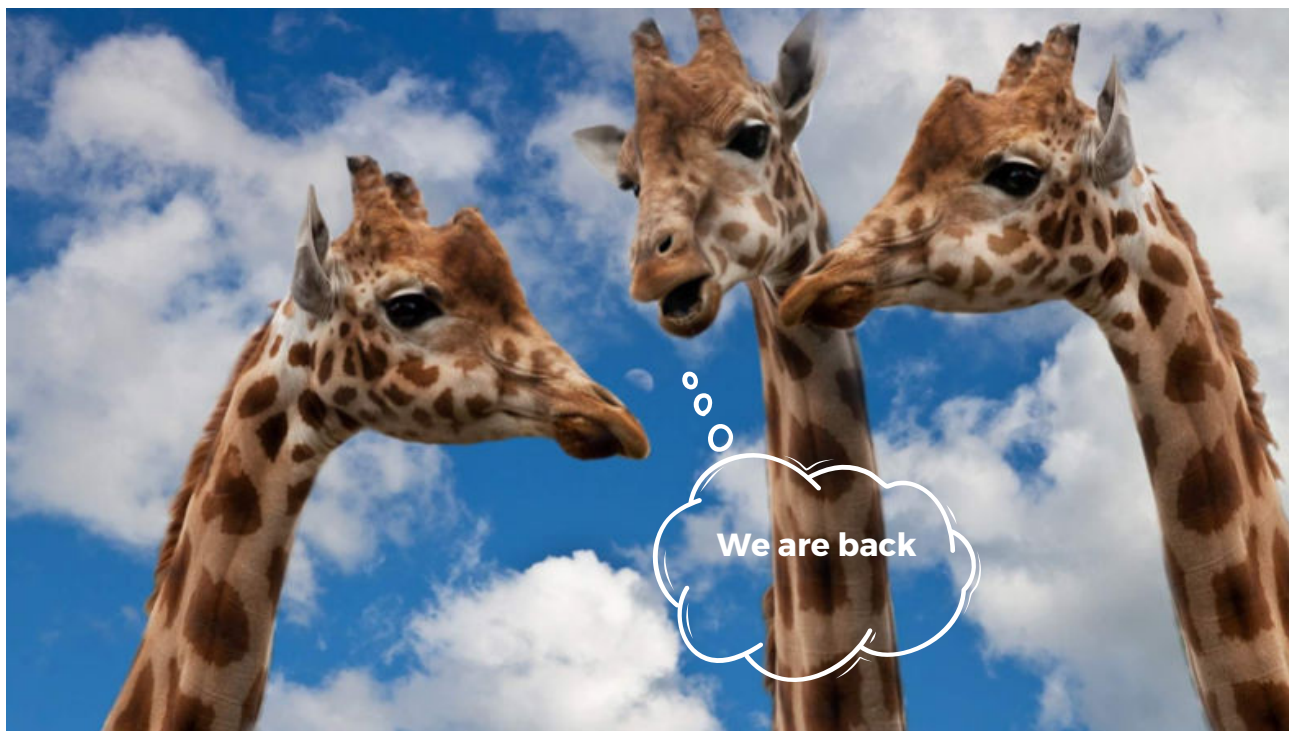
Christine Jackman
MBBS FACEM MHPE

Associate Professor Christine Jackman graduated from Adelaide University in 1995 before completing her emergency medicine training at multiple sites across Adelaide, receiving her Fellowship in 2004. She developed her interest in medical education during her emergency medicine training and now has extensive experience working across the three main medical University courses in Victoria. She commenced as the Dean of the Epworth Clinical school in August 2020. Prior to joining Epworth, she was appointed as the curriculum lead for the Eastern Health Clinical School and as Acting Deputy Course Director for the Deakin medical school.



Sharyn Ireland
Clinical Specialist Educator

Dr Sharyn Ireland has an extensive background in Emergency and Intensive Care Nursing and education and was awarded a Doctor of Nursing for her thesis. Publications from this work have influenced the clinical assessment and management of hypothermia in major trauma patients both locally and world-wide.



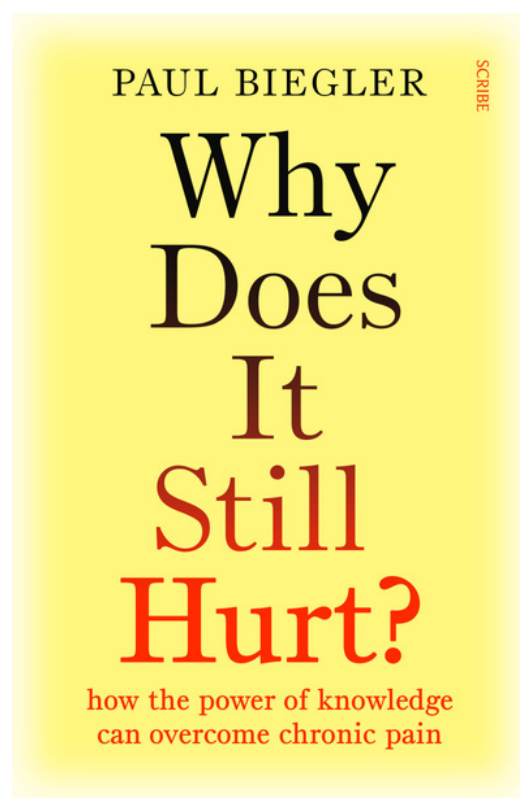
We are excited to be bring back **"In the Chat Room"** for 2023 where we interview clinicians and health professionals from around the country.

To start off 2023 we are reposting an interview we did with Paul Biegler a journalist, academic and former specialist physician in emergency medicine.

Paul recently published his book "Why Does it Still Hurt", how the power of knowledge can overcome chronic pain.

Paul, who has been on his own pain journey, investigates the true source of chronic pain – our brain's so-called neuroplasticity – and emerging therapies, including cognitive therapy and graded exercise exposure, that take advantage of that same neuroplasticity to rewire the brain and end the suffering.

As he knows only too well, this doesn't mean the pain is all in a person's head. The pain is real, but its meaning is often misunderstood.



LAUNCH DATE:

1 February 2023 TIME: 6.30pm

LOCATION: St Kilda 112 Acland St, St Kilda VIC 3182

PRICE: Free

MORE INFO:

Readings.com.au/events/book-launch-why-does-it-still-hurt

Paul Biegler is a journalist, academic and former specialist physician in emergency medicine. Paul's journalism covers health and science and includes feature articles in the Age, Sydney Morning Herald, Good Weekend, Australian Financial Review, Cosmos magazine, New Philosopher and Arena. He is the author of *The Ethical Treatment of Depression* (MIT Press 2011) which won the Australian Museum Eureka Prize for Research in Ethics. Paul also penned the ethics column at Cosmos alongside fellow columnists Alan Finkel, Chief Scientist of Australia, and broadcaster Norman Swan.



HEC: Paul you started your medical career as an emergency physician - why the change to journalism and bioethics?

Paul: After a decade or so of medical practice, things started to get repetitive, and I needed a new challenge. I did a Master of Bioethics at Monash University which opened my mind to philosophers from Plato and Aristotle to William James and modern-day greats like Peter Singer. It was an intellectual liberation to be exposed to their ideas and the gauntlet was really thrown down to see if we, as students, could add something useful to the literature. My bioethics work, covering depression, end-of-life decision-making and drug marketing, is still health-focused even if outside the clinical realm. I tried journalism to write simply but colourfully about mind-blowing stuff in science and tech, like brain-computer interfaces and mini-organs grown from stem cells – things that need serious community debate to see how far they should go.

HEC: What is a typical day like for a bioethics journalist and lecturer?

Paul: I research and write feature articles and sometimes short science news pieces, although a lot of freelance work has dried up during the pandemic. I'm also working on a book proposal on the science of pain. I teach at Monash University, which has all been online during lockdown, so I'll do Zoom tutorials with twenty or so med students doing their ethics rotations. We use ethical principles and reasoning to decide how best to navigate real-life patient scenarios.

HEC: What is the most challenging part of your job?

Paul: Dealing with the down time when there is little or no journalism work. And dealing with rejection. I estimate around a fifth of all my pitches have nosedived, each one representing hours of work honing a focused, hyperlinked story pitch only for it to be knocked back by the relevant editor. I've developed a philosophy around dealing with failure. Each failure is a rung on the ladder to success - you have to climb it to get to the next level. If you're motivated to deal with failure, then you're primed for success!

HEC: You are a finalist for a prestigious award - can you tell us about that?

Paul: I'm one of two finalists for the Finkel Foundation Eureka Prize for Long-Form Science Journalism. It's for a feature in Cosmos magazine on embryoids, which are embryo-like structures grown in a plastic dish from stem cells, often sourced from human skin. It's fascinating research that could help understand birth defects and why so many pregnancies miscarry. But it's hugely contentious ethically – could these things ever feel pain, for example? I actually won the Eureka Prize for Research in Ethics back in 2011 for my book *The Ethical Treatment of Depression*. To be a finalist for a science journalism award makes me feel like now, maybe, I really can call myself a journalist.

HEC: Why is Bioethics so important in health care?

Paul: When I studied medicine at Monash Uni in the 1980s there was no ethics teaching. There was little or no ethics literacy among medical students and doctors. I think a big part of ethics teaching is consciousness-raising rather than just pushing health workers through an ethical rabbit run. It lifts the profile of patients as drivers of healthcare decisions, rather than passive recipients of treatments that are simply done to them. Doctors may be experts on the science but patients are always expert on what they value. Only patients know what risks they're prepared to take for any given benefit, which is always the deciding factor.



HEC: Do you think COVID-19 has had an effect on health care workers and their approach to ethical standards of care.

Paul: I'm not practicing anymore so I haven't seen this first hand. My impression is that COVID has raised the stakes in terms of the limits of beneficence – the yardstick here is that a doctor's duty of care extends up to but not beyond the point at which the risk to them exceeds the benefit to the patient. Some doctors may baulk at treating COVID patients because of the risk to their own health. Most, I suspect, take it as a duty implicit in their initial decision to go into medicine. One thing I have noticed is the utilitarian bent in rationing guidelines – scarce ventilators are allocated on the number of life years likely to be saved. It suggests that when push comes to shove, we don't weight all lives equally. That concept might not cross the threshold easily but, nonetheless, it is a strong candidate for the most fair under the circumstances.

HEC: So, what does a bioethics journalist lecturer and former emergency specialist physician do to wind down and relax.

Paul: I try to build exercise into everyday life. So I ride my bike to commute and do grocery shopping - which means I can wind down just buying bread and milk! I have three wonderful kids, all school age, so we hangout, play Frisbee with our dog Pepper and generally just dag around. I run once or twice a week and enjoy a good Netflix chill as much as the next man. But I'm in a fortunate position where my writing (when I'm not tearing my hair out) is incredibly rewarding – it's hard to match the sense of accomplishment of getting a solid few pages down before school's out and the chaos starts....

**Well worth reading
again.
See you at the book
launch Paul.**

