



ST VINCENT'S
Better and fairer care. Always.

UNDER THE STEWARDSHIP OF MARY AIKENHEAD MINISTRIES



Postgraduate Nursing at St Vincent's Hospital Melbourne

Orientation Manual 2025



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Wominjeka

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

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

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

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

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

Postgraduate streams we offer

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

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



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

Application Criteria

Applicants must be a Registered Nurse with Australian Health Practitioner Regulation Agency (AHPRA) with a minimum of 2 years nursing experience inclusive of a graduate nurse program. Recent experience i.e. at least 6 to 12 months in the specialty area of interest is highly recommended. To link theory with practice, applicants must be employed a minimum of three (3), eight (8) hour shifts per week (0.6 FTE) in their chosen specialty area. **PLEASE NOTE:** study leave is calculated on a pro rata basis, to ensure the maximum amount of study days are covered by the [Nurses and Midwives \(Victorian Public Sector\) \(Single Interest Employers\) Enterprise Agreement 2024 – 2028](#), it is recommended to work an FTE of 0.8 i.e. four eight hour shifts per week.

The following is a step-by-step guide, to the application process for postgraduate studies at St. Vincent's Hospital Melbourne:

Step 1

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

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

MENTAL HEALTH APPLICANTS: For all Mental Health applications email MHTrainingEducation@svhm.org.au

Step 2

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

Step 3

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

Step 4

Applications are reviewed by the Postgraduate Coordinator, NUM's and PDNs. The NUM or Education and Learning will advise applicants of the outcome of their application. The Postgraduate Coordinator notifies the Education Provider (University) via either a signed form indicating confirmation for each student or submission of a list of successful candidates.

Step 5

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



[Deakin](#)



[Australian Catholic University](#)



[University of Melbourne](#)



[Monash University](#)

Safe Learning Environment

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

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

What to expect from the Postgraduate Coordinator

Students work closely with the PDNs & Clinical Support Nurses (CSN). The role of the Postgraduate Coordinator is to liaise with Education Providers (Universities), facilitate recruitment of students to streams and scholarship allocation. Their role also encompasses quality assurance of postgraduate programs, responding to any issues that arise and strategic planning. If you have questions or concerns relating to

your Postgraduate year that you wish to raise, you can contact the Postgraduate Coordinator via Education and Learning reception SVHM.Education.reception@svha.org.au Your NUM, PDN or CSN may also be able to resolve some issues that arise. If you have any specific feedback regarding the Postgraduate program, please complete the post completion survey. Ask your PDN to share the QR code with you. The Postgraduate Coordinator will also communicate with students via email and MS teams throughout the year.

What to expect from Professional Development Nurses & Clinical Support Nurse

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

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

Our expectations of Postgraduate students

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

- Function as an independent self-directed adult learner.
- Communicate with all staff, consumers and each other in a manner that is professional, courteous and respectful, including both verbal and via electronic communication (email/teams online groups).
- Have a clear understanding of clinical assessments and the expected learning, outcomes/standards of performance required in clinical subjects.

- Be proactive in seeking out experiences for your level of practice and competence with the support of your NUM, PDN, CSN, mentor/preceptor.
- Demonstrate a willingness to work as part of the team in the delivery of safe patient care.
- Learn to express your needs and adopt a questioning, reflective approach to your learning within the multi-disciplinary team, i.e. develop an ability to receive and provide constructive feedback.
- Reflect on your progress to increase self-awareness, confidence and competence.
- Revise and reflect on your personal learning objectives to develop your clinical expertise.
- Maintain open communication channels with NUM, Education and Learning and the PDNs.
- Ensure timely completion of assessments and clinical hurdles.
- Request clinical shifts according to assessment requirements, study days and exams, in a timely manner.
- Inform your PDNs of any shift change in a timely manner.
- Roster yourself onto days that the PDN /CSN is working to ensure you maximise opportunities to work together.

Course Fees



Courses offered by Deakin University in 2025 will have Commonwealth Supported Places offered upon application to Deakin
[Search | Deakin](#)



For ACU course fees refer to the following links: ACU will offer CSP places for 2025
[Graduate Certificate in Clinical Nursing | ACU Online courses](#)
[Apply for an ACU scholarship](#)



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

[Master of Advanced Clinical Nursing - Study at Monash University](#)

Fee-help

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

Financial assistance

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

Scholarships

External Scholarships

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

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

Internal Scholarships

1. St. Vincent's Nursing Alumni Scholarships - Scholarships will be offered in 2025 and will be allocated to successful applicants.
2. Bank First Nursing Scholarships – Scholarships for 2025 TBC
Department of Health Scholarships - Scholarships for 2025 TBC. Scholarships are likely to be offered via an application process that will be facilitated by the Postgraduate Coordinator. This will occur in late January 2025.4. Dame Quentin Bryce, our former Governor-General, has a generous and passionate interest in nursing and wishes to support the development of palliative care nursing expertise. Sponsored by St Vincent's Foundation, the [Dame Quentin Bryce Postgraduate Palliative Care Scholarship](#) is awarded to a current Palliative Care nurse working at St Vincent's, who is undertaking either a Postgraduate Graduate Certificate or Postgraduate Diploma. TBC for 2025.

Applications for 2025 Scholarships – process TBC.

Postgraduate Study Leave Entitlements

Self-Directed Learning (SDL)

Knowles (1975) defines SDL as, “A process in which individuals take the initiative with or without the help of others in diagnosing their learning needs, formulating goals, identifying human and material sources, and evaluating learning outcomes” (p. 18). Education and Learning are here to support and facilitate your professional development. However, all participants are encouraged to spend some time reflecting on developing an awareness of what is meant by accountability, responsibility and how they affect patient’s safety and the quality of nursing care. Participants who are self-directed, participate actively in educational processes and take responsibility for their learning. **Remember, ultimately the person who is responsible and accountable for your nursing practice, scholarship and scholastic progress is you!** Participants are expected to devote approximately four (4) hours of self-directed study per week to coursework activities. Additional time may be required to meet the course’s assessment requirements. Attendance is compulsory at all scheduled University study days. Whilst it is not compulsory to attend hospital based tutorial sessions we do encourage you to attend. Students are expected to behave in an appropriate and professional manner, including being punctual to study days.

Study Leave Entitlements

[The Nurses and Midwives \(Victorian Public Sector\) \(Single Interest Employers\) Enterprise Agreement 2024 – 2028](#) outlines nurses’ Professional Development, Study and Exam leave entitlements.

Postgraduate nursing courses with Deakin and University of Melbourne (UoM) have set study days for when students must attend (Emergency, ICU, Perioperative and Cardiac streams). Many staff are engaging in online courses with ACU, Flinders, and Monash for other study streams (Medical, Renal, Cancer, Palliative Care, Rehabilitation, Neuroscience, Medical Imaging and Surgical), and have flexibility around when they engage with online learning. All staff undertaking Postgraduate nursing studies will need to apply to their NUM to take leave in line with EBA requirements re notification periods.

Professional Development Leave

All Nurses must meet the continuing professional development (CPD) standards of the Nursing and Midwifery Board of Australia. CPD means activities that maintain their knowledge in the employee’s current area of practice, improve and broaden their knowledge, expertise and competence and develop the personal and professional qualities required through their professional lives. The CPD Cycle involves:

- Reviewing practice
- Identifying learning needs

- Planning and participating in relevant learning activities
- Reflecting on the value of these activities

Professional Development Leave, includes conferences /seminar leave, and may be utilised for activities including research or home study.

Professional development leave should be used for activities that relate to Continuing Professional Development (CPD) rather than studying for a course.

All employees (other than casuals) are entitled to five days paid Professional Development Leave, which may be used to attend conferences and seminars, and can be utilised for activities including research or home study (Casual employees are entitled to Professional Development Leave for Mandatory training only). Nurse Practitioners are entitled to a further 10 hours of paid professional leave per annum. The entitlement for part time employees will be on a pro rata basis. Professional Development Leave does not accumulate from year to year.

A day for the purposes of Professional Development Leave is the employee’s normal shift length, for example an employee who usually works an 8-hour shift and takes Professional Development Leave for that shift is entitled to 8 hours payment.

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

Applying for Professional Development Leave

Professional Development Leave is available only on written application by the Employee. An Employee must apply in writing to the Employer (Nurse Unit Manager) at least six weeks prior to the proposed Professional Development Leave date. If the Professional Development Leave is to undertake home study the Employee’s application will detail the relevance of the study to the Employee’s employment.

An application for Professional Development Leave will be approved by the Employer (Nurse Unit Manager) unless there are exceptional circumstances that justify non-approval. The Employer (Nurse Unit Manager) must notify the Employee in writing whether the leave request is approved within seven days.

If the leave is not approved, the reasons will be included in the notification to the Employee. The use of Professional Development Leave is at the sole discretion of the Employee.

Mandatory Training:

Any education or training deemed compulsory or mandatory by the Employer will occur within an Employee's paid time, and overtime applies where it would otherwise apply. Professional Development Leave is not to be utilised to complete Mandatory training.

Study Leave

Casual employees are not entitled to study leave. Paid study leave is available to all employees where a component of the course is relevant to Nursing or Midwifery.

Relevance of the component of the course as per clause 4.2 of the [Nurses and Midwives \(Victorian Public Sector\) \(Single Interest Employers\) Enterprise Agreement 2024 – 2028](#) where the main criteria for considering relevance are the nature of the education and the current area of practice of the Employee

Other considerations might include:

- The clinical or other area of work of the Employee, the classification and position description of the Employee and /or,
- Whether the education would assist the Employee in performing their role, and/or assist in maintaining quality patient care and/or assist in the administration of the ward/unit/area in which the Employee is employed.

Study leave may be taken as mutually agreed by, for example, four hours per week, eight hours per fortnight or blocks of 38 hours at a residential school. A part time employee is entitled to study leave on a pro rata basis. Study leave does not accumulate from year to year

Application for Study Leave

An Employee wishing to take study leave must:

1. Apply in writing to the Employer (Nurse Unit Manager) as early as possible to the proposed leave date and,
2. Include with the application
 - details of the course and institution in which the Employee is enrolled or proposed to enrol, and
 - details of the relevance of the course to the employee's employment.

The Employer (Nurse Unit Manager) will not unreasonably refuse a request for study leave. The Employer (Nurse Unit Manager) must, within seven days of the application being made, notify the Employee in writing whether the application for study leave has been approved.

Examination Leave

Examination leave is for undertaking and/or preparing for examinations in a course of study. Examinations include major assessment tasks, take home exams and other methods of student assessment. Employees who meet the criteria in this clause are entitled to five days paid examination leave per year. Leave entitlements pursuant to this clause will not accumulate from year to year.

To be eligible for examination leave, an Employee must:

- Be employed to work, on average, at least three shifts or 24 hrs per week, and
- Have been employed for not less than eighteen (18) months by their current Employer prior to taking of examination leave.

To be eligible for examination leave, the course of study must be:

- Related to the Employee's Classification in Grades duty requirements, and
- Relevant to advancement through the career structure and to employment at the establishment.
- Such a course of study would normally be undertaken at a tertiary institution.
- Examination leave will be taken at a time that is agreed between the Employer and the Employee.

The Employer will not unreasonably withhold approval for such leave. The employee is paid for the full amount of time they would normally work on a given day, allowing them to take examination leave without any loss in income for that period. For example, if an employee typically works 8-hour shifts, then one day of examination leave would be equivalent to 8 hours of paid leave. Applications for taking of Examination leave must be made in writing to the Employer (Nurse Unit Manager) as early as possible.

Annual Leave

In line with the [Nurses and Midwives \(Victorian Public Sector\) \(Single Interest Employers\) Enterprise Agreement 2024 – 2028](#) rostering guidelines, students must take the responsibility of ensuring they request their shifts to accommodate study days and exam requirements. It is your responsibility to ensure that;

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

Withdrawal or Deferment

Students who withdraw or defer from study must notify the [Postgraduate Nursing Coordinator](#) via email within seven (7) days of alterations to enrollments. Be sure to attention your email to the Post

Graduate Coordinator. To avoid University fees student are encourage to withdraw /defer prior to University census dates.

Clinical Assessments

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

A PDN will complete students' assessments in a fair and accurate way reasonable manner. The PDN will base their appraisal on direct observation of clinical performance in collaboration with clinical staff including but not limited to NUMs, ANUM's, CNSs, RNs, medical officers, administrative staff, allied health care professionals and auxiliary staff. Feedback may also be obtained from the patient and their family members. **Students must initiate discussion with their PDN regarding times for the formative and summative assessment.** Completed appraisals are an assessable hurdle and without submission of this evidence clinical subjects cannot be passed. Please ensure you discuss the required assessment tasks and associated timeframe with your PDN in the first week of the semester. It is the student's responsibility to:

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

Clinical Hurdles

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

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

Identification of Unsatisfactory Clinical Performance:

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

- not asking questions or seeking clarification when unsure of instructions,
- inability to pick up and report on patient cues,
- difficulty with organisation or time management,
- inability to provide safe care and seek feedback,
- lack of insight, or limited ability to reflect on practice,
- inability to connect theory and practice or lack of theoretical knowledge,
- frequent absences from or late arrivals to practice,
- not being fit for practice and/or poor communication skills i.e. English language skills.

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

If you encounter challenges in your clinical performance, we encourage open communication. Please feel free to request a meeting with your PDN and the Postgraduate Coordinator to discuss your progress and explore any further support you may need. Our primary goal is to foster your growth and success. If you require additional assistance, we are here to help you throughout your postgraduate studies.

Students identified as at risk of not meeting clinical objectives will be placed on a **St. Vincent's Supportive Learning Plan**. This plan is designed in alignment with the specialist competency standards and your respective education provider. Your PDN and Education Manager will work closely with you to develop a Supportive Learning Plan tailored to your individual learning goals and strategies. This plan will empower you to achieve the required learning outcomes within specific timelines, highlighting areas for development while providing a structured approach to enhance your learning experience.

1. Participants with practice issues will be provided support initially with a Supported Learning Plan. The aim of this is to be learner-led and driven, with PDN and Education Manager support, to improve their clinical practice. This may include the implementation of the

following; support shifts (3 shifts), shadow shift (1 shift), SMART shift goals (8 shifts), and shift map (4 shifts).

2. Participants are provided with ongoing feedback and support.
3. HR are notified prior to the commencement/implementation of a Shift Map.



Additionally, your education provider will be informed of your participation in this supportive initiative. If, after the designated timeframe, there are still concerns regarding your clinical performance, a formal meeting with the University will be scheduled to discuss your progress and identify any additional support needed. We are committed to working collaboratively with you to achieve satisfactory improvement. It's important to remember that our aim is to support your success; however, if significant improvement is not demonstrated, further action may be considered which could impact your clinical support and academic standing.

Wellness and Student Support

Fitness for Practice

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

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

Stream PDN or CSN

Nurse Unit Manager

Postgraduate Coordinator

Allison Mawson

Manager Specialty Programs

Dr Amanda Connors

St. Vincent's Employee Assistance Program (EAP)

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

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

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

Special Consideration

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

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

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

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

Academic Support

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

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

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



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



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



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



[Services for students – study at Monash University](https://monash.edu)

Further academic resources for ACU

[ACU https://staff.acu.edu.au/our_university/news/2024/may/compulsory-student-modules](https://staff.acu.edu.au/our_university/news/2024/may/compulsory-student-modules)

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

[Academic Skills online](https://acu.edu.au)

[24/7 Online study support: Academic Skills online](https://acu.edu.au)

Academic Integrity and Use of Artificial Intelligence (AI)

Academic integrity refers to a set of ethical principles and values that guide your academic behavior. Key elements of academic integrity include originality, proper referencing, and paraphrasing. Originality means producing your own work, and plagiarism—using someone else’s words, ideas, or data without appropriate citation—is not tolerated. You must reference all sources according to APA7 guidelines when summarising or paraphrasing content. Instead of copying material verbatim, read, comprehend, and express ideas in your own words while giving proper credit.

APA7 Referencing

Click on the below links for the associated University Provider APA7 referencing tool guides:

- Australian Catholic University: [Home - APA - Library guides at Australian Catholic University](#)
- Monash University: [Reference list - APA 7th - Subject guides at Monash University](#)
- University of Melbourne: [Using APA 7](#)
- Deakin University: [Deakin-guide-to-APA7.pdf](#)

While AI tools can assist by simplifying complex concepts, enhancing creativity, and improving writing style, it is essential not to submit AI-generated content as your own or fail to acknowledge AI usage. Any use of AI will be picked up by university providers and penalties can include being marked zero for the assessment, resubmission of the assessment task and then only being awarded a Pass grade for the subject, failure of the entire subject or suspension from the University.

Appropriate Use of AI:

- Enhancing your understanding of intricate concepts by simplifying explanations.
- Facilitating creative thinking by generating prompts on a topic or subject. Generating ideas/topics that you need to include in your assessment submission.

Inappropriate Use of AI:

- Submitting AI generated content as original work.
- Failure to acknowledge AI tool usage.

AI tools are sometimes utilised by individuals feeling overwhelmed or struggling with their studies. Our aim is to provide support and reduce the stress associated with addressing these concerns. To maintain academic integrity, participants are strongly encouraged to retain draft copies of all assessment tasks. If the use of AI is suspected in an assessment, the University will email you and arrange a meeting to discuss your assessment task and you may be requested to provide evidence of your work in the form of prior drafts. To

prevent academic integrity concerns being raised around your work please familiarise yourself with the respective policies for your University Provider.

University AI Use Policies

See below a list of University Provider AI policies for reference:

- Australian Catholic University - [Student Academic Integrity and Misconduct Policy](#)
- Monash University – [AI for Students - Artificial intelligence at Monash](#)
- University of Melbourne – [Academic integrity and plagiarism](#)
- Deakin University - <https://www.deakin.edu.au/students/study-support/study-resources/artificial-intelligence>

For more information on AI use in tertiary education, please see the [link](#) the Tertiary Education Quality and Standards Agency guides.

Library Services at SVHM

The SVHM Library Service is a professional Library and Information Service for staff and students of St Vincent's Hospital Melbourne. Services are available onsite and remotely. Our website offers 24-hour access to books and journals, research help guides, and current awareness bulletins. Specialist staff deliver database search services and EndNote training. Please contact the Library for details at library.svhmlibrary@svha.org.au, alternatively, please visit the SVHM Library website for all services and updates, or via the SVHM Library Services intranet page.

The Carl de Gruchy Library is located at Fitzroy campus, 29 Regent Street Fitzroy, Ground Floor Clinical Sciences Building. The Library is open Monday to Friday 8:30am to 4:30pm. Meeting room bookings are available for small groups. Book borrowing and individual study at a desk or PC use are available for a limited number of individuals.

Problems & Concerns

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

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

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

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

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

Evaluation

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

Once again, we hope you have a rewarding learning experience and encourage you to make the most of every opportunity to enhance your knowledge in both academic and clinical settings.

Appendix A – Education and Learning Team

Postgraduate Programs Queries Contacts

Name	Position	Email	Ext
Dr Amanda CONNORS	Specialist Practice Manager	amanda.connors@svha.org.au	0403 174 698
Allison MAWSON	Postgraduate Coordinator	allison.mawson@svha.org.au	13223
Cassidy ROGERS	Administration Coordinator	cassidy.rogers@svha.org.au	13591

SVHM Practice Development Nurses and Clinical Support Nurses

Name	Position	Email	Ext
Aidan COOPER	Cancer PDN	SVHM.Education.cardiacPDN@svha.org.au	14988
Beth LANE	Cardiac PDN	SVHM.Education.cardiacPDN@svha.org.au	13351 / 11386
Gab LEONARD	Cardiac PDN	SVHM.Education.cardiacPDN@svha.org.au	13351/ 11386
Hannah BEIERS	Emergency PDN	SVHM.Education.emergencyPDN@svha.org.au	14176
Katie TREMAYNE	Emergency PDN	SVHM.Education.emergencyPDN@svha.org.au	14176
Kate URIE	Emergency PDN	SVHM.Education.emergencyPDN@svha.org.au	14176
Eden PHAM	Emergency CSN	SVHM.Education.emergencyPDN@svha.org.au	14176
Molly KENNEDY	First Nations CSN	molly.kennedy@svha.org.au	12438
Ben STONE	HITH PDN	SVHM.Education.hithPDN@svha.org.au	0437 111 631
Natasha HABSUDA	ICU CSN	ICUEducators@svha.org.au	14500
Madi WILKIE	ICU CSN	ICUEducators@svha.org.au	14500
Ben PICONE	ICU PDN	ICUEducators@svha.org.au	14500
Liz DELANEY	ICU PDN	ICUEducators@svha.org.au	14500
Jenna RILEY	Medical PDN	jenna.riley@svha.org.au	13532
Cass COSHAN	Medical PDN	cassandra.coshan@svha.org.au	13532
TBC	Surgical PDN -9 th floor	SVHM.Education.SurgicalPDN@svha.org.au	13962
TBC	Surgical PDN-7 th floor	SVHM.Education.SurgicalPDN@svha.org.au	
TBC	Surgical PDN -5 West	SVHM.Education.SurgicalPDN@svha.org.au	14627
TBC	Subacute /Outpatients PDN Fitzroy		
TBC	Renal PDN		

SVHM Practice Development Nurses and Clinical Support Nurses (Continued)

Name	Position	Email	Ext
Shao GUAN	Palliative Care PDN	shaoyun.guan@svha.org.au	9056 1065
TBC	Residential PDN St. Georges		
Amy Lee	Subacute PDN St. Georges	Amy.lee@svha.org.au	9056 1065
Jennifer WRAIGHT	Subacute PDN St. Georges	Jennifer.wraight@svha.org.au	9056 1065
Eden HALL	Perioperative PDN	eden.hall@svha.org.au	13548
Lisa TRICARICO	Anaesthetic PDN	Lisa.Tricarico@svha.org.au	14518
Daleeda ZOORA	Anaesthetic PDN	Daleeda.zoora@svha.org.au	14518
Ajsa DRAGANOVIC	Anaesthetic PDN	Ajsa.draganovic@svha.org.au	14518
Jade STILO	Anaesthetics PDN SVOP	SVHM.Education.theatrePDN.SVOP@svha.org.au	52761
Myra MCMILLAN	Intraoperative PDN SVOP	SVHM.Education.theatrePDN.SVOP@svha.org.au	52761