Musculoskeletal Nurse Education

4 May 2012

A/Prof Kathryn Gibson
on behalf of
The Musculoskeletal Network
Nurse Education Working Group
Aims in 2010

To build a musculoskeletal nurse education program

- To determine the level of program(s) that would be most useful
- To collaborate with other organisations with an interest in musculoskeletal education (RHPA, ARA and Australian Health Workforce Institute)
- To establish sources of subsidised training for nurses
Progress in 2011

- Working group decided to develop a Graduate Certificate level qualification in MSK nursing
- Support and advice sought from the NSW Chief Nurse Ms D Thoms
- Funding given by her to develop two subjects during 2011 in collaboration with the College of Nursing
- Australian Rheumatology Association and Rheumatology Health Professionals Association input and advice obtained
- Agreement in principle given by the Chief Nurse to fund development of a further two subjects in 2012
Graduate Certificate Structure

- Each Graduate Certificate is run over 2 x twenty week semesters by distance learning
- Each covers 4 broad subject areas with two subjects running concurrently each semester
- Each subject requires approximately 150 hours of work covering 5 topics/modules and requires 3 assessment tasks to be passed (approx. 30 hours)
- All Graduate Certificates offered must pass both internal assessment of educational quality by the College and external accreditation by the Tertiary Education Quality and Standards Agency
Course Outline

- By October 2011 the College allocated Mr. Thomas Molloy as project officer.
- Four broad subject areas were agreed:
  1. Inflammatory joint disease
  2. Bone disease
  3. Non-inflammatory joint disease
  4. Connective tissue disease
- Subjects 1 and 2 to be written first and ready for students by July 2012.
On-line learning framework

- Enrolled students work both individually and together (virtually) as a group

- Each group has a facilitator (College of Nursing) and tutor (content experts)

- Learning is facilitated by traditional methods eg. essay writing and by less traditional methods eg. contributing to group tasks such as finding answers to questions based on case studies, contributing to group discussions and role play activities

- Tutor interactions can be via on-line asynchronous discussion or by real-time tutorials via Webinar
Graduate Outcomes

Graduates of this course will:

▲ Develop skills in locating, appraising, and integrating information from research and nursing practice, providing them with a foundation for evidence based nursing.

▲ Extend current knowledge and skills within the context of musculoskeletal nursing, and advocate an attitude of lifelong learning through information literacy.

▲ Extend their professional and ethical understanding and knowledge through critical analysis and reflection in the practice of musculoskeletal nursing.
On-line activities

- **Forums – for discussions**
  - e.g. Case study with questions provided. Students contribute answers and also comment on each other’s answers

- **Wikis - for group contributions to on-line worksheets or tables**
  - e.g. Develop a session-plan to explain common complications of methotrexate treatment to a patient

- **Elluminate Live sessions - good for real-time interactions**
  - e.g. Show students a power-point presentation as you go through it or invite a guest speaker to answer questions live
On-line activities (cont’d.)

- **Quizzes – for testing recall**
  - e.g. Help them recall differences in history and examination between inflammatory and degenerative joint problems

- **Synchronous discussions - allows real time discussion between students and tutors**
  - A useful way to bring students into a virtual “face-to-face” learning environment

- **Glossaries - for defining/writing short explanations of concepts or terms**
## Learning outcomes for each subject

### e.g. Inflammatory Joint Diseases

<table>
<thead>
<tr>
<th>Graduates will be able to:</th>
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<tr>
<td>Describe the relevant anatomy related to inflammatory joint diseases</td>
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<tr>
<td>Identify and describe the relevant pathophysiology of Inflammatory joint diseases</td>
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<tr>
<td>Examine the epidemiology of inflammatory joint diseases</td>
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<td>Analyse the various best practice assessment methodologies within inflammatory joint diseases</td>
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<tr>
<td>Differentiate between specific conditions within the inflammatory joint disease group and also differentiate these from other musculoskeletal conditions</td>
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<td>Critically analyse management techniques and treatment strategies for people who have inflammatory joint diseases</td>
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<td>Critically evaluate outcomes of the management of inflammatory joint diseases</td>
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2012 The real work!

- Writers from the working group allocated to each subject
  - Inflammatory joint disease
    - Fiona Briggs, Anne Gilbey, Wendy Gellately, Maggie Crowe, Julie Jones
  - Bone disease
    - Fiona Briggs, Anne Gilbey, Kerry Cooper, Julie Jones

- Provided with detailed writers’ guide and (scary) timeline
- 10-15% of the content to cover paediatrics
The real work cont.

- Writers workshop where the process/timeline/expectations outlined
- 10 weeks to complete writing of the first two subjects
- 1 month content expert review
- Accreditation
Orientation Week One Tasks

The first week of this course is for you to have a look around the online space, read the introductory information for this course (below) and to practice using the online space. There are four activities to get you going in this. You should try to finish these activities in the first week.

If you have any questions (technical or course related) please use the 'Ask a Question' forum (below). If you have a question, it is more than likely many students have the same question.

Online activity one. Read all the information contained in the links below. Make sure you read the course information and study and assessment timetable. If you have any questions, put them in the 'Ask a Question' forum.

Online activity two. Go to the Coffee room (below) and introduce yourself. When you start a new thread make sure you give it a meaningful title. The instructions for this activity are in the coffee room. The coffee room is a place to put ideas, post links to interesting articles, or just converse with your fellow students.

Online activity three. Update your profile. On the left of this screen, at the top is the administration section of this course. Click on Profile and then Edit Profile. Please check if your e-mail address is correct in your profile. This is very important as your forum posts and group announcements will come through your e-mail. If you can (or want to) please upload a photo of yourself. This is so others can put a face to a voice or text.

Online activity four. Write your first blog posting. Write about why you are taking this course, your expectations and your thoughts regarding learning online.

There are two ways to get to your blog so that you can add a new entry. One way is directly through the blog menu on the left of your screen. You can click 'add a new...
There is a button saying 'add a new entry'. Click on this to start a new blog entry. The rhythm of blogging in this course is probably such that you will do the weekly topics through the week and then towards the end of the week (Sunday or the Monday of the following week) write your blog as a reflective writing on what you have learnt through the preceding week.

Anatomy of Joints

Week Two

In your first week of study you will be given a general overview of the normal skeletal system in relation to the bones and joints.

Pathophysiology

Week Three

This week's study follows on from last week where we looked at normal bone physiology. Now we will look at the pathophysiology of some common bone diseases associated with the musculoskeletal system.
In the meantime…

- The ACI Musculoskeletal Nurse Education Working Group compiled and disseminated a questionnaire to determine potential interest in undertaking this Graduate Certificate.

- 276 respondents

- Considered:
  - What jurisdiction they work in
  - Diagnostic MSK groups they work with
  - Interest in further MSK Nurse Education
  - Barriers to study
In what state or territory do you work as a nurse?

- New South Wales
- Australian Capital Territory
- Victoria
- Tasmania
- South Australia
- Queensland
- Western Australia
- Northern Territory

ACI NSW Agency for Clinical Innovation
No matter the setting or ward you work in, do you provide care at least weekly for people who have any of the following conditions? You may select as many of these options as you need to.
Do you have any plans to further your nursing education concerning musculoskeletal conditions/diseases?
If you wanted to undertake an accredited course of study in musculoskeletal nursing what do you perceive would be the barriers for you to undertaking this course of study? Select as many answers as you need to.

- Not supported by workplace managers
- Study fees are too onerous
- Distance from educational institution
- My home/work life balance
- Child care issues
- Fear of failure
Partnerships

- ACI Musculoskeletal Network
  - Co-chairs Lyn March and John Eisman and Network Manager Robyn Speerin

- NSW Chief Nurse Debra Thoms

- College of Nursing
  - Thomas Molloy, Drew Burgess, John Kemsley

- Rheumatology Health Professionals Association
Working Group members

Kathryn Gibson  South Western Sydney LHD
Margaret Armstrong  Falls Prevention
Andrew Briggs  Western Australia Health Networks
Fiona Briggs  South Western Sydney LHD
Kerry Cooper  Hunter New England LHD
Maggie Crowe  Western Australia
Wendy Gellately  Optimus Research
Anne Gilbey  Mid North Coast LHD
Elizabeth Huppatz  Southern NSW LHD
Julie Jones  Sydney University
Megan Jones  Sydney LHD
Sheila Moloney  Sydney LHD
Clare O’Neill  Victoria
Joanne Roberts  Far West LHD
Helene Rickard  South Western Sydney LHD
Leslie Sullivan  Sydney LHD
Any Questions?
A/Prof Kathryn Gibson on behalf of The Musculoskeletal Network Nurse Education Working Group