

Analysis of the Faculty of Health, Medicine, Nursing and Behavioural Sciences improved performance on the LTP

Key persons able to respond were identified as:

- Bernie Marshall (Associate Dean, Teaching & Learning)
- Anne Moreira (Faculty Academic Secretary)
- Ian Story (Educational Developer)
- Rodney Snow (Associate Head of School, Teaching & Learning, School of Exercise and Nutrition Science)
- Di Welch (Associate Head of School, Academic Programs, School of Nursing)
- Stuart Smith (Previous Course Co-ordinator, School of Exercise and Nutrition Science)
- Claire Henderson-Wilson (Assistant Course Co-ordinator, Bachelor of Health Sciences)
- John Annison (Associate Dean, Teaching and Learning until 2007)

Files of the relevant CEQ and GDS data were emailed to them prior to a scheduled meeting. While Bernie Marshall, Anne Moreira and Ian Story offered general comments related to the whole faculty, Rodney Snow and Di Welch commented on specific courses, Exercise and Sport Science and Nursing respectively.

The data related to the Nutrition course (H315 Bachelor of Exercise and Nutrition Science) was not available and therefore Stuart Smith offered no comments and Claire Henderson-Wilson and John Annison were unavailable for interviewing.

Interviewees found it difficult to reflect back to events of 2004 and 2005 (or even earlier) that reflected on 2005 and 2006 data (see appendix). They also found it difficult to separate their comments in relation to good teaching, generic skills and overall satisfaction.

Nursing

The four following nursing programs were considered:

1. D381 Bachelor of Nursing (Preregistration) / Bachelor of Applied Science (Health Promotion)
2. D387 Bachelor of Nursing (Preregistration) / Bachelor of Applied Science (Psychology)
3. D392 Bachelor of Nursing (Preregistration)/ Bachelor of Commerce
4. H326 Bachelor of Nursing (Preregistration)

The comments and observations made were as follows:

General

- School had rising enter scores despite rising student numbers.
- One of the final lectures before students pass out is used as an information session on the GDS and CEQ process. All questions of the surveys are shown and discussed and the presentation deliberately uses words from the CEQ survey to build familiarity.

- Students are specifically informed that it is a part of a national survey, not just another survey.
- Students are warned that questionnaires will be received by them when they are struggling with their clinical work. (A likely time to receive a negative response to any questionnaire.)
- Students are advised to be objective and pressed home the importance of the survey. Literary told that doing well is important to both Deakin (in order to receive funding from govt etc) and for the student themselves as they would then be classed as coming from a top university.

Clinical training

- Stronger links with clinical agencies
 - Enabling students to obtain placements easily.
 - Ensure that hospitals have student data and are ready before they come in. Details like their parking etc are prearranged by the school to help them to integrate better and feel more welcomed.
 - Self allocation of clinical placements giving students greater control

Teaching and learning

- Involved experts to teach to give greater credibility and profile to the school and teaching team
 - Invited several clinical professors to give lectures.
 - Hired the Emergency Nurse of the Year (state award) as a researcher and lecturer
 - Continued to make an effort to have uniformity in the teaching across the three campuses
- Refurbished all teaching labs in 2003-2004 enabling students to work with modern, state of the art equipment similar to what they will work with when they go on placements.
- Enabled re-enrolment online making it more convenient to students.
- Started using DSO making study material online and offering greater flexibility.

Exercise and Sport Science

The main degree program in Exercise and Sport Science is H343 Bachelor of Applied Science (Exercise and Sport Science). Student feedback indicated that the course was very theoretical. Based on this, two significant course changes were done in 2003.

Teaching and learning

- A first year unit HSE101 Principles of Exercise and Sports Science was offered. The new unit gave students an overview of the entire course and a context to base their study.
- Year 3 offered HSE311 and HSE314 Applied Sports Science I & II. These units focused on how to be a sports scientist and how to contribute in the market (relevant in the job market).
- Overall, the course was made more applied and employment focussed.

Practical training

- The third year Practicum was made compulsory in 2003. This was not mandatory prior to 2002. This led to
 - Setting up arrangements with external providers (Eg. Eastern Football League) for practicum experience.
 - In 2003 and 2004 considerable effort was made to increase the number of external practicum providers to offer greater variety to students.
 - Networking through practicum has led to paid positions in sporting bodies.

Health Sciences

Health Sciences is a degree that draws on several schools in the faculty.

- Co-ordinators of this degree were more proactive during this period and worked towards a greater identity during this time.

General Comments

These comments are not course-specific but are believed to have some impact on all courses faculty-wide.

- Established Faculty Student Centres on each of the campuses in 2002 to provide students a one-stop advice and support service to respond to student questions on academic and administrative matters, accept assignments etc.
- Appointed an Educational Developer (in 2002) to support DSO work and to help staff to move their teaching to online environments. More people started using DSO and with assistance available in the faculty (Educational Developer), started doing it better. Consequently students were provided more lectures and resources online.
- Peer mentoring program (started in 2002 or 2003). Every UG course has peer mentors trained by Dr Tess Knight. Peer mentors have had an impact on student satisfaction and retention. The mentors work is recognised through letters of appreciation which can be used in their CVs and new mentors are trained each year.
- Continued to improve the quality of info given to students by
 - Working with DSA and Student Life.
 - Providing students with pathway maps (flow diagrams developed in 2003 and improved in 2004) of all courses giving them an holistic view of the course and pathway directions, to better understand and clarify career possibilities from their selected course.
 - Faculty worked with Marketing to develop a range of resources such as the above and other brochures to give course info and other info related to transition to tertiary study to manage possible anxiety and expectations.
- Improved the quality of info given to new staff and all staff
 - Intranet site developed with range of helpful info of rules, policies, procedures, forms etc.
 - New staff provided with a pack of information related to teaching and learning.

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