

AN e-LEARNING TRAINING PACKAGE TO SUPPORT MEDICARE ITEM 10997



FACILITATORS GUIDE / INFORMATION PACK

25 National Circuit Forrest ACT 2603 | PO Box 4308 Manuka ACT 2603
T 02 6228 0800 | F 02 6228 0899 | www.agpn.com.au | ABN 95 082 812 146

Delivering local health solutions through general practice

AGPN acknowledges the financial support of the Australian Government Department of Health and Ageing

TABLE OF CONTENTS

INTRODUCTION	4
WELCOME.....	7
<i>AIMS OF THE GUIDE</i>	<i>7</i>
<i>OBJECTIVES</i>	<i>7</i>
<i>ABOUT MEDICARE ITEM 10997</i>	<i>7</i>
<i>ABOUT THE e-LEARNING TRAINING PACKAGE</i>	<i>8</i>
<i>LIST OF ACRONYMS</i>	<i>9</i>
<i>INFORMATION FOR THE FACILITATOR.....</i>	<i>9</i>
<i>Facilitator minimum requirements</i>	<i>9</i>
<i>Tips for the small group facilitator</i>	<i>9</i>
<i>Providing a sensitive environment</i>	<i>10</i>
<i>Working effectively with minority group members.....</i>	<i>10</i>
<i>Applying the principles of adult learning techniques</i>	<i>11</i>
<i>ABOUT THE MODULES.....</i>	<i>12</i>
<i>Foundation module as a pre-requisite</i>	<i>12</i>
<i>Certificate of Completion.....</i>	<i>12</i>
<i>Continuing Nurse Education points</i>	<i>12</i>
<i>Recognition Assessment.....</i>	<i>12</i>
<i>NAVIGATING THE MODULES.....</i>	<i>13</i>
<i>A 'step-by-step' guide to navigating the e-learning modules.....</i>	<i>13</i>
<i>Dealing with e-delivery issues.....</i>	<i>13</i>
<i>CD Rom</i>	<i>13</i>
<i>Troubleshooting and problem solving</i>	<i>13</i>
FURTHER DESIGN APPLICATIONS.....	14
ACKNOWLEDGEMENTS	15
FURTHER INFORMATION.....	16

APPENDICES

Appendix 1: A check list of items recommended for successful delivery

Appendix 2: CD ROM application form

Appendix 3: A pro-forma example of a Certificate of Completion for registered Aboriginal Health Workers and/or other health workers who successfully complete the e-learning training modules

Appendix 4: A pro-forma example of a Certificate of Completion with Royal College of Nursing *Australia* Continuing Nurse Education points, which will be generated and awarded to nurses who successfully complete the e-learning training modules

Appendix 5: A 'step-by-step' guide to navigating the e-Learning Training Package to support Medicare Item 10997

INTRODUCTION




The Facilitators Guide / Information Pack has been designed specifically for Australian General Practice Network members to assist them with encouraging practice nurses and registered Aboriginal Health Workers with uptake of the '**e-learning training package to support Medicare Item 10997**'.

Some practice nurses and Aboriginal Health Workers are not familiar or comfortable with e-learning, so this guide has been designed to assist a division program officer to demonstrate in a face to face session, how to use the on-line package.

It is hoped that such an activity would not only provide practice nurses or Aboriginal Health Workers with the confidence to undertake this package, but also increase their familiarity with e-learning as a convenient adult learning option.

In order to achieve this aim, it is recommended that divisions consider the following actions.

1. Division officer to successfully undertake and complete as a minimum requirement, the Foundation Module of the e-learning package. To successfully undertake and complete a disease-specific module would be of additional benefit.
2. Division officer to promote the e-learning training package to general practices in their division.
3. Division officer, upon successful completion of the foundation module of the training package (as a minimum) to read the Facilitators Guide /Information Pack. Familiarisation of the Facilitators Guide / Information Pack will ensure officers are fully informed of the necessary requirements to successfully deliver a 2 hour information session.
4. Division officer to schedule a 2-hour information session and promote this information session to general practices in their division.
5. Division officer, with the assistance and support of general practitioners and practice managers from across their division, to recruit small groups of interested practice nurses and/or registered Aboriginal Health Workers to participate in a 2 hour information session.
6. See Appendix 1, Check List to prepare for information session.
7. Utilising the information contained within the Facilitators Guide/Information Pack, division officers are expected to demonstrate to the small group of practice nurses/registered Aboriginal Health Workers the following activities.
 - How to access to the e-learning modules online at <http://www.3lp.rcna.org.au/10997>
 - How to register to enter the modules online as
 - a Royal College of Nursing Australia member
 - a non-member of RCNA.
 - Navigate the 'Welcome' page and the 'For further information' page.

- Highlight the use of the helpdesk line and confirm it is for technical support only.
- Begin demonstration of the Foundation module by using the page navigation buttons, found at the top of the screen and bottom of the screen (arrows).
- Demonstrate the use of the vocal track, by clicking on the green vocal button, top of the page, right hand side
- Demonstrate module navigation using the central menu (see
 -  Module Objectives Resource
 -  Introduction Resource
 -  Printable course notes.
- Demonstrate 'how to print' the course notes (click on icon in central menu, see pop-up version of module notes in pdf document, able to print from this menu).
- Demonstrate how the left-hand side menu brings up the sub-sections of each section of the module; it also indicates which part of the module the user is currently working in.
- Demonstrate how to navigate and undertake the self-assessment tasks, using the link provided. (See also Appendix 5 of this guide. It may be useful to have a hard copy printout version on hand to assist navigation).
- Explain the grading method table – i.e. Number of attempts / Date and time attempted / Score out of total.
- Demonstrate how to access self-assessment task (i.e. click on icon 'Attempt Quiz' / 'Re-attempt Quiz).
- Demonstrate options upon completion of self-assessment task (i.e. save without submitting / submit all and finish).
- Demonstrate correction of submitted answers on-screen (e.g. if correct, green highlight; if incorrect, explanation with red cross).
- Demonstrate marks (correct/incorrect total marks for each submission).
- Explain 'Continue' buttons – central page 'continue' button offers an option to repeat self-assessment task; bottom page 'continue' button directs to the next page.
- Demonstrate how to access and use the (optional) Discussion Forums (Refer again to Appendix 5, instructions on how to undertake this feature; Emphasise this is an optional forum and does not impact on final marks and generation of Certificate of Completion and/or RCNA CNE points).
- Demonstrate the 'subscribe/unsubscribe' option to receive all emails posted in the discussion forum. This option is found at the top right-hand corner of the 'Discussion Forums' page.

- Demonstrate how to approach an offline activity (i.e. this is for self-directed learning and can be undertaken as an optional activity).
- Demonstrate how to undertake a case study (as per the optional Discussion Forums) and respond to the questions posed in the grey text box below the case study. Emphasise that access to other people's answers cannot be given until a response is posted first.
- Demonstrate how to add a new discussion topic.
- Demonstrate how to access additional resource information from within the foundation module text body by clicking on the weblinks.
- Demonstrate how the underlining of words within the body of the module links directly to the glossary by providing a pop-up window.
- Demonstrate how to undertake an online scenario.
- Explain how an 80% pass rate of all mandatory self-assessment tasks must be achieved before a Certificate of Completion will be generated.
- See the pro-forma (Appendices 3 & 4) Certificate of Completion (for registered Aboriginal Health Workers / other health workers; and practice nurses complete with RCNA CNE points) and show interested learners the Certificate that they can generate upon successful completion.
- Demonstrate the Bibliography and Glossary (left-hand side menu) and explain how these are comprehensive documents that are attached to every module within the package. (i.e. references from each module are available in every module, terminology from each module is available in every module).
- Demonstrate to the group how to undertake the survey at the end of each module. Emphasise that feedback will be collated on a quarterly basis for analysis by AGPN to update the modules as deemed appropriate. It is a special requirement to provide this feedback in order to continually improve the presentation, functionality and uptake of the e-learning modules.
- Access the CD ROM application form (see Appendix 2) and inform interested group of how to use this form to apply for a CD ROM. Remind the group that using the CD ROM format includes limitations on generation of Certificates of Completion and RCNA CNE points. Remind interested group that purchase of the CD ROM will be charge at the same price as the online e-learning training package.

AGPN trusts you find the following information useful in assisting you with undertaking an information session.

WELCOME

Welcome to the Facilitator's Guide / Information Pack to the '**e-learning training package to support Medicare Item 10997**'. This guide is an information tool designed to inform Division Officers, or any other interested health education workers, about accessing and undertaking the e-learning training package.

The guide has been designed by Australian General Practice Network (AGPN) in consultation with Nursing in General Practice state based organisation representatives and division officers.

AIMS OF THE GUIDE

The aim of this guide is to resource Divisions of General Practice to encourage uptake of the e-learning training package to practice nurses and registered Aboriginal Health Workers via facilitated introduction. It is a 'how to' guide aimed at providing step-by-step understanding of the package, how to access, navigate, undertake and complete the package using the pre-requisite foundation module as the basis of learning.

OBJECTIVES

1. To provide a resource to supplement the e-learning training package to support Medicare Item 10997 to enhance professional development.
2. To provide an opportunity for shared professional development knowledge and networking opportunities to practice nurses and Aboriginal Health Workers.
3. To assist Divisions in their support of practice nurses and registered Aboriginal Health Workers in relation to chronic disease management through the uptake and application of Medicare Item 10997.

ABOUT MEDICARE ITEM 10997

Medicare Item 10997 came into effect on 1 July 2007 and applies to the provision of monitoring and support to people with a chronic disease care plan by a practice nurse or registered Aboriginal and Torres Strait Islander Health Worker on behalf of a general practitioner. It has been designed to ensure appropriate and enhanced uptake of Medicare Item 10997 and facilitate an associated work practice change. This will assist general practitioners (GPs) to ensure that practice nurses and registered Aboriginal Health Workers are appropriately qualified and trained to provide monitoring and support for patients with a chronic disease care plan, allowing GPs to focus on more complex cases.

ABOUT THE e-LEARNING TRAINING PACKAGE

Australian General Practice Network, in partnership with Royal College of Nursing Australia (RCNA) and Batchelor Institute of Indigenous Tertiary Education has produced the **e-learning training package to support Medicare Item 10997**. The package consists of

- a foundation module that incorporates three units:
 - a chronic disease overview
 - care planning and management, including information on Medicare Item 10997
 - self-management support

- a set of chronic disease modules covering the topic areas of
 - arthritis
 - asthma
 - cancer
 - coronary heart disease
 - dementia
 - diabetes
 - kidney health¹

The package is an online educational tool designed for practice nurses and registered Aboriginal Health Workers to provide professional development opportunities to expand their knowledge of chronic disease management, (CDM) to appropriately utilise Medicare Item 10997 in the general practice setting and to gain enhanced education techniques to assist people dealing with chronic disease.

This package is also a valuable resource about chronic disease care and management that can be utilized by any health professional interested in gaining introductory knowledge on best practices surrounding CDM. Content of the modules has been developed by expert organizations. See the list below:

Foundation module	CM Consulting, South Australia
Arthritis module	Arthritis Australia
Asthma module	National Asthma Council of Australia
Cancer module	Peter MacCallum Cancer Centre
Coronary heart disease module	National Heart Foundation of Australia
Dementia module	Alzheimers Australia
Diabetes module	Baker IDI Heart and Diabetes Institute, and Australian Diabetes Educators Association
Kidney health module	Kidney Health Australia

¹ The kidney health module is still under development at the time of writing. It has been scheduled for inclusion into the package upon its completed development.

LIST OF ACRONYMS

AGPN	Australian General Practice Network
AHW	Aboriginal Health Worker
CDM	Chronic Disease Management
EAP	Expert Advisory Panel
ELPPG	e-Learning Project Partnership Group
GP	General Practitioner
NRG	National Reference Group
PN	Practice Nurse
RCNA	Royal College of Nursing Australia

INFORMATION FOR THE FACILITATOR

Facilitator minimum requirements

It is recommended that facilitators hold a minimum level Certificate IV Workplace Training in order to successfully administer the guide and ensure optimum learning opportunities for participants. Whilst this is a recommendation, it should not be considered mandatory. It is **strongly recommended** that facilitators successfully complete the pre-requisite foundation module prior to presenting information, in order for them to confidently deliver to others.

Tips for the small group facilitator

An effective facilitator uses particular techniques to encourage participants in order to achieve positive outcomes for optimum learning and professional development application. According to Newble & Cannon (2001), these techniques can include being able to

- guide, model, encourage and support
- be flexible, patient, friendly and enthusiastic
- be silent without distress
- make short interventions
- resist the urge to dispense information, but be able to clarify as required and if able
- use a Socratic teaching method, for example – answer a question by exploring opinions from the group and discussing possible options to resolve problems/questions, rather than providing direct answers
- give and receive feedback
- remind learners of the goal
- discuss problems that arise

Facilitators do not need to be experts in the content specific areas of the e-learning training package. As noted above, each of the modules has been content developed by expert organisations, therefore the opportunity to access best practice and most relevant information is contained within the modules themselves.

Divisions and registered training organisations are encouraged to develop their own delivery style, according to needs. For example, specialist practitioners/educators and guest speakers/lecturers may be invited to present alongside division officers.

An example where guest speakers have worked well was illustrated by the piloting of the e-learning training package for registered Aboriginal Health Workers. Batchelor Institute of

Indigenous Tertiary Education approached Medicare Australia, who agreed to provide three guest speakers to assist participants with understanding the use and appropriate application of Medicare Item 10997.

Providing a sensitive environment

It is helpful for facilitators to be aware of the diversity of people who may attend a small group learning session. Diversity can range across age, gender, racial backgrounds, religious and cultural beliefs, geographic barriers and socio-economic circumstances.

It may be appropriate to begin the session by asking participants to spend a few minutes talking about their individual work circumstances. This can help to inform the facilitator and the participants about the different experiences health workers deal with when treating chronic disease patients. It can also help to establish a level of comfort and rapport with participants who may be able to identify similar enablers and barriers to their own continuing education and professional development needs.

It is important to recognise that every group will be different. Facilitators should not take this as a personal reflection upon their capabilities, but rather be open-minded to the different nature of individuals and their different learning needs, goals and outcomes.

Working effectively with minority group members

AGPN suggests the tips presented below (Breckon, et al, 1998) are suggestions and examples of things to consider when presenting across diverse groups of people. The list should not be considered mandatory for presenters but be used as deemed appropriate and useful:

- be aware of differences in the group by asking questions and getting involved in small group discussions
- seek involvement and input, listen to people of different backgrounds without bias and avoid being defensive
- learn the beliefs and feelings of specific groups about particular issues
- read about current and emerging issues that concern different groups and read literature popular with the specific group
- learn about the language, humour, gesture, norms, expectations and values of different groups
- attend events that appeal to members of specific groups
- be aware of cultural clichés, stereotypes and distortions you may encounter in the media
- use examples that people of different cultures and backgrounds can relate to
- learn the facts before you make statements or form opinions about different groups.

Applying the principles of adult learning techniques

There is no single theory or principle of learning that applies to all people in all situations (Breckon et al, 1998). There is therefore a need to adopt different strategies to different groups of learners across varying socio-economic, cultural, race and age groups.

Malcolm Knowles, considered the pioneer of the field of adult learning via his adaptation of the theory of andragogy (Lieb, 1991) identified six characteristics of adult learners.

- Adults are autonomous and self-directed. They need to be free to direct themselves. Facilitators must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests. Facilitators must guide participants to their own knowledge rather than supplying them with facts. Facilitators must show the group how the session(s) will help them to reach their goals.
- Adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities and previous education. They need to connect learning to this knowledge/experience. Facilitators should draw out participants' experience and knowledge which is relevant to the topic.
- Adults are goal-oriented. Facilitators must show participants how the session(s) will help them attain their goals. This classification of goals and objectives must be done early in the program.
- Adults are relevancy-oriented. They must see a reason for learning something. Facilitators must identify objectives for adult participants before the session(s) begins, theories and concepts must be related to a setting familiar to participants.
- Adults are practical, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Facilitators must tell participants explicitly how the information gained from the session(s) will be useful to them on the job.
- As do all learners, adults need to be shown respect. Facilitators must acknowledge the wealth of experiences that adult participants bring to the classroom. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in the session(s).

ABOUT THE MODULES

Foundation module as a pre-requisite

The guide has been designed around the foundation module which is highly recommended as a pre-requisite module prior to undertaking any of the disease-specific modules contained within the package. The benefits of the foundation module as prior learning are to be found in the broad overview of knowledge provided in this module surrounding chronic disease frequencies and impact upon the Australian population, understanding of Medicare Item 10997 uptake and appropriate application, and dealing with cultural sensitivity using different education and learning techniques.

It is therefore **strongly recommended to facilitators and online learners** that this module be appropriately utilized within the package in order to gain best learning outcomes.

Certificate of Completion

A Certificate of Completion will be awarded to each individual who has successfully completed any of the modules contained within the e-learning training package. This certification will be generated via RCNA 3LP website. For a pro-forma copy of this certificate, see **Appendix 3**.

Continuing Nurse Education points

Registered nurses and enrolled nurses will receive RCNA Continuing Nurse Education (CNE) points which will be awarded for successful completion of each of the modules contained within the e-learning training package. (5) points each will be awarded for successful completion of the foundation module and the coronary heart disease module, and (3) points each will be awarded for successful completion of the remaining disease-specific modules, arthritis, asthma, cancer, dementia and diabetes. Assessment of CNE points for the kidney health module will be advised within the e-learning package upon its completion and release. For a pro-forma copy of this certificate, see **Appendix 4**.

Recognition Assessment

The e-learning professional training program to support Medicare Item10997 is accompanied by a Recognition Assessment Tool that has received a noted tick by the National Quality Council.

The Recognition Assessment Tool has been developed to support the recognition assessment for the chronic disease self-management skill set from the Community Services Training Package CHC08.

The package meets competency standards associated with the following units from CSTP CHC08 -:

CHCICS406A Support client self management
CHCICS407A Support positive lifestyle
CHCICS408A Provide support to people with chronic disease

Individuals who successfully complete either one, or all of the modules contained within the 'e-learning training package to support Medicare Item 10997' can use their Certificate of Completion to apply for recognised prior learning or credit transfers if they undertake further training from the CSTP Training Package CHC08.

It is important to note that the Recognition Assessment Tool that has been developed provides for *partial recognition* against each of the three units listed above. It is therefore up to individual registered training organisations to assess competency against Certificates of Completion dependent upon application from individuals.

NAVIGATING THE MODULES

A 'step-by-step' guide to navigating the e-learning modules

The instructions have been included as a separate appendix so they can be copied into a word document and printed for ease of instruction. They can also act as a handy resource to present to interested users for quick reference. For a copy of these instructions, **see Appendix 4.**

Dealing with e-delivery issues

The e-learning training package has been designed on a desktop computer and presents well in this format. It can be accessed using laptops however presentation on screen can at times appear congested. It is therefore suggested that a larger screen be used for presentation purposes and desktop computers are a recommended option, however this shouldn't deter people from using laptops.

CD Rom

Due to the nature of internet delivery, in some instances remote access can prove problematic. AGPN recommends that each organization interested in presenting the e-learning package using this guide, ensures a CD ROM back-up copy of the training package is available. To access a copy of the CD ROM, see **Appendix 2** for an application form.

The CD ROM copy of the package presents in format identical to that of the online version. Presenters using this mode of delivery won't have access to online forums, however all other navigational aspects will remain consistent with the online version.

The CD ROM does have limitations imposed upon the generation of Certificates of Completion and the assigning of RCNA Continuing Nurse Education points. Further information regarding these limitations is available on the CD ROM cover and can also be found online <http://www.3lp.rcna.org.au/10997> - see the 'Further Information' page - CD ROMs.

Troubleshooting and problem solving

Any problems with technical delivery can be addressed with the RCNA 3LP helpdesk online development team on 1800 233 705

FURTHER DESIGN APPLICATIONS

In recognition of different learning requirements and delivery techniques across the spectrum of health professionals, suggestions for other applications of this guide have been constructed for individual organization consideration.

Face to face delivery of the e-learning package can be achieved in small groups using an appropriately qualified health lecturer or experienced facilitator to assist learning. However, it should be noted that learning outcomes and achievements will differ across individuals. Therefore, should organizations wish to use this method, they should state their objectives clearly at the point of promotion.

For example, in a one day face-to-face delivery, one individual may be able to successfully complete the foundation module and two disease-specific modules. Alternately, another may be able to successfully complete the foundation module. Others may not be comfortable with the medium of online learning and not successfully complete any of the modules. It is therefore, very important for organisations to take care when using this method.

Other options may extend beyond one day face-to-face and encompass a four day training session, as undertaken by Batchelor Institute of Indigenous Tertiary Education, in the joint development of the e-learning package. This delivery option for registered Aboriginal Health Workers in the Northern Territory was a preferred method (as recommended by Batchelor Institute).

Batchelor Institute piloted the e-learning package with a group of seven registered Aboriginal Health Workers. Facilitation by an Indigenous Health Lecturer and guest speakers from Medicare Australia and Australian General Practice Network state-based organisation enabled comprehensive delivery of the e-learning training package to this small group. This method was very well received by Batchelor Institute and all of the participants however it should again be noted that successful completion rates differed across this small group of individuals.

The suggestions for alternate delivery methods are to be considered as frameworks for development according to individual organisational needs. Organisations should be aware of associated costs when considering alternate delivery methods.

ACKNOWLEDGEMENTS

AGPN would like to thank the following organisations for the content development of the e-learning training package modules.

Foundation module	CM Consulting, South Australia
Arthritis module	Arthritis Australia
Asthma module	National Asthma Council of Australia
Cancer module	Peter MacCallum Cancer Centre
Coronary heart disease module	National Heart Foundation of Australia
Dementia module	Alzheimers Australia
Diabetes module	Baker IDI Heart and Diabetes Institute / Australian Diabetes Educators Association
Kidney health module	Kidney Health Australia

AGPN would also like to thank the following members of the National Reference Group for their guidance, support and contribution to the development of the e-learning training package project.

Australian Association of Practice Managers
Australian College of Rural and Remote Medicine
Australian General Practice Network, General Practitioner
Australian Medical Services Alliance Northern Territory
Australian Practice Nurse Association
Cancer Council of Australia
Community Services and Health Industry Skills Council
Congress of Aboriginal and Torres Strait Islander Nurses
Consumer Health Forum
Department of Health and Ageing
Diabetes Australia
Monash University, School of Nursing and Midwifery
Office for the Aboriginal and Torres Strait Islander Health
Royal Australian College of General Practitioners
University of New South Wales, Centre for Primary Health Care & Equity

AGPN would like to especially thank the following individuals for their contribution to the development of this Facilitator's Guide/Information Pack:

Ms Denise Lyons RN, MEd (Health Promotion), Cert IV Training and Assessment
Clinical Systems Manager Training and Professional Development
GP Access, New South Wales

Ms Margaret Dempsey, RN Div 1, Practice Nurse and Palliative Care Program Officer,
GP Association of Geelong, Victoria

Ms Margaret Gordon, RN Div 1, Practice Nurse Coordinator, GPSS Team Leader,
Melbourne East General Practice Network, Victoria

FURTHER INFORMATION

For further information about the **e-learning training package to support Medicare Item 10997** go to <http://www.agpn.com.au>, see Nursing in General Practice and follow the links to the e-learning web page.

Any technical queries can be directed to RCNA 3LP Helpdesk, telephone 1800 233 075.

Any enquiries relating to the Facilitator's Guide/Information Pack can be forwarded to Nursing in General Practice, email reception@agpn.com.au or telephone (02) 6228 0800.

APPENDIX 1

CHECK LIST

CHECK LIST

- Book a room
- Check powerpoint availability
- Extension Leads
- Laptop / Desktop computer for presenter
- Overhead screen projector
- Drop-down screen
- Individual laptop/desktop computers for participant access
- Internet access
- CD ROM version (e-Learning training package to support Medicare Item 10997)
- Comfortable, sufficient number of chairs
- Check lighting
- Whiteboard and markers
- Writing pads
- Pens, pencils
- Printing facilities
- Photocopying facilities
- Access to self-serve facilities, eg. Tea/coffee and/or water
- Access to toilets
- Map for people to access Division Office/ location of Information Evening

APPENDIX 2

CD ROM APPLICATION FORM



BACHELOR INSTITUTE
OF INDIGENOUS
TERTIARY EDUCATION



'An e-learning training package to support Medicare Item 10997'

Application form for CD ROM

Title (Ms, Mrs, Mr etc)	
Surname	
Given name	
Postal address	
Suburb /town	
State/territory	
Postcode	
Phone (work)	()
Phone (after hours) / Mobile	() /
Email address	
Name of Employing Practice or Medical Service	

Classification:

Registered nurse

Enrolled nurse

Aboriginal Health Worker

Other: please specify

Scan, mail or fax this form to:

Royal College of Nursing, Australia (RCNA)
1 Napier Close | Deakin | ACT 2600
PO BOX 219 | Deakin West | ACT 2600
p +61 2 6283 3427 | f +61 2 6282 3565
<http://www.rcna.org.au> free call 1800 061 660

APPENDIX 3

PRO-FORMA CERTIFICATE OF COMPLETION
FOR REGISTERED ABORIGINAL HEALTH WORKERS / OR OTHER ALLIED
HEALTH WORKERS WHO SUCCESSFULLY COMPLETE A MODULE



Certificate of Completion

This is to certify that

has completed the course

Training Package to Support Medicare Item 10997 - Module 6 - Dementia

on this day

May 1, 2009

A handwritten signature in black ink, appearing to read 'Debra Y Cerasa', is written over a white background.

**Debra Y Cerasa FRCNA
Chief Executive Officer**



APPENDIX 4

PRO-FORMA CERTIFICATE OF COMPLETION

COMPLETE WITH ROYAL COLLEGE *OF* NURSING *AUSTRALIA* CONTINUING

NURSE EDUCATION POINTS

FOR NURSES WHO SUCCESSFULLY COMPLETE A MODULE



Certificate of Completion

This is to certify that

has completed the course

Training Package to Support Medicare Item 10997 - Module 6 - Dementia

on this day

May 1, 2009

CNE Points: 3

A handwritten signature in black ink, appearing to read 'Debra Y Cerasa', is written over a horizontal line.

**Debra Y Cerasa FRCNA
Chief Executive Officer**



APPENDIX 5

A 'STEP-BY-STEP' GUIDE TO NAVIGATING THE
e-LEARNING TRAINING PACKAGE
TO SUPPORT MEDICARE ITEM 10997

Working through the modules

Introduction

There are a number of automatically graded feedback exercises to complete in each of the modules. Please take care to read the [10997 Welcome Page](#) and the [Further Information page](#) to understand the specific requirements for completing these modules.

It is assumed that you have at least a basic knowledge of how to use a computer including using input devices like a mouse and a keyboard. In addition, it is assumed that you are familiar with your web browser and navigating between pages on the internet or an intranet.

Entering the modules

Unless you are already a RCNA/3LP member, you must first register. You do not need to be a RCNA member to register for these modules. A link to complete the registration form can be found on the [10997 Welcome Page](#).

Once you have completed the registration process , you may log in to the modules at <http://www.3lp.rcna.org.au/10997/> with the username and password you nominated at the time of registration. RCNA/3LP members may log in using their member number.

Training Package to Support Medicare Item 10997

Log in to 3LP

Username:

Password:

Login

To log in, simply enter your username and password and click the "Login" button

After logging in to the 10997 Welcome Page, access to the modules is provided in left column under the heading "Training Package to Support Medicare Item 10997".

To enter a module, simply click on the module name

Training Package to
Support Medicare Item
10997

Module 1 - Foundation 

Module 2 -Arthritis

Module 3 - Asthma

Module 4 - Cancer

Module 5 - CHD

Module 6 - Dementia

Module 7 - Diabetes

Navigating the modules

The modules have been arranged into sections of sequenced readings and activities. The sections in each module appear in the left column.

Sections in this module

(click these links to access the table of contents for that section)

 **Chronic Illness: An Overview**

 Care Planning and Management

 Self-Management Support

 Scenarios

 Survey

Training Package to Support Medicare Item 10997

Package home page

Bibliography

Glossary

Topic outl

 Mo

 Intr

1 Chro

 Cor


 Inci

Clicking on one of the sections will load the table of contents for that section on the right hand side

1 Chronic Illness: An Overview

 Concept of Chronic Illness

 Incidence, Prevalence and Lifespan Perspectives

 Self assessment - Chronic Illness – concepts, incidence and prevalence

 Discussion - Chronic Illness – concepts, incidence and prevalence (optional)

 Chronic Illness – concepts, incidence and prevalence

 Biopsychosocial Effects of Chronic Disease

 Culture and Diversity

 Q&A - Biopsychosocial Effects of Chronic Disease - Case Study 1 (optional)

 Q&A - Biopsychosocial Effects of Chronic Disease - Case study 2 (optional)

 Q&A - Biopsychosocial Effects of Chronic Disease - Case Study 3 (optional)

 Q&A - Biopsychosocial Effects of Chronic Disease - Case study 4 (optional)

The readings and activities are arranged from top to bottom. To access the first item in a section, click the top item in that section.

Hint: Use the left and right arrows to navigate from page to page

Training Package to Support Medicare Item 10997 - Module 1 - Foundation
◀ ▶

Sections in this module

(click these links to access the table of contents for that section)

☐ Chronic Illness: An Overview

- **Concept of Chronic Illness**
- Incidence, Prevalence and Lifespan Perspectives
- Self assessment - Chronic Illness – concepts, incidence and prevalence
- Discussion - Chronic Illness – concepts, incidence and prevalence (optional)
- Chronic Illness – concepts, incidence and prevalence
- Biopsychosocial Effects of Chronic Disease
- Culture and Diversity
- Q&A - Biopsychosocial Effects of Chronic Disease - Case Study 1 (optional)

Concept of chronic illness

A chronic illness is a condition that has been (or is likely to be) present for six months or longer. Common chronic diseases include asthma, cancer, heart disease, diabetes, arthritis, and stroke (DoHA, 2008). Chronic conditions affect functioning in some way and do not usually have a cure. There are often multiple causes and the condition usually appears gradually (although there may be acute stages). There are well-known risk factors for some of these diseases, including tobacco-smoking and an unhealthy diet or obesity. Heavy alcohol consumption is also a significant contributor, increasing the risk of injury, some cancers and psychological disorders as well as cirrhosis of the liver (WHO, 1998). The incidence of chronic disease increases with age and is a leading cause of premature morbidity in Australia (AGPN, 2008a).

The needs of patients with chronic disease and their families and carers, differ from those of patients affected by acute illness and require alternative responses (Wagner, 1998). Several limitations identified in current approaches to chronic disease include poor healthcare coordination, lack of patient follow-up, limited clinician time, poor use of evidence-based treatment guidelines, and lack of patient self-management skills (Bodenheimer et al, 2002; Glasgow, Sibthorpe, & Gear, 2005; Lewis & Dixon, 2004; Wagner, 1998; Wagner, 2004).



Lecturerrid: T44rcsh, 7 May 2009, 01:19 PM

◀ Jump to... ▶

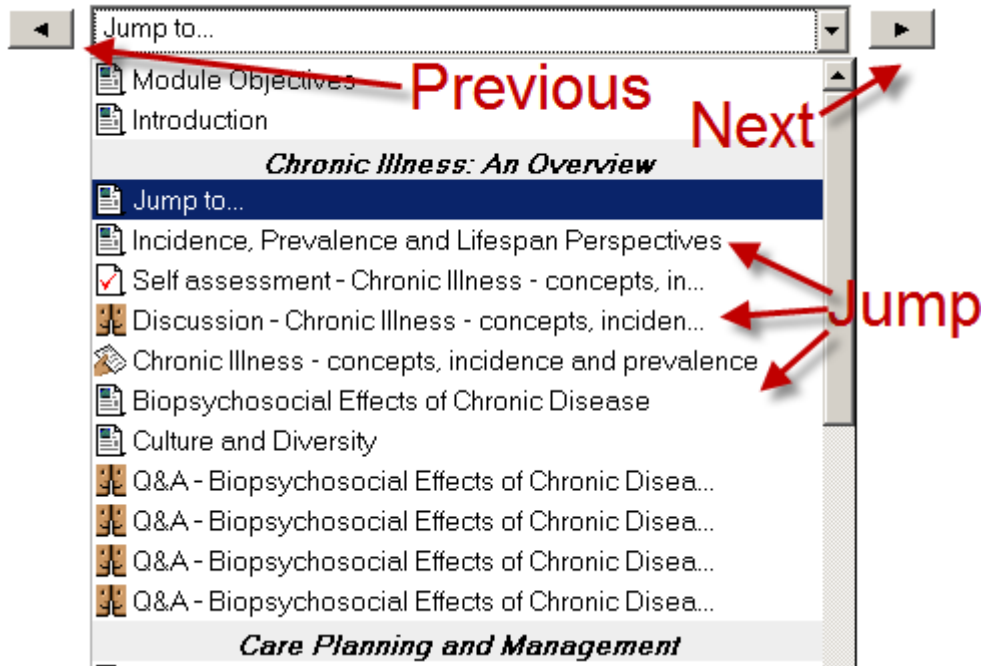
Once you have accessed an item in a section, "Previous" and "Next" buttons will appear in the heading of the page

Hint: Use the left and right arrows to navigate from page to page

Training Package to Support Medicare Item 10997 - Module 1 - Foundation
◀ ▶

Previous
▶
Next

Also, a "Jump Menu" will appear at the bottom of the page.



Either the menu or the buttons can be used to move through the modules. Simply keep clicking the next button as you complete the activity or reading on each page.

Self assessments

To receive a certificate for a module, you must achieve a pass rate of at least 80% on all self assessments in that module. You may attempt self assessments as many times as you like.

To begin a self assessment, or resume a saved one, click the corresponding button at the bottom of the page.


Self assessment - Chronic Illness – concepts, incidence and prevalence

To receive your certificate, you must achieve a pass rate of at least 80% on all self assessments in this module.

To commence this quiz, click the button below.

 [Click here for instructions on how to complete this self assessment.](#)

Grading method: Highest grade

[Attempt quiz now](#) 

Respond to the questions by clicking the correct answers in the space provided. Note - some questions

have more than one correct answer. If the question is a short answer - type the correct answer in the space provided.

1 Choose whether the following statement is true or false.
Marks: 1
Chronic disease is correlated with age

Answer:

<input type="radio"/>	True
<input type="radio"/>	False

Click the correct answer

When you have completed answering all the questions, do not forget to click "Submit all and finish" to save your answers. Please note that if you do not save your answers, you will not be able to receive your certificate.



After your answers have been saved, you will have an opportunity to review feedback for your answers. After reviewing the feedback, click "Continue" to close the self assessment.

Self assessment - Chronic Illness – concepts, incidence and prevalence

Review of Attempt 1

Started on:	Friday, 8 May 2009, 01:52 PM
Completed on:	Friday, 8 May 2009, 01:55 PM
Time taken:	2 mins 34 secs
Raw score:	0/3 (0%)
Grade:	0 out of a maximum of 3



Upon closing and reviewing the quiz, the navigation elements mentioned above we become available.

Training Package to Support Medicare Item 10997 - Module 1 - Foundation

Self assessment - Chronic Illness – concepts, incidence and prevalence

To receive your certificate, you must achieve a pass rate of at least 80% on all self assessments in this module.

To commence this quiz, click the button below.

Click here for instructions on how to complete this self assessment.

Grading method: Highest grade

Attempt	Completed	Grade / 3
#1	Friday, 8 May 2008, 01:55 PM	0 / 3

Highest grade: 0 / 3.

Re-attempt quiz

Jump to..

Discussions and Q&As

Your personal contribution to discussions and Q&As is voluntary, and your participation is not required for completion of the module and receipt of your certificate for that module. However, interacting with your peers is an excellent way of learning from the experience and perspective of others. Please ensure you have read the section entitled "Codes of conduct for participation in online forum discussions" on the [10997 further information page](#).

Discussions and Q&As are both forums that allow users to post messages and respond to each other's contributions. Discussions and Q&As work essentially the same way with the exception that Q&As require your contribution before you are able to see responses posted by your peers.

You can either reply to the main forum post, or to someone else's post, depending on the context of your post.





Discussion - Chronic Illness – concepts, incidence and prevalence (optional)

Post your reply to the following discussion.

 Click here for instructions on how to respond to this forum.

Identify some population groups that are disproportionately affected by chronic disease. Discuss this on the student forum. What measures would/could you use to help change the situation?

← **Add a new topic**

Discussion	Started by	Replies	Last post
Remote population groups ← View another's post	 Karen Keating	0	Karen Keating Thu, 4 Dec 2008, 12:52 AM
obesity	 Sandra Salagaraj	0	Sandra Salagaraj Wed, 3 Dec 2008, 10:15 PM
Population groups	 Lisa Taylor	0	Lisa Taylor Wed, 3 Dec 2008, 02:49 PM
disabled	 Symonne Rathjen	0	Symonne Rathjen Tue, 2 Dec 2008, 10:21 PM

Once you have clicked reply, simply complete the form ("Subject" and "Message are mandatory") and click "Post to forum"

Scenarios

Two case-based scenarios are provided in every module. To receive a certificate for a module, you must achieve a pass rate of at least 80% on both scenarios in that module. You may attempt scenarios as many times as you like.

Scenarios are interactive multi-page exercises. To navigate through the pages within a scenario, always use the buttons and controls at the bottom of the page. Do not use the navigation arrows at the top of the page or your answers will not be saved.

Foundation - Scenario 1

Attempt: 2

To receive your certificate, you must achieve a pass rate of at least 80% on all scenarios in this module.

 Click here for instructions on how to complete this scenario

To commence this scenario, click the button below.

←

Some of the pages in the scenario will only require you to read the text presented. To navigate to the next page of the module, click the "Next" button.

CARE PLANNING AND MANAGEMENT

51 YEAR OLD JOHN JONES IS A NEW PATIENT TO YOUR PRACTICE. HE SUFFERS FROM HYPERTENSION AND IS OVERWEIGHT. JOHN HAS TYPE II DIABETES. JOHN IS A TRUCK DRIVER BY TRADE. HIS INITIAL CONSULTATION WAS THREE MONTHS AGO. HE HAD A SERIES OF TESTS, FOLLOWING WHICH A GPMP WAS PUT IN PLACE.

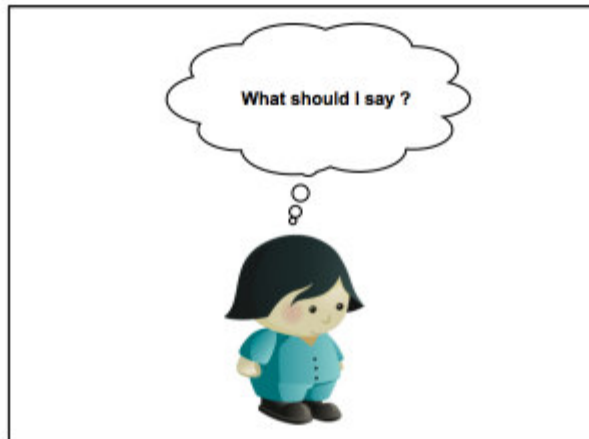
DURING THIS APPOINTMENT WITH YOU FOR MONITORING AND SUPPORT YOU MUST REVIEW PATIENT-DIRECTED GOAL SETTING WITH HIM.



Next



Other pages in the scenario will require you to make a choice before moving on. Respond to the choice by clicking the correct answers in the space provided.



- Tell him he needs to visit a GP every week to monitor his weight loss.
- Advise that Diet and exercise will be more actively engaged in for him within a few weeks.
- Advise him that joining a gym is the best solution for obtaining optimal results.

Choices

Please check one answer



When you reach the last page of the scenario you will have an opportunity to review your answers. If you did not achieve a score of 80% or better, feel free to attempt the scenario again.

Foundation - Scenario 2

Congratulations - end of lesson reached

Number of questions answered: 3

Number of correct answers: 3

Your score is 3 (out of 4).

Your current grade is 75.0 out of 100

[Return to Training Package to Support Medicare Item 10997 - Module 1 - Foundation](#)

[View grades](#)



After you have finished the scenario, you can view your grades. If you've completed all the tasks successfully. Click the certificate link in the scenarios section to receive your certificate.