

EDUCATION RESEARCH GROUP OF ADELAIDE

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# Developing a Graduate Attributes Continuum

to guide postgraduate program development  
within a clinical practice setting

Presenter – Rob McCann

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## Background

- Discipline of Nursing
  - 11 years of "...clinically focused programs..."
  - Review of programs
  - Breath new life into one program with an extensive rewrite

## Graduate Diploma in Nursing Science (Anaesthetic & Recovery Nursing)

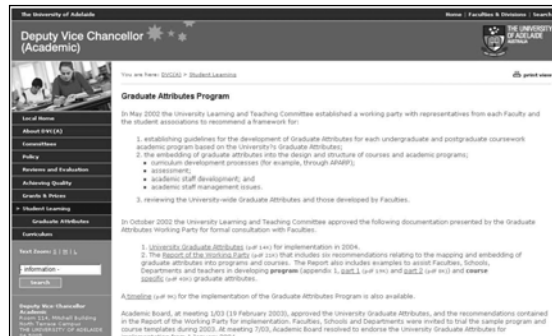
- Program General Aim
  - Registered Nurses working in Anaesthetics &/or Postanaesthetic Recovery Nursing
  
- Influences on this Program
  - ANZCA Professional Standards
  - ACORN
  - Discipline of Nursing / The University of Adelaide
  - The clinical environments – hospitals & staff

## Revision & Development Process – 1

- CAT with Instructional Guidance
  
- Critical Question
  - “What does a Graduate of the Graduate Diploma in Nursing Science (Anaesthetic & Recovery Nursing) look like?”
  
  - “A Clinically Competent Nurse who can provide expert care to patients and to assist other health care professionals using knowledge, skills, experiences and values to get the best patient outcomes achievable”

## The University of Adelaide's Graduate Attributes

- 1. Content & Techniques
- 2. Research Skills
- 3. Problem Solving
- 4. Interpersonal Skills
- 5. Use of Technology
- 6. Life Long Learning
- 7. Endeavour & Leadership
- 8. Social & Community



[http://www.adelaide.edu.au/dvca/students/graduate\\_attributes.html](http://www.adelaide.edu.au/dvca/students/graduate_attributes.html)

## Applying the GA's to this Program

- So what does a graduate of this program look like in terms of the University's Graduate Attributes?
  - Theory or Application
- What does this GA look like in a professional person?

## Revision & Development Process – 2

- Enter The Willison GAC Model
- Other Influences
  - Dreyfus & Dreyfus Skill Acquisition (1986)
  - Benner’s “Novice to Expert” (1984)
- What does experience add to this?
  - 20 x 1 year experience
  - 20 years of experience

## Revision & Development Process – 3

- Initial Drafts
- A Final Draft
  - 8 GA’s & 4 Levels
- Professional Debate
  - Achievement Levels
- Validation & Discussion

## The Final Model

### Graduate Attribute Continuum

Graduate Diploma in Nursing Science (Anaesthetic and Recovery Nursing), The University of Adelaide

Nurse Level Descriptors

Graduate Attributes	Detached Observer The student who...	Involved Processor / Procedure Follower The student who...	Safe Clinical Practitioner The student who...	Expert Clinical / Involved Performer The student who...
Content & Techniques				
Research Skills				
Problem Solving				
Interpersonal Skills				
Use of Technology				
Life Long Learning				
Endeavour & Leadership				
Social & Community				

## The Final Model

- The Levels
  - Detached Observer
  - Involved Processor / Procedure Follower
  - Safe Practitioner
  - The GAP
  - Expert Clinician / Involved Performer



## The Final Model

Graduate Attribute Continuum  
Graduate Diploma in Nursing Science (Anaesthetic and Recovery Nursing), The University of Adelaide

Nurse Level Descriptors

Graduate Attributes	Detached Observer The student who...	Involved Processor / Procedure Follower The student who...	Safe Clinical Practitioner The student who...	Expert Clinical / Involved Performer The student who ...
Content & Techniques				
Research Skills				
Problem Solving				
Interpersonal Skills				
Use of Technology				
Life Long Learning				
Endeavour & Leadership				
Social & Community				

## The Students

- Topic introduced to them
  - The Clinical Year
- Discussion
  - Each Clinical Semester
- Mapping (not assessed)
  - Each Clinical Semester

## My Current Students' Status

- First students are 4 weeks away from completing their Clinical streams
  - 2 year PT is the typical student
- Some already there
- Some approaching
- Will they all be there
  - Knowledge – yes
  - Skills – hopefully
  - Experience – NO

## Future Implementation – My Questions & Thoughts

- Do we formalise mapping process??
- Do we go back and evaluate these students later??
  - Life long learning GA
  - Where does the GAC lie in professional practice?
  - What do these students now look like?
- Can we apply this to other programs??
  - Within professional practice – similar or different?

## Summary

- My attempt to develop a “X Factor”
  - » Added values of creativity / innovation
  - Get the better job, get the research grant etc
- “If you know a better way then please tell me...”

## Acknowledgements



**Rob McCann**  
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**Thank You for Listening**  
**The Beginning?**

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