

ANNUAL REVIEW 2025

monash.edu/nursing-annual-review





ACKNOWLEDGEMENT OF COUNTRY

Monash University recognises that its Australian campuses are located on the unceded lands of the people of the Kulin Nations, and pays its respects to their Elders, past and present.

MESSAGE FROM OUR HEAD OF SCHOOL



I am proud to play a role in the continued growth of our school, working alongside an exceptional team of academic and professional staff. Together, we are dedicated to delivering the highest quality education for our students and driving research that strengthens healthcare practice for those receiving care, their support networks, and the broader healthcare workforce.

I also wish to express my sincere appreciation to our partners, adjunct staff, and colleagues. The strong and enduring partnerships we have cultivated over the years continue to enrich our students' learning, enhance the impact of our research, and ultimately support the healthcare sector and the communities in which we live and work.

Purpose and values

In 2025 we continued to focus on the School values and priorities that were developed in 2024. In 2025 this is how Health Starts With Us.

At Monash Nursing and Midwifery,

We invest in people, community and industry:

In 2025, we continued to invest in our students, developing the next generation of healthcare professionals. Students participated in learning experiences in Vietnam, and across rural and regional Australia and we hosted several international visiting scholars and supported them to progress their research work. Investment in our staff included supporting attendance at 47 domestic and 17 international conferences and workshops, and the delivery of two writing retreats providing protected time in a structured program to support writing. Our industry engagement was further strengthened by partnering with health services, government agencies, and professional associations. Through these collaborations, we established joint appointments with health services, delivered targeted workshops, and supported a range of collaborative initiatives.

Our people are innovative and committed:

We celebrated the commitment and innovation of our team and established new ways of doing things. Four of our staff received Vice Chancellor's awards and another received the Dean's Commendation for Thesis Excellence. One staff member was awarded the Cardiac Society of Australia and New Zealand (CSANZ) Early Career Researcher Rising Star Award. Two of our researchers were recognised in 2025 by The Australian College of Critical Care Nurses (ACCCN) with an Experienced Research Grant and Novice Research Grant being awarded.



Our graduates are work-ready: We have more than 3,400 students enrolled across undergraduate, graduate, and graduate research programs. Our students attended more than 75,000 days of clinical placement, across 19 health service providers and placement partners. Additionally, staff supported students navigating the new Commonwealth Prac Payment (CPP) initiative introduced by the Australia Government, with more than 800 students receiving payments. We graduated 1,262 nurses and midwives across various degrees, with graduating students accepting positions across more than 20 metropolitan and 9 Victorian regional health services, as well as a range of other healthcare providers.

Several new postgraduate specialties also commenced in 2025 including cancer nursing; neuroscience nursing and palliative and end of life care, all of which were positively evaluated by students and our industry partners. We are proud of our graduates, who are making a real contribution to their healthcare teams and we look forward to following their careers, confident in the knowledge that we have provided them with the skills and capabilities to handle future healthcare challenges successfully.

Our teams are connected and collaborative: We create genuine partnerships with authentic connections with our colleagues, students, and industry. There was also collaboration with 19 health service partners and placement providers, and advocacy for nursing and midwifery with active representation across more than 60 government and professional organisations, steering committees and boards.

Our research informs education and health: Our researchers are at the forefront of advancing the human condition, applying evidence-based insights to drive innovation for the benefit of our students, colleagues, and those receiving healthcare. Over the past year, staff engaged in a broad spectrum of research, spanning women's and maternal health, aged care, cancer care, climate change and sustainable healthcare, infection prevention and control, medication safety, healthcare workforce, and numerous other critical areas. We invested in research that had an impact for the community, including leading the review of the *Registered nurse standards for practice* on behalf of the Nursing and Midwifery Board of Australia (NMBA) and Australian Health Practitioner Regulation Agency (Ahpra). Programs were also introduced to better support nurses and midwives enrolling in PhDs, and we now have more than 40 people enrolled in our PhD program, building the nursing and midwifery research workforce of the future.

Our education is authentic: Health starts with us educating nurses and midwives, the cornerstone of the health system and future health workforce. Underpinned by our education strategy, we use evidence and real-world experiences to prepare students and graduates for lifelong learning. We continued to develop novel ways to support students to apply their learning. In addition to learning in the clinical setting, students benefited from hours of simulation, escape rooms, virtual and augmented reality, and much more.

I hope you enjoy reading our 2025 Annual Review.

Professor Julia Morphet



OUR YEAR IN NUMBERS



1,600+

Nursing students
(Bachelor of Nursing and
Master of Nursing Practice)



280+

**Nursing and
Midwifery students**



1,390+

Graduate students
(Master of Advanced Nursing,
Master of Advanced Clinical Nursing)



40

PhD students
60 percent increase
on last five years



90%+

Bachelor of Nursing and
Master of Nursing students
gained employment



100%

Bachelor of Nursing and
Bachelor of Midwifery (Hons)
students gained employment



75,410

Clinical placement
days carried out
by our students



1,260+

Nursing and Midwifery
students graduated
in 2025



664,000

Admitted patients' students
engaged with across key
health service providers



19

Health service partners
provide clinical placements
for pre-registration
course students



25+

Health services across
Australia employ and
support graduate students

102

Academics

45

Adjuncts

15

Research
Fellows

36

Professional
Staff

TEACHING AND LEARNING



Message from our Director of Education

As I reflect on the past year in my role as Director of Education, I am filled with a deep sense of gratitude and an enduring pride in what our team has accomplished. The past twelve months have been a period of meaningful progress, strategic growth, and collective commitment to excellence in nursing and midwifery education.

One of our most significant milestones in 2025 was the successful accreditation of the Graduate Certificate of Prescribing for Midwives by the Australian Nursing and Midwifery Accreditation Council. This achievement represents not only the culmination of extensive planning and collaboration but also our ongoing dedication to supporting the evolving scope of practice for midwives across Australia. Building on this momentum, we have commenced the accreditation process for the Professional Certificate of Designated Prescribing for Registered Nurses. This work reflects our proactive approach to addressing workforce needs and expanding educational pathways that empower nurses to practise with greater autonomy and confidence.

This year also marked the inaugural delivery of three new specialty nursing streams: Cancer Nursing, Neuroscience Nursing, and Palliative and End of Life Care Nursing. These programs were developed in close consultation with industry partners to ensure they reflect contemporary practice and emerging trends in healthcare. The positive feedback we have received from students and stakeholders affirms that these offerings are meeting a genuine need and are equipping nurses with the advanced skills required to deliver high-quality, compassionate care in complex clinical environments.

Our pre-registration programs continue to demonstrate strong outcomes, with graduates highly sought after by employers. The number of students securing graduate positions remains impressive and speaks to the calibre of our curriculum, the dedication of our teaching teams, and the strong partnerships we maintain with health services. It is incredibly rewarding to see our graduates transition confidently into the workforce, ready to contribute meaningfully to the health and wellbeing of their communities.

Looking ahead to 2026, we are excited to officially launch the Graduate Certificate of Prescribing for Midwives and to explore the opportunities this will create for increased student enrolment, deeper engagement with industry, and broader collaboration across the sector. Our focus remains firmly on enhancing the quality, relevance, and innovation of all our programs. We are committed to ensuring that every graduate, whether entering the profession for the first time or advancing their practice, emerges well prepared to meet the demands of a rapidly changing healthcare landscape.

As I consider the achievements of the past year, I am immensely proud of what we have accomplished together. None of this would be possible without the dedication, expertise, and unwavering commitment of my exceptional colleagues. I look forward to continuing this important work with you all as we strive for even greater success in 2026.

Associate Professor Tamsin Jones



BACHELOR OF NURSING

In 2025, we celebrated one of our largest graduating cohorts in recent years, with more than 500 students completing the program. Despite a climate of reduced graduate program availability, our students have performed exceptionally well, and will soon be contributing to nursing across metropolitan hospitals, community health services, and rural settings. This achievement is a testament to their dedication and their eagerness to engage fully in both academic and clinical practice.

Our industry partners continue to play a vital role in supporting students during clinical placements, enabling them to apply theoretical knowledge and practical skills in real-world contexts. These partnerships ensure our graduates are well prepared for professional practice.

Such success is not possible without the unwavering commitment of our academic and professional staff, who consistently go above and beyond to support students. This year, we welcomed several new staff members whose expertise has further enriched the quality of education within our school.

Our course continues to be delivered across two campuses, Clayton and Peninsula, covering a comprehensive range of topics including Indigenous health, communication and scholarship, global health, law, ethics and leadership, safety in healthcare, mental health in nursing, nursing practice and concepts, prescribing, clinical care, and more.

As we close the year, I wish to acknowledge the entire Bachelor of Nursing team and pay special tribute to Roz Williamson, who is stepping down as Deputy Course Director after three years of dedicated service. Her support of students and commitment to the program have been pivotal to its ongoing success.

Chris Scott
Course Director



BACHELOR OF NURSING AND BACHELOR OF MIDWIFERY

In 2025, the number of enrolments exceeded previous years with 278 students enrolled in the Bachelor of Nursing and Bachelor of Midwifery (Honours) (BNBM [Hons]) course at the Peninsula campus. Completion of the BNBM (Hons) program confers eligibility for registration as both a nurse and a midwife, thereby equipping graduates with the qualifications and competencies required for a wide range of professional roles within the health sector.

Monash Nursing and Midwifery is pleased to report that 100 per cent of final-year students secured graduate program positions in the health industry for 2026. This exceptional outcome reflects the academic and professional rigour of the program, which includes a minimum of 1,680 hours of clinical practice across nursing and midwifery. We are proud of the positive feedback we continue to receive from our clinical partners and value the strong collaborative relationships that support the learning and professional development of our students.

The academic team recognises the sustained professionalism and commitment demonstrated by students in achieving this excellent result.

Anne Tremayne
Course Director



MASTER OF NURSING PRACTICE

The Master of Nursing Practice course remains highly sought after, with over 130 new enrolments in 2025 and more than 100 students graduating from the program this year. Students continue to progress successfully through the program and the retention rate remains high. This year has seen the continued implementation of the new course curriculum and the final iteration of the previous version.

Associate Professor Malcolm Elliott stepped down from the role of Course Director in mid-2025 after serving for more than five years. I am pleased to take on this position and look forward to working with the Master of Nursing Practice team to further develop the course. Our goal is to continue delivering evidence-based education that prepares highly skilled and sought-after nurses.

Dr Auxillia Madhuvu
Course Director



BACHELOR OF NURSING (HONS)

I am delighted to have recently taken on the role of Course Director for this one-year Bachelor of Nursing Honours program. Although I have only been in the position for a short time, my focus is on building upon the strong foundation established by Dr Auxillia Madhuvu as the outgoing Honours Course Director and further enhancing the quality of the program. I am also committed to increasing the number of Honours students and strengthening the research culture within the course.

This program provides an excellent pathway for nurses and midwives interested in research and doctoral studies. Over the years, Honours research has contributed significantly to the evidence base that informs nursing and midwifery practices. Our students undertake projects that address critical areas of healthcare and the profession, such as emergency care, primary health, mental health, midwifery, and workforce preparation.

Looking ahead, enrolments for Semester 1, 2026 are already showing positive growth. I am actively working to engage with industry partners to build strong relationships that will further strengthen and support our Honours program in the future.

Dr Lisa Chen
Course Director

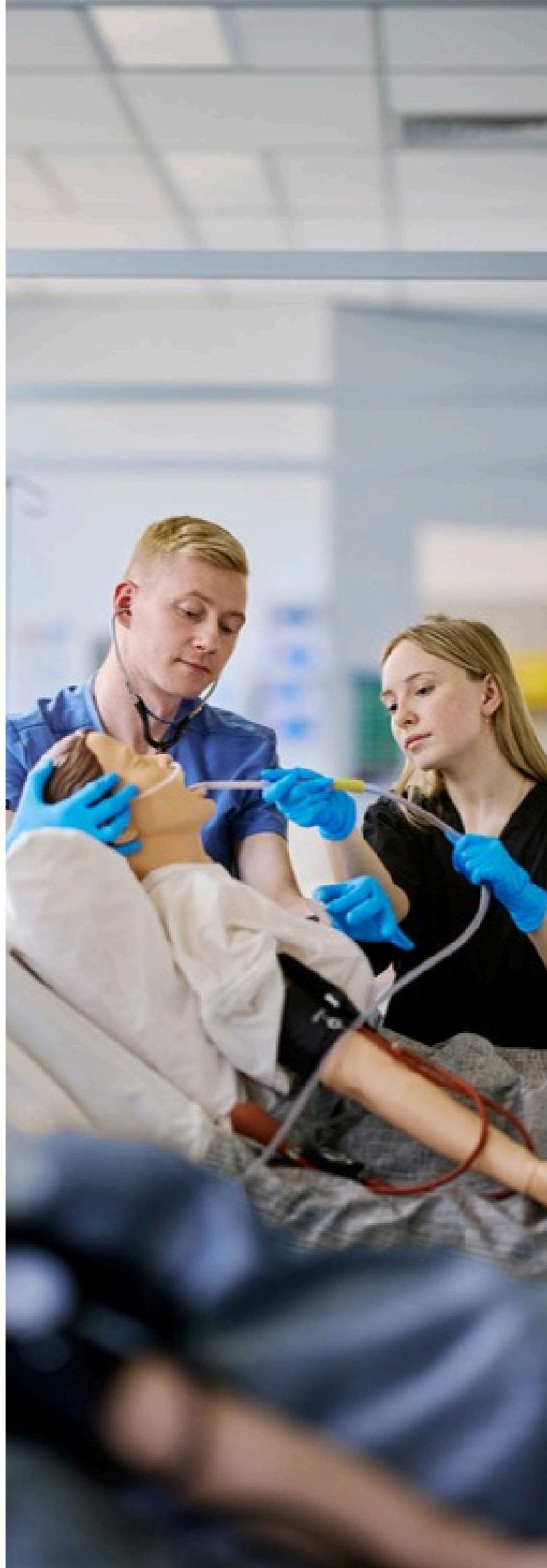


MASTERS DEGREES

This year marked the implementation of three new specialisations: Cancer Care Nursing, Neuroscience Nursing and Palliative and End of Life Care. Initial enrolments have been strong, with current projections already indicating continued growth in these streams into 2026. Feedback from our industry partners confirms that these specialisations are closely aligned with workforce priorities and reflect the skills and knowledge needed to grow our nursing and midwifery workforce. We've developed a Graduate Certificate Prescribing for Midwives and are now creating RN designated prescribing units to meet the future workforce needs of Australian healthcare by educating nurses and midwives to work to their full scope of practice.

Associate Professor Jacqui Allen stepped down from her position as Course Director in mid-2025, after successfully leading the program for five years. I am excited to take over this role and look forward working with our amazing team of nursing academics and supporting professional staff in the post-registration Masters degrees. We aim to continue strengthening our collaborations with industry partners to deliver post-registration masters programs that are designed to ensure our graduates possess the expertise to thrive in their diverse professional environments.

Dr Verity Mak
Post-registration Masters Course Director





RESEARCH DEGREES

In 2025, our graduate research team has been focusing on providing the highest quality graduate research experience. Nursing and midwifery led research is continually evolving to ensure we produce new, innovative, and evidence-based practice for the health and wellbeing of our communities.

A Monash Nursing and Midwifery PhD qualification continues to be highly sought after globally. This has been further demonstrated in 2025 with the MNM Graduate Research Office assessing 411 enquiries from prospective applicants across Australia and around the world.

In 2025, 43 students were enrolled in our graduate research program with 19 new enrolments across an extensive range of research methods and topics in line with our research focus areas. Our graduate research team continues to provide effective and timely management and delivery of research degrees, including continuing to streamline processes across admission and enrolment, securing six international and domestic full-time PhD scholarships, and two highly competitive Australian Nurses Memorial Centre scholarships to two MNM academics Renee Molloy and Angelique Clarke.

In 2025, the MNM graduate research team chaired 31 panel milestones and saw three timely, high quality PhD completions, delivered two research seminars and one supervision workshop.

In addition, our supervision capacity has significantly grown with newly appointed professoriate and existing MNM academics becoming accredited supervisors in 2025. In December, Dr Kaori Shimoinaba received the inaugural MNM PhD supervisor excellence award under the research excellence award category for her exceptional supervision, mentoring and training practices that enrich the experiences of our PhD students at MNM.

Our graduates' research is diverse, from clinical to education and community-based topics. For example, full time PhD student Cameron Marshman submitted his PhD titled "*People Being with People*": A Body- Mapping Inquiry into the Lived Experiences of Compassion in Mental Healthcare Workers and is awaiting the results of the examination process. During his PhD enrolment, Cameron published one journal article and had abstracts accepted at both international and national conferences. In July this year, midwifery academic Bethany Carr was awarded her PhD titled: *Developing and Validating A Bayesian Network For Predicting Postpartum Haemorrhage* that makes a distinct and significant knowledge contribution to midwifery. Dr Verity Mak who graduated in 2024 received one of the inaugural Dean's Commendations for Thesis Excellence that celebrates outstanding achievement in doctoral research, placing her among the top 5 percent of graduates from the Faculty of Medicine, Nursing and Health Sciences.



Dr Bethany Carr

In 2025, our PhD students presented their research at national and international conferences (four students receiving travel grants) and achieved numerous publications in top tier nursing, midwifery, and health journals. This included full time PhD student Caity Deery who received the best original research oral presentation at the Medicines Management 2025 Conference, for her presentation titled: '*Family engagement in the medication management of older adults during transitions of care*'.

I look forward to 2026 and to the continued growth of the MNM Graduate Research program, including seeing the original work of our students impact the health and wellbeing of our community. Afterall, health starts with us.

Professor Gabrielle Brand
Director

CELEBRATING OUR STUDENTS

Celebrating excellence in critical care nursing

We are proud to acknowledge the outstanding achievements of students in the Master of Advanced Clinical Nursing, Intensive Care Nursing stream, who were nominated for the Australian College of Critical Care Nurses (ACCCN) certificate and professional recognition for the Best Critical Care Nurse Graduate of the Year.

In 2025, several of our students were nominated for the ACCCN Victoria Critical Care Nursing Prize, reflecting their exceptional clinical acumen, dedication to patient care, and

leadership in the field of intensive care nursing:

- Christine Quinn (Cabrini Health)
- Zahnika Hipgrave (Eastern Health)
- Desiree Pineda (Alfred Health)
- Elizabeth Dorgan (Alfred Health)
- Alison Lau (Eastern Health)

We extend our heartfelt congratulations to Dylan Gartland (Bendigo Health), who was named the overall winner of this prestigious award. This recognition underscores the calibre of our program and the commitment of our students to excellence in critical care.

These accolades are a testament to the rigorous training, compassionate practice, and professional integrity that define our nursing graduates. We commend all nominees for their contributions to the advancement of critical care nursing and for upholding the highest standards of clinical practice.



A week in the life of a final year nursing student

Sammi, final year nursing student and MNM social media ambassador, produced a video blog, sharing a candid and thoughtful look into her experiences studying nursing, providing a fresh and personal lens on a student's week.

Watch now



Graduate Year Experience

ALETHA VASSILIADIS
Graduate Nurse and Midwife

1 year completed, 6 months to go.



I have just completed my six month nursing rotation on the general surgical ward at the Angliss.

What a rotation! After my first shift, I was in tears, wondering how I would be able to get through the whole six months. I was planning to make a calendar of every week I would be there so I would cross them off as they went to help me get through it, but before I knew it, the rotation was over. I ended up having the most amazing time! I have learnt SO MUCH during the past six months, and got to work with the most beautiful team of nurses.

The ward I was on did team nursing, so it was three nurses to 15 patients in one team, and two nurses to 10 patients in the other. Having a 5:1 ratio took a bit of getting used to, and even towards the end of my rotation, I still found it challenging depending on the acuity of the patients. But the team nursing approach really helped, because I knew there were always other people in my team I could go to if I needed anything.

Due to some renovations at the Angliss, the surgical ward currently

has both medical and surgical patients, including gynaecology patients.

It was interesting working with the different teams of doctors, and seeing how the specialties really are quite different. I think I prefer the surgical and gynaecology side of things, but I learnt so much from caring for more medical patients, and became a bit more confident and comfortable caring for patients with challenging behaviours, which is something I was so nervous about coming into this rotation. I did love it when we had pregnant women or women re-admitted postnatally and I could put some midwifery knowledge to use - even if it was just troubleshooting breast pump issues!

During the second half of last year, my work/life balance got so much better! I think the first six months was a huge adjustment period, but during the last six months I have loved spending more time with friends and family, and actually being present in my relationships with them, rather than just trying to get through the week! We have enjoyed so many walks and brunches, and heaps of concerts too which I loved!

Coming back to midwifery and all the familiar faces of the maternity team has been so lovely. The first day back on the postnatal ward was more challenging than I was expecting, switching from my nursing brain back to mid, but I think I have found my feet now and have had some great shifts. I have also been redeployed to birth suite and special care nursery, which was actually a huge blessing, as now I have been thrown into all areas so am not as nervous to go back!

I am so excited to be starting a rotation in antenatal clinic soon! I will do one day a week for the next six months. It will be such a great opportunity to learn and I will let you know how it goes!

I am also so excited for the new grads to start with us. And I'm not going to lie, it will be nice to not be the most junior person on the floor, but I also hope that my cohort of grads can provide lots of support and reassurance to our new friends, having been in their shoes not too long ago.

Monash Medicine, Nursing and Health Sciences Student Awards

The annual Monash Medicine, Nursing and Health Sciences Student Awards is an opportunity to recognise and celebrate the achievements of many of our highest-performing students. Twelve nursing and midwifery students were recognised over 11 awards. The awardees for 2025 were:

BACHELOR OF NURSING

Jessica Clare Vincent

Year 1, Bachelor of Nursing award

Michelle Suzanne Wand

Year 2, St John of God Health Care, Bachelor of Nursing award

Buddhinie Anuradha Gunasekara Kadupitige

Year 3, Bachelor of Nursing award

BACHELOR OF NURSING AND BACHELOR OF MIDWIFERY (HONOURS)

Peyton Harrop

Year 1, Bachelor of Nursing and Bachelor of Midwifery (Honours) award

Oakley Taylah-Rose Downie

Year 2, Bachelor of Nursing and Bachelor of Midwifery (Honours) award

Gabriella Bratek

Year 3, Bachelor of Nursing and Bachelor of Midwifery (Honours) award

BACHELOR OF NURSING (HONOURS) AWARD

Erin Wilson

Awarded to completing honours year student who demonstrates overall outstanding academic achievement.

CLEFTPALS VIC AWARD

Maheen Khan

This award is proudly sponsored by CleftPALS VIC, awarded to a graduating midwife who has demonstrated exceptional skills and continuing commitment to their academic and clinical studies in acquiring the Bachelor of Nursing, Bachelor of Midwifery (Hons) degree.

MOYRA LYONS NURSING AWARD

Charlotte Lucia Anderson and Joanne Francis

Awarded to the students who have completed a subject or clinical placement in palliative care who demonstrates commitment, endurance, care and perseverance as assessed by a selection committee.

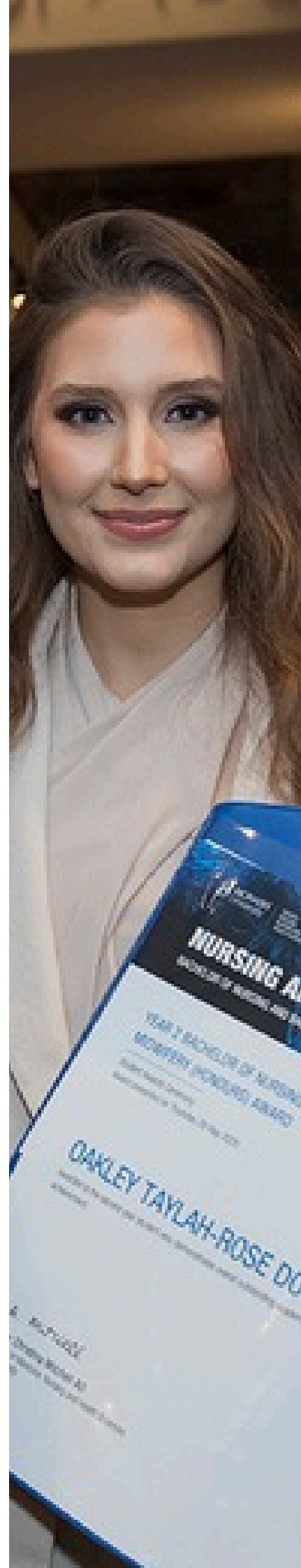
MASTER OF NURSING PRACTICE

Mony Norin Tau

Year 1, Master of Nursing Practice award

Jess Allardice

Year 2, Master of Nursing Practice award





Badge Ceremony 2025 Honouring Tradition, Celebrating Achievement

Our annual Nursing and Midwifery Badge Ceremony once again stood as a highlight of the academic year, marking a significant milestone for our graduating cohort. This year's event brought together staff, students and families to honour the dedication, resilience, and professional growth of our future nurses and midwives.

Nursing badges have always carried more than metal and enamel. They carry belonging. They carry achievement. Their history stretches back through military, chivalric, and religious orders, symbols awarded to those who pursued excellence and service.

The ceremony opened with a welcome address from Professor Julia Morphet, Head of Monash Nursing and Midwifery, acknowledging the profound responsibility and privilege inherent in the nursing and midwifery professions. Professor Morphet then continued, reflecting on the challenges faced by the graduating class throughout their academic journey, including the

evolving demands of contemporary healthcare, and commended their commitment to compassionate, evidence-based practice.

Integral to the event was the presentation of badges, symbolising each student's transition from learner to professional. These badges recognising not only academic achievement but also the personal development, clinical competence, and ethical integrity demonstrated by each graduate.

This year's Badge Ceremony was more than a celebration; it was a launchpad. It honoured the hard work of our students, the support of their families, and the dedication of our academic and clinical teams. As our graduates step confidently into their professional roles, the ceremony stands as a testament to their readiness, resilience, and the bright future they bring to the healthcare sector.

Indo-Pacific collaborative health immersion - Vietnam

Thirty students from across Medicine, Nursing, Physiotherapy, Occupational Therapy, Paramedicine, Radiography, and Nursing and Midwifery participated in the Indo-Pacific Collaborative Health Immersion in Vietnam, gaining invaluable cultural, clinical, and global health insights.

The program began with practical Vietnamese language classes and cultural orientation activities, including visits to key historical sites and meetings with organisations such as Alliance Anti-Trafficking, Saigon Children's Charity, and the Australian Consulate. These experiences established a strong foundation of cultural awareness and immersion.

Students then explored Vietnam's healthcare system firsthand. At the Family Medical Practice in Ho Chi Minh City, they received a candid briefing on healthcare challenges, including overcrowded public hospitals and gaps in primary care. Visits to an Orthopaedic Rehabilitation Hospital and rural Can Tho further highlighted disparities in access, resources, and health equity.

Throughout the immersion, students engaged with organisations addressing critical health issues. These included

Survival Skills Vietnam (first aid education), VNAH (disability support and employment pathways), and the AIP Foundation (road safety advocacy). Each session demonstrated how policy, community partnerships, and advocacy can drive national health improvements.

A key focus of the program was planetary health and climate resilience. Students learned about the Monash Water Sensitive Cities project and its collaboration with the Disabled People's Association in Hanoi, deepening their understanding of how climate change disproportionately affects vulnerable populations.

Tutorials encouraged students to reflect on sustainability, traditional medicine, and the interconnected nature of environmental and clinical health.

By the end of the program, students returned with enhanced clinical insight, cultural competence, and a strengthened commitment to equitable, compassionate healthcare. Their experiences in Vietnam broadened their perspectives and reinforced their readiness to lead with empathy and purpose.





Growing through connection, culture, and clinical practice in Alice Springs

2025 gave us another fantastic opportunity to send our nursing and midwifery students out on rural placements, and the impact was undeniable. With support from HESTA Super, these placements opened the door for students to experience firsthand the challenges many rural communities face when distance and limited access make healthcare harder to reach.

Owen, a second-year Bachelor of Nursing student, jumped at the chance. He didn't just take part, he made the absolute most of it. And in his own words, he shares what the experience meant to him.

"My placement at Alice Springs Hospital became one of the most defining chapters of my nursing degree. It challenged me, grounded me, and expanded both my clinical capability and my understanding of what it truly means to care.

One of the most powerful components of this placement was the Introduction to *Central Australian Aboriginal Cultures and Context* workshop through Flinders University. Stepping into that space reshaped the way I see my role as a nurse. I learned about the deep history of Aboriginal communities in Central Australia, the significance of kinship systems, and the communication protocols that guide respectful interactions. The workshop pushed me to reflect honestly on unconscious bias and to consider what culturally respectful care looks like in practice, not just in theory.

Those insights stayed with me every day on the ward. They helped me better understand the complex, interconnected health challenges faced by communities in the Northern

Territory, challenges shaped by history, social determinants, and systemic inequities. Being immersed in this environment reminded me that culturally safe care isn't optional. It's essential. It's about listening deeply, partnering with patients and families, and recognising the broader context that shapes their health and wellbeing.

Clinically, the remote setting stretched me in all the right ways. I learned to think critically, act decisively, and collaborate closely with a team that consistently demonstrated professionalism, compassion, and resilience. Working with limited resources and caring for patients with complex needs sharpened my skills and strengthened my confidence. The nursing staff at Alice Springs Hospital set a standard I'll carry with me throughout my career.

At the end of the placement, I left with more than improved clinical skills. I left with a deeper appreciation for rural and remote nursing, a stronger commitment to culturally safe practice, and a genuine respect for the communities I had the privilege to serve. This experience didn't just shape my year, it shaped the nurse I'm becoming."



RESEARCH



Message from our Director of Research

MNM Research has continued to thrive in 2025. Reflecting growth in staff across the school, our research horizons have expanded and outputs have increased, reinforcing MNM's strong research trajectory.

Support for our research community remained a priority. Our biannual writing workshops, research seminars and monthly research forums continued to attract strong engagement. The mid-year writing workshop welcomed colleagues from the School of Allied and Primary Health Care, providing valuable opportunities for networking and collaboration, with further combined writing workshops planned. In addition, a program of research skills development sessions and newly introduced monthly informal open research discussions supported capability building across all career stages.

In June, MNM hosted its inaugural MNM Research Symposium, attended by more than 100 stakeholders from partner organisations, industry and academia. The symposium showcased the breadth of MNM research and

highlighted the importance and impact of nursing and midwifery research. An inspiring panel of leading nurse academics from across Australia concluded the event. I extend my sincere thanks to Professor Wendy Pollock, who led the symposium working group, and to all team members whose efforts ensured its success. Planning is underway for the next symposium in 2027.

MNM continued to strengthen its partnerships in 2025, particularly through joint appointments with health service collaborators. A new joint appointment with Alfred Health, together with our existing appointment with Peninsula Health (now collectively Bayside Health), further enhances collaboration and ensures MNM research remains relevant to our partners and the broader community. We were also pleased to host international guests from the UK, USA and Taiwan, strengthening our global research connections.

Significant individual achievements were recognised throughout the year. Professor Elizabeth Manias was awarded an Australian Research

Council (ARC) Discovery Project grant, alongside MNM colleagues Professor Helen Rawson, Associate Professor Jacqui Allen and Dr Stephanie Garratt. This is Professor Manias' second ARC grant since joining MNM in late 2022, reflecting her outstanding leadership and research excellence. The project builds on her internationally recognised program of work focused on older people, medicines and communication. Dr Pauline Wong received a seeding grant from the Australian College of Critical Care Nurses to support ICU nurses in regional health services, while Dr Lisa Chen was awarded the Early Career Researcher Rising Star Award from the Cardiac Society of Australia and New Zealand in recognition of her contributions to cardiovascular research.

Our commitment to enabling research was further demonstrated through the MNM Research Development Grants scheme. Congratulations to Nicole Kovach, Dr Kerry Hwang, Dr Auxillia Madhuvu and Emma Patterson on their successful applications. We look forward to the outcomes and impact of these projects.

I also wish to acknowledge the MNM researchers whose grant applications were unsuccessful in 2025. Preparing competitive grant applications requires substantial time, effort and persistence, often over many months, and with national success rates around 10 percent, much of this work does not result in funding. I sincerely thank all MNM researchers who submitted grant

applications during 2025 and acknowledge the dedication, resilience and commitment underpinning these efforts.

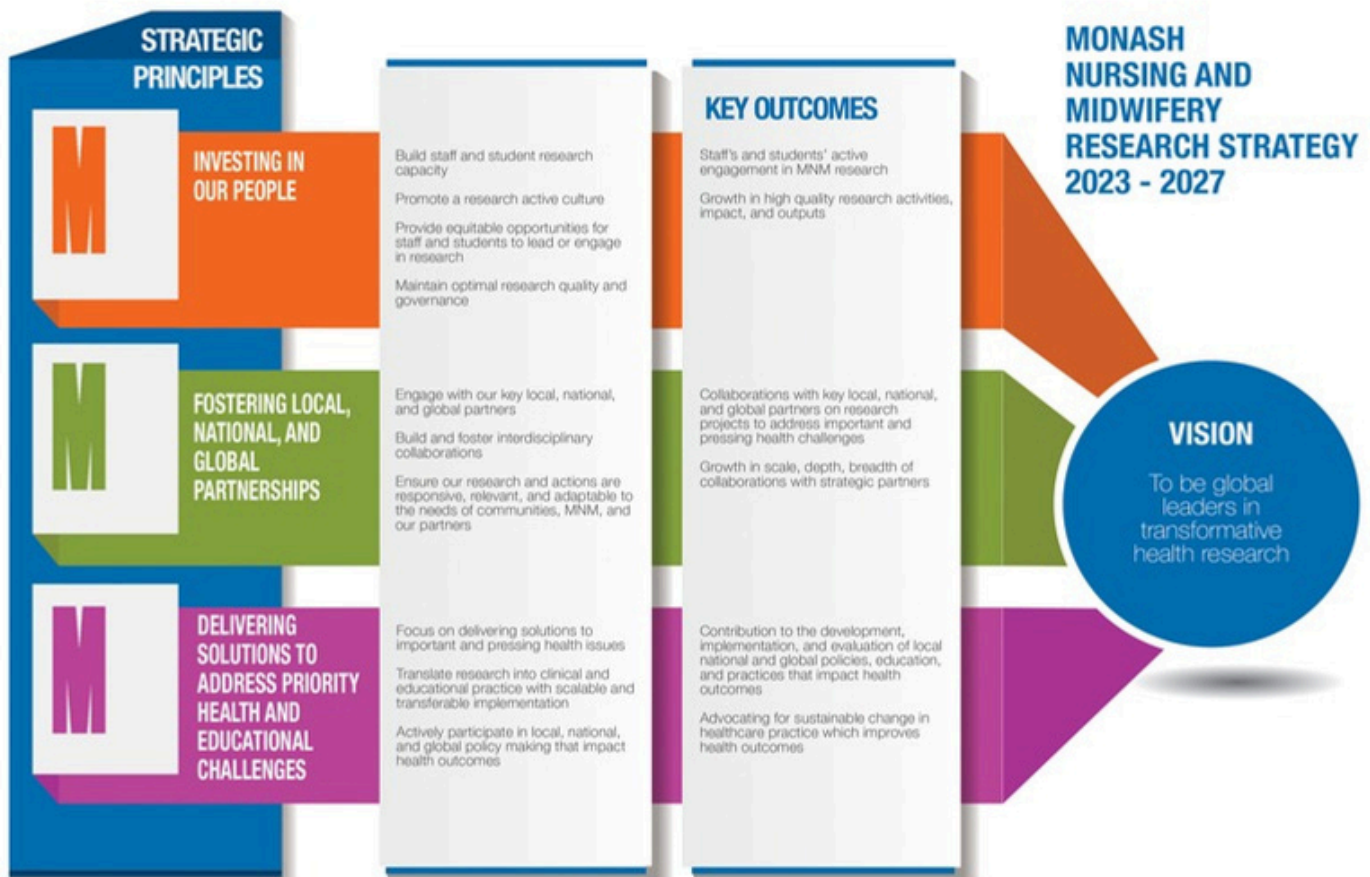
Finally, I extend my sincere thanks to the faculty, sub-faculty and the Monash Research Office for their ongoing support. It is an honour to serve as MNM's Director of Research, and I am

deeply grateful for the dedication of our research community. Special thanks to Emma Craige, Research Executive Officer, and Professor Wendy Pollock, Deputy Director of Research, for their outstanding contributions throughout the year.

Professor Philip Russo

Research Strategy

The MNM Research Strategy 2023-2027 is our five year strategic plan. Our vision is to be global leaders in transformative health research by investing in our people, fostering local, national, and global partnerships, and delivering solutions to address important and pressing health challenges.



RESEARCH RECOGNITION OF OUR STAFF

ARC Discovery Project Grant

Professor Elizabeth Manias was awarded an Australian Research Council (ARC) Discovery Project grant, together with MNM colleagues Professor Helen Rawson, Associate Professor Jacqui Allen, and Dr Stephanie Garratt.

This is Elizabeth's second ARC grant since joining MNM in late 2022, a remarkable achievement that highlights her outstanding leadership and research excellence. The project continues her internationally recognised program of work focused on older people, medicines, and communication, further strengthening MNM's contribution to improving health outcomes and advancing nursing and midwifery science.

Chief Investigators: Professor Elizabeth Manias, Professor Helen Rawson, Associate Professor Jacqueline Allen, Associate Professor Chris Moran, Associate Professor Roisin McNaney, Dr Stephanie Garratt

Project: Engaging older people and families in communicating about medicines at home. This project aims to investigate how engagement occurs in communication about medicines between older people living at home, family members and care providers. By developing and testing creative strategies, this project expects to generate new knowledge about interpersonal communication within a dynamic context of sociocultural, environmental and interpersonal challenges and opportunities. Expected outcomes of this project include enhanced capacity to enable participation in bridging communication gaps. This should provide significant benefits, in terms of increased understandings about how and under what circumstances, communication and decision making about medicines occur with older people and families in diverse contextual situations.

Total: \$538,229.00

Sigma Research Scholarship

Dr Lisa Chen has been awarded a Sigma Research Scholarship for her project: Exploring same-day discharge practices following elective percutaneous coronary intervention: A state-wide online survey.

Cardiac Society (CSANZ) - Early Career Researcher Rising Star Award

This prestigious award recognises Dr Lisa Chen's outstanding contributions to cardiovascular research and her commitment to improving both short- and long-term outcomes for patients living with cardiovascular disease. Her work focuses on translating research evidence into better clinical care, advancing our understanding of disease mechanisms, and identifying strategies to enhance recovery and quality of life after cardiac events.

RESEARCH HIGHLIGHTS

Enrolled Nurse (EN) and Registered Nurse (RN) Standards for practice review

Professor Julia Morphet

The Registered Nurse (RN) standards for practice and the Enrolled Nurse (EN) standards for practice set out the expectations of an RN or EN's practice. The Nursing and Midwifery Board of Australia (NMBA) engaged a team from Monash Nursing and Midwifery to conduct a comprehensive review of the RN standards for practice (Nursing and Midwifery Board of Australia, 2016) concurrently with review of the EN standards for practice (Nursing and Midwifery Board of Australia, 2016b). Conducting the two separate reviews concurrently provided a unique opportunity to ensure the RN and EN standards for practice were aligned, complementary, and differentiated between the RN and EN roles within the nursing profession.

A sequential four-stage mixed methods research design was adopted incorporating a comprehensive review of national and international developments in nursing standards and practice and consultation with key stakeholders, the broader profession and community. Major stakeholders in RN and EN nursing policies, accreditation, education and employers were engaged nationwide, providing their insights and perspectives that shaped the content of the revised standards.

The sequential mixed methods research design used multiple sources



of data (documents, literature, participant perspectives), data collection methods (database/website searches, interviews (n=77 participants), Delphi consultation), and analytical methods (gap analysis, descriptive statistics, content analysis, item-level content validity index). This approach ensured each stage of the project built upon the previous findings.

Major changes were made to the current EN standards for practice and current RN standards for practice, reflecting contemporary and future practice through inclusion of concepts such as planetary health and health-related technology, collaborative practice and cultural safety. Patient safety remains a priority, and leadership has been emphasised. The revised standards emphasise the complementarity and differences between the EN and RN roles.

The draft EN and RN standards for practice will undergo review by the NMBA, prior to being disseminated for public national and international consultation in early 2026.

The revised standards for practice will have nationally transformative impacts on the education, practice and professional development of more than 490,000 currently practicing nurses, as well as students, new graduates, overseas trained nurses, and those returning to work across Australia. The standards will also be used to inform course accreditation authorities, education providers and employers. Shaping nursing practice that is culturally safe and evidence-informed will enhance quality of care to all recipients of care, families, and communities across Australia.

Why women wait to call 000 when they suspect they're having a heart attack

Associate Professor Kathryn Eastwood

It is known that women who have heart attacks have a worse outcome than men – and a new study has found that one of the reasons might be that women are less comfortable calling 000 and more likely to hesitate when they have symptoms of a heart attack.

Calling emergency services is known to lead to better and more rapid diagnosis and treatment of heart attacks, reducing the time spent in hospital recovery. Paramedics can diagnose heart attacks and initiate treatment to resolve the heart attack and manage the symptoms prior to hospital which reduces the risk of fatal cardiac arrest.

Monash University researchers have conducted a study that compared more than 34,000 Australian women and men and their intention to call 000 and their actual use of emergency services when they suspect they are having a heart attack.

The study, conducted by Honours student Annie Shi, led by Associate Professor Kathryn Eastwood (a Mobile Intensive Care Ambulance (MICA) Paramedic in Victoria for 25 years) and Professor Janet Bray and published in the *Emergency Medicine Journal*, examined data from over 34,328 participants in two national surveys.

They found that while women were more likely to call 000 if experiencing heart attack symptoms (70.4% versus 62.7%), women were significantly less comfortable to call (69.1% versus 76.7% men).

When asked about why they would hesitate to call 000 if experiencing symptoms they believed to be a heart attack, over a third of women were fearful of being a burden to the ambulance service compared to only a quarter of men. More women also wanted to be sure it was a heart attack before calling and preferred to contact their own GP. Women were also more likely to hesitate to call 000 because they believed they were at low risk of a heart attack.

They found a range of characteristics that contributed to being unwilling to call emergency services across both sexes, included:

- English not being a primary language
- Having cardiovascular risk factors
- Poor symptom knowledge
- Living in the Northern Territory
- Either no or unclear health insurance status re emergency call-outs

According to Associate Professor Eastwood, it is known that globally, there are sex-based disparities in heart attack presentations to emergency services and hospitals and that women experience higher incidents of in-hospital complications following a heart attack. “It is widely reported that women tend to wait longer to seek medical treatment for heart attack and experience longer delays to diagnosis in hospital,” she said.

“One of the reasons for this delay is that women’s symptoms are often more subtle than in men, and can lead

to the woman and even healthcare professionals misinterpreting them as non-cardiac.”

“Associate Professor Eastwood added that “this survey asked what people would do if they thought they were suffering from a heart attack or had symptoms that could indicate a heart attack. It is very concerning that in the setting of believing they are having a heart attack, around a third of people aren’t stating that they would call 000.”



She went on to say that “the advice I gave my patients who told me they were sure whether they should have called 000 was always the same. I would say they should ‘call first and decide later’.”

The findings from the study indicate that more education is needed to improve people’s comfort with calling the emergency services early when they have cardiac symptoms and that an opportunity exists to target this education to particular subgroups within each sex to reduce delays in seeking medical treatment.

Simulations in ICU: an educational initiative at Peninsula University Hospital

Associate Professor Malcolm Elliott

Intensive care (ICU) nursing and medicine are constantly evolving with an increased demand for an elevated skill set and competency¹. This puts intensive care clinicians under constant pressure to ensure they have the knowledge and skills needed to deliver safe care in a demanding clinical environment. To help ensure competency, simulations are a resource clinicians can engage in as they can evoke a distinctly different, more engaged response from the learner and better mastery of educational objectives compared with more reflective classical learning techniques².

In response to this, in 2025 the ICU at Peninsula Health implemented a weekly simulation program for their staff. The programme has four specific goals:

1. Upskill new ICU doctors in emergency procedures and protocols commonly encountered in the ICU.
2. Familiarise staff with the ICU environment and foster positive working relationships among nursing staff, medical staff, patient services assistants (PSAs), and educators.
3. Build confidence in delivering care and promote the appropriate use of support from other teams to optimise patient care.
4. Encourage reflection and open communication between staff to strengthen safety culture.

These goals are achieved via 11 clinically-based simulation scenarios including cardioversion, emergency intubation, accidental extubation, tracheostomy emergency, bradycardia and seizure. New scenarios are developed by an Intensivist and Nurse Educator as needed. These staff also co-facilitate each simulation. Each simulation is evaluated using a validated tool³ which focuses on leadership, teamwork and task management. Once the program has run for 12 months, evaluation data will be analysed. Future projects include validating the simulation scenarios and developing a tool to determine the simulation's impact on staff's clinical competence.

1. Lemione T, Bilskey K & Weiss R. (2023). Simulations for critical care nursing. In Kutzin J, Waxman J, Lopez C & Kiegoldie D. (eds). Comprehensive healthcare simulation: Nursing. Springer.
2. Schreiber D & Bernstein W. (2020). Simulation in critical care medicine. In Mahoney B, Minehart R & Pian-Smith M (eds). Comprehensive healthcare simulation: anesthesiology. Springer.
3. Cooper S, Cant R, Connell C, Sims L, Porter J, Symmons M, Nestel D & Liaw S. (2016). Measuring teamwork performance: validity testing of the Team Emergency Assessment Measure (TEAM) with clinical resuscitation teams. Resuscitation, 101, 97-101.



Embedding Research Leadership

Associate Professor Cathleen Aspinall

The joint Associate Professor role in Nursing and Midwifery Research is now firmly embedded within Peninsula Health, marking a significant milestone as the organisation prepares to merge into Bayside Health in 2026. This strategic integration strengthens the academic-clinical partnership, ensuring research remains central to improving patient care and outcomes.

A year of collaboration and innovation

Over the past 12 months, numerous projects have been initiated through close collaboration with clinical teams. These teams have played a pivotal role in identifying issues within their specialties, shaping research agendas that are both practical and impactful. This approach exemplifies the value of clinical academic connections, bringing the bedside to the bench and fostering evidence-based innovation.

A highlight of the year was the inaugural Nursing and Midwifery Research Seminar, which provided an inclusive platform for sharing research initiatives and building networks among clinical researchers at all levels from honours students to PhD candidates and beyond. This event underscored the growing culture of inquiry and collaboration within the health service.

Further showcasing this commitment, Research Week featured nursing research prominently, with two Professors of Nursing delivering engaging and thought-provoking keynote addresses. Their contributions inspired attendees and reinforced the importance of research leadership in shaping the future of nursing and midwifery practice.

Co-designing a nursing and midwifery strategy

Working closely with clinical leaders, a nursing and midwifery strategy has been co-designed, underpinned by the Fundamentals of Care Framework. This strategy places clear value on the importance of high-quality nursing care and empowers nurses to articulate the significance of their role at all levels of the organisation. By embedding this framework, the strategy ensures that nursing and midwifery care is recognised not only as a clinical function but as a cornerstone of patient experience and safety, reinforcing the voice of nurses and midwives in decision-making and leadership.



Future directions

The new co-designed Nursing and Midwifery Strategy will be embedded into education and practice, ensuring sustainability and impact. Notably, the work in developing this strategy has been accepted for presentation at the International Learning Collaborative Conference in Oxford, 2026, highlighting the importance Peninsula Health places on nursing and midwifery care and its global relevance.

Planning is underway to explore the research readiness of the five merging organisations, with outcomes that will inform the development of frameworks committed to supporting research capacity and capability building in the nursing and midwifery workforce. These collaborative efforts aim to improve patient outcomes and elevate the profile of nurses as researchers within clinical environments.

As we close out this year, we reflect on the significant strides made in advancing nursing and midwifery research through collaboration, innovation, and strategic planning. Looking ahead, we are excited to build on this momentum, strengthening partnerships, expanding research capacity, and embedding evidence-based practice to improve patient outcomes. Together, we will continue to elevate the role of nurses and midwives as clinical researchers, driving meaningful change across our health services.

Providing specialist cancer nurses with a tool to measure skills and evaluate learning – the development, psychometric testing and implementation of the Cancer Nurses Self-Assessment Tool (CaN-SAT)



Associate Professor Olivia Cook

Despite advances in screening and treatment, cancer incidence and prevalence is rising in Australia - nearly 1 in 2 Australians will be diagnosed with cancer by the age of 85.¹

In response, cancer nursing continues to develop with recent recognition of it as a nursing speciality by AHPRA in 2023 and unprecedented government and non government investment in specialist cancer nursing roles. With this investment comes a need to further grow and develop a skilled and responsive cancer nursing workforce. Beyond registration and postgraduate qualification, specialist cancer nurses are responsible for their own continuing professional development. Whilst competence must be demonstrated in the attainment of postgraduate qualifications, there was no tool available for nurses working in specialist cancer nursing roles to measure their advancement or expertise in the various aspects of cancer nursing.

Building on previous tools developed for breast cancer nurses², the Cancer Nurse Self-Assessment Tool (CaN-SAT)³ is a nurse and consumer-designed tool for the self-measurement of 93 skills across 15 elements of practice related to specialist cancer nursing. In a collaboration between Monash Nursing and Midwifery, McGrath Foundation, Cancer Nurses Society of Australia and people with lived experience of cancer, the tool was designed, validated, psychometrically tested,

published and implemented in 2025. Designed for Clinical Nurse Specialist to Clinical Nurse Consultant level roles, the CaN-SAT allows nurses to rate their skills on Benner's novice to expert scale with guidance statements on the skills that should be demonstrated at each level.

This practical tool takes nurses approximately 30 minutes to complete and allows them to identify their own individual learning needs and plan their education and professional development to meet those needs. It is recommended that cancer nurses complete the tool annually in conjunction with their performance appraisal. The tool can also be used to evaluate education interventions or for ongoing program evaluation.

Implementation of the tool is currently underway and to date McGrath Foundation have embedded the tool into their Cancer Care Nurse Education Program where McGrath Cancer Care nurses complete the tool as part of their onboarding program, and annually in February thereafter. Cancer Nurses Society of Australia (CNSA) will also make the tool freely available to all cancer nurses in Australia and internationally via their website in 2026. Health services and organisations are also able to use their own survey platforms to host the tool and distribute to their nursing teams. The CaNSAT purposefully aligns with other current projects being led by CNSA - the Cancer Nursing Education Portal and the

Comprehensive Cancer Nursing Framework and cancer nurses will be able to directly access education to meet their learning needs through the CNSA Cancer Nursing Education Portal.

A new project is being conducted in 2026 to develop supplementary elements of practice for breast, lung and haematological cancers and work is also being undertaken in China and Iran to translate the tool into Mandarin and Persian language. This multi-faceted approach to implementation will promote broad adoption of the CaN-SAT and foster a culture of continuous learning and development among cancer nurses in Australia and globally.

1. Cancer Council Australia. Facts and figures: Cancer statistics in Australia [Internet]. Sydney: Cancer Council Australia; 2024 [cited 2026 Jan 7]. Available from: <https://www.cancer.org.au/cancer-information/what-is-cancer/facts-and-figures>
2. Kruss G, Dinh TTH, Van Huizen P, et al. Development and Pilot Psychometric Testing of the Cancer Nurse Self-Assessment Tools for Early and Metastatic Breast Cancer. *Journal of clinical nursing*. 2025;34(9):3920-3932. doi:10.1111/jocn.17609
3. Dinh TTH, Crawford-Williams F, Kruss G, et al. Development and Psychometric Testing of a Comprehensive Cancer Nurse Self-Assessment Tool (CaN-SAT) for Identifying Cancer Nursing Skills. *Journal of clinical nursing*. Published online 2025. doi:10.1111/jocn.70093

Monash University gives paramedics a playful helping hand: new kits to calm kids in crisis

Associate Professor Kathryn Eastwood

Children facing a trip to hospital often experience not only physical pain but also fear and distress that can complicate treatment. Recognising this, a new research-led project is trialling specially designed paediatric distraction kits for use by paramedics in Victoria.

The initiative is led by Associate Professor Kathryn Eastwood ASM from Monash Nursing and Midwifery and Katrina Sedgwick paramedic and manager from Ambulance Victoria. While distraction therapy is already considered the gold standard for reducing anxiety in hospital emergency departments, little work has been done to determine which strategies are safe and effective in the prehospital setting.

Associate Professor Eastwood said her research focused on identifying the tools most suitable for use in ambulances, where space is limited, infection control is critical, and paramedics must work quickly.

“Distraction is more than play – it’s a clinically recognised way to help children cope with fear and pain,” she said. “Our work was about understanding which techniques would actually work in the back of an ambulance, then putting them into a kit paramedics can use straight away.”

The kits include simple, low-cost items such as bubbles, sensory fidgets and story cards. Each has been selected for its ability to shift attention, calm



distress, and encourage cooperation during treatment.

Ms Sedgwick, who is leading the Ambulance Victoria rollout of the kits, said early feedback from paramedics and families had been extremely positive.

“Children often don’t understand what’s happening, and they can become frightened or resistant,” she said. “These kits give paramedics a practical, evidence-based way to connect with children. Parents also report feeling more at ease when they see their child engaged rather than distressed.”

The project addresses a critical gap in care. International studies show that children’s pain is often poorly managed in prehospital settings, with up to 85 per cent of children in pain receiving no relief before arriving at hospital. Reducing anxiety and improving cooperation may also improve the effectiveness of pain relief medications when they are given.

The distraction kits have been developed in collaboration with Kaiko Fidgets, a Melbourne-based company specialising in sensory tools, TLC for Kids, with long-standing expertise in distraction therapy and child support, and Child Life Therapists from the Royal Children’s Hospital. The partnership ensures the items are safe, evidence-based, infection-control friendly, and tailored for emergency use.

If successful, the project could see distraction kits rolled out across Victoria and potentially adopted by ambulance services nationally.

“This is about giving paramedics access to the same evidence-based support that hospital staff have relied on for years,” Associate Professor Eastwood said. “Our ultimate goal is to make children’s experience of emergency care less traumatic and to support families and clinicians at the same time.”

New co-designed resources supporting culturally diverse older adults leaving hospital

Going home from hospital can be an anxious time for older people, their carers and family members. Yet limited resources exist to support culturally diverse carers to cope with this transition, despite Australia's multicultural society.

Associate Professor Jacqui Allen and Dr Yaping Zhong

To address this, a Living Labs project funded through the National Centre for Healthy Ageing (NCHA) – a partnership between Monash University and Peninsula Health – focused on creating co-designed multimedia resources with Greek, Italian and Chinese carers, and older adults, to support their interaction with health professionals and care providers.

The project, led by Associate Professor Jacqui Allen and Dr Yaping Zhong, from NCHA and Monash University's School of Nursing and Midwifery, developed storyboards addressing the different cultural needs and preferences for culturally diverse carers. The storyboards then supported the development of culturally specific and accessible educational videos and brochures, which have been translated across four languages.

The brochures include checklists to use for when in hospital, preparing to go home and when at home. The brochures also include a list of key words and services in aged care, handy tips and links to services to get help and information after being discharged from hospital.

The team found each community brought a slightly different approach,

often framed around their level of English and digital proficiency and how they liked to access information, through either booklets, videos or person-to-person.

Associate Professor Allen said when you look at the literature there's very limited research about supporting people from culturally diverse backgrounds, yet they have poorer health outcomes. They take a longer time to access health and support services. "Going online or ringing up support services can be quite challenging, particularly for people who may have never had the opportunity to go to school and don't read and write. They'll be relying on other family members, younger family members to assist them with accessing services and support their ideas about things," she said.

Family plays a strong role in all three communities with older people looking to their loved ones for support. Associate Professor Allen said the accessing health services.

research showed how this framed "Things like respite can be quite challenging for carers from culturally diverse backgrounds because the idea of putting the older person into a residential facility for a couple of weeks so the carers can have a break may not make sense to them. They want to go with them. And again, it's that idea of the family. You don't separate your family. You're all in it together.

Co-researcher Dr Zhong said lower levels of English and digital literacy were raised by some of the Greek participants. "In the Greek group, their education level is much lower, and they don't use the internet, and so it's difficult to run online workshops. [Some of them] told us they couldn't read and would prefer someone to talk to them rather than ask them to read a long document."

Dr Zhong said the Chinese community regarded supporting their loved ones through hospital and health service visits as an extended family responsibility.

“Going online or ringing up support services can be quite challenging, particularly for people who may have never had the opportunity to go to school and don't read and write.”

Postdoctoral Profile

Dr Bethany Carr Research Fellow



I have been at Monash University School of Nursing and Midwifery since 2016 as a midwifery lecturer, and was appointed to Research Fellow in 2025. Prior to coming to Monash University, I worked clinically as a midwife (2009 – 2019) as well as research midwife.

I completed my PhD (Midwifery) at Monash University in 2025. My thesis focused on the development of a prediction model for postpartum haemorrhage (PPH) using a Bayesian Network which I designed with input from maternity clinicians and perspectives from women on what they want to know about risk of PPH.

I am involved in professional organisations, and am currently a member of the Perinatal Society of Australia and New Zealand (PSANZ) policy and endorsement committee, reviewing national perinatal guidelines.

What drew you to research?

The first research I was ever involved in started as questioning a clinical guideline at work, because it didn't have sufficient evidence to support the recommendations! I like to make sure that the care we provide as midwives, and the advice and recommendations we make to women are based on the best available evidence.

Tell us about your current projects and areas of research

Currently in my role I am involved in projects either as a Research Fellow for Professor Jenny Gamble and/or as a supervisor for doctoral students. They focus on some current issues in maternity care and the midwifery profession.

I am supervising students doing projects on moral distress and burnout for midwives and the impact of exposure to physiological birth for midwives. I am working on a project that is a co-design of maternity educational resources in conjunction with refugee and asylum-seeking women, and a project focusing on the current issue of alarmingly high caesarean section rates, starting with a systematic review on maternal preference for caesarean section. I am continuing some of the work from my PhD, looking at exploring using other data in the model I developed to predict PPH.

What are your career goals?

I want to improve outcomes for women by reducing maternal morbidity associated with unnecessary medical interventions. As a new early career researcher, I am aiming to work towards leading innovative projects in this area and successfully obtain funding. I am also committed to mentoring and supervising graduate midwifery students and I am working towards becoming an accredited supervisor.

Postdoctoral Profile

Dr Van Nguyen Research Fellow



I am a health professions education researcher with expertise in instrument development, instrument validation, realist methodologies and mixed-methods. With a background in nursing, I am passionate about creating and using quality evidence to support health professions in their transition to teaching in both academic and clinical settings. This special interest stems from her belief that teaching requires a unique skillset, and that, preparing those in teaching roles in health professions curriculum needs to be as evidence-based as it is always emphasised in healthcare practice. My interest also expands to healthcare workforce research with an ultimately aim to enhance the recruitment and retention of the healthcare workforce in nursing, midwifery and allied health.

Shared among multiple collaborative projects of varied scopes, topics and settings that I have led, coordinated, supervised and/or collaborated with multidisciplinary colleagues in Australia, the United Kingdom, Vietnam (and more!) is the common value of sustainability: sustaining high-calibre teaching workforce will contribute to and sustain quality health professions education; and retaining qualified healthcare professionals will ensure a thriving workforce to take care of individuals and communities. One of my career highlights is receiving the Excellence in Educational Research award by Sigma Theta Tau's International for developing and validating the Clinical Nurse Educator Skill Acquisition Assessment (CNESAA) which until now has been applied in various countries as part of organisational formal support programs to ensure clinical nurse educators are well equipped, confident and thriving in their teaching role.

I also enjoy teaching in the education stream of the Master of Advanced Nursing, and supervising Honours, Masters

and PhD students. To me this is such a privilege to be part of students' learning journeys, and especially to witness their transformation to become outstanding educators and aspiring researchers.

What drew you to research?

My own professional experience and reflexivity.

Tell us about your current projects and areas of research

I have a few major projects at the moment including three instrument development projects (two education focus and one clinical focus) that are all at data collection phase. I hold a special interest for this methodology because survey is a very common research method. Survey serves as a system of measure and therefore we need a rigorous system of measures to ensure the accuracy of measurement in order to inform policy, education and practice changes.

In reality, many survey tools in the literature of health professions education are unfortunately often sub-optimally developed and validated in part due to its intensive resource requirement. I am thankful for the support of our Monash Nursing and Midwifery and Monash Faculty of Medicine, Nursing and Health Sciences to allow me to lead and to collaborate with my colleagues in these rigorous projects.

What are your career goals?

To use evidence-based strategies to ensure health professionals successfully transition to teaching roles. One clinical educator at a time. One academic at a time.

OUR PEOPLE



Message from our Deputy Head of School

I am truly honoured to work alongside an exceptional team at Monash Nursing and Midwifery, where a culture of empowerment continues to enable every individual to thrive and realise their full potential within a supportive, collaborative, and intellectually vibrant environment.

Throughout 2025, our collective expertise, dedication, and passion have further strengthened our global reputation as leaders in nursing and midwifery education, research and engagement. This recognition reflects the remarkable contributions of our academic and professional staff, whose commitment to excellence is matched by the strong partnerships we maintain with industry, health services, and community stakeholders. Together, we ensure our courses and research remains responsive to the evolving needs of the healthcare sector and the diverse communities we serve.

2025 has been a year of meaningful progress and continued innovation. Our team includes clinical and research leaders who are driving

evidence-based practice, shaping national and international conversations about the future of nursing and midwifery. Their work not only advances the professions but also informs policy, enhances patient and client outcomes, and inspires the next generation of nursing and midwifery practitioners and scholars. The impact of their contributions is visible across our teaching programs, research outputs, and the strong engagement we maintain with our partners.

I am particularly proud of the way our school continues to embrace new

opportunities, whether through curriculum renewal, interdisciplinary collaboration, or the integration of emerging technologies into education and research. These efforts ensure that our graduates are not only highly skilled and practice-ready but also equipped to lead in a rapidly changing healthcare landscape. Our commitment to fostering a culture of curiosity, critical thinking, and lifelong learning remains central to our mission and is reflected in the achievements of our students, alumni, and staff.

Professor Helen Rawson



Dean's Commendations for Thesis Excellence

The Monash Medicine, Nursing and Health Sciences Dean's Commendations for Thesis Excellence shines a spotlight on world-class research.

In 2024, this inaugural award was presented to several worthy winners in the faculty, including Dr Verity Mak. Her PhD thesis, *Investigating the Role of Quality Improvement (QI) Education Partnerships Between Higher Education and Healthcare Organisations in Australian Pre-Registration Nursing Curricula: A Mixed Methods Study*, was recognised for its exceptional quality, placing Verity in the top 5 percent of Monash Medicine, Nursing and Health Science graduates.

The award is wonderful recognition for Verity's work, which is already making an impact on improving partnerships.

RECOGNITION OF OUR STAFF

Vice-Chancellor's Excellence Awards

These are prestigious awards recognising the best submissions across Monash, and it is wonderful to see so many Nursing and Midwifery team members, from a staff of more than 20,000 across the University, awarded. This is just a snippet of the great work our professional and academic staff do to provide a student-centered learning experience, and it is wonderful to have some of this work recognised.

Strategic Excellence award:

awarded to **Jo Gray**, Student Services Team Leader (Clinical), as a member of the Commonwealth Prac Payment (CPP) Project Team.

The Commonwealth Prac Payment CPP Project Team exemplified strategic leadership, agility, and collaboration to implement a complex, first-of-its-kind government initiative supporting students on mandatory placements. Navigating evolving legislation, they co-designed a sustainable, student-centred solution through discovery, advocacy, and deep cross-functional engagement. Their work ensured equitable access, protected vulnerable cohorts, reduced faculty burden, and strengthened Monash's reputation. Over 1,200 students were supported with \$300,000 in funding in the first four weeks of applications opening. With transparency and integrity at the core, the team built trust across the University and delivered meaningful impact. They transformed complex policy into streamlined, values-driven support for student success.

Citation for Outstanding

Contributions to Student Learning:

Vanessa Clothier, Stream Leader, Master of Advanced Clinical Nursing, Nurse Practitioner.

In 2017, the Master of Nurse Practitioner course had just seven students and faced possible closure. By 2025, under Vanessa Clothier's leadership, it has grown to over 120 – a 1600 percent increase. This AHPRA-approved program was revitalised through a four-pronged strategy of industry engagement, hybrid delivery, professional advocacy, and learner-centred improvement. Vanessa's work has transformed the course into a thriving, high-quality pathway that prepares advanced nurse leaders for impactful practice.

Award for Programs that Enhance Learning: **Sam Hingley** and **Roz Williamson**

as members of a team (The Power of Partnerships: Co-Designing Curriculum With Students to Enhance Planetary Health). This interdisciplinary team embedded planetary health education (PHE) across the Monash Medicine, Nursing and Health Sciences curriculum through an 18-month fellowship. Co-designed with 49 students and 18 educators from 12 disciplines, the initiative developed workshops, assessments, labs, and modules now reaching 5,000+ students in Australia and Malaysia. The project has generated publications, toolkits, and international recognition, strengthening healthcare education for planetary health challenges.

2025 Monash Nursing and Midwifery Staff Awards

Our annual awards celebrate the outstanding contributions of staff whose dedication, innovation, and commitment make a meaningful difference across our organisation.

Innovation in learning and teaching

Midwifery Undergraduate Academic Team

Anne Tremayne, Kym Davey, Bethany Carr, Alissa Fleming, Joy Kloester and Yasmin Zisin

The midwifery undergraduate academic team has played a pivotal role in advancing midwifery education through innovative curriculum integration and student engagement strategies.

- The team has created and launched a digital portal to connect midwifery students with pregnant women for continuity of care experiences (CoCE) and the initiative has increased student access to CoCE opportunities across Victoria, overcoming participation barriers.
- The success of the strategy has set the stage for nationwide rollout, aiming to benefit all pre-registration midwifery students in Australia.

Teaching Excellence

Palliative & End of Life Care Group
Katrina Recoche, Kaori Shimoinaba, Emma Patterson, Margaret O'Connor, Sam Hingley

This award recognises the Palliative and End of Life Care Group who successfully launched a new stream in the Master of Advanced Nursing program in 2025. Through collaborative content

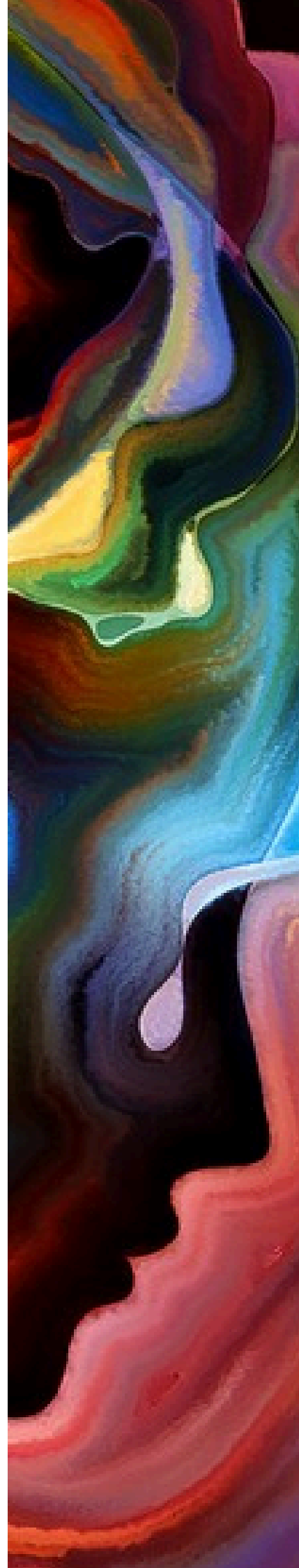
development, industry engagement, and innovative delivery strategies, the team ensured relevance and authenticity in learning experiences. The stream's inaugural unit achieved exceptional SETU ratings and attracted diverse student cohorts, earning formal recognition from the Deputy Dean and laying a strong foundation for future expansion.

Outstanding Contribution To Student Learning

Chris Scott

Chris Scott has been awarded the Innovation in Learning and Teaching Award for his innovation leading the introduction and integration of video recording into clinical skills assessments in the Bachelor of Nursing. This initiative has been successful in improving fairness, consistency, and student outcomes through SimCapture technology for clinical skills assessments.

The initiative has addressed inequity in assessment practices; ensured procedural fairness and academic rigor. The use of SimCapture has enabled review of failed attempts and informed curriculum improvements. Outcomes include improved student outcomes and assessor consistency, and has received positive feedback from staff and students.



PhD Supervision Excellence

Dr Kaori Shimoinaba

Kaori is an outstanding PhD supervisor, highly regarded by students for her thoughtful, expert and supportive supervision and by colleagues for her student-focused and collaborative approach as a supervising colleague.

Kaori meets all the criteria for this award including demonstrating enthusiasm, commitment, knowledge and understanding of the student learning processes in the conduct of thesis research. She has a demonstrated strong supervision history over the past three years, and her commitment to her research and scholarship, has an aspirational effect on the endeavours of past and current students.

Professional Excellence

Dr Jan Lind

In her role as Senior Executive Officer (Education Governance), Jan provides professional staff expertise to the Education Leadership Team, and MNM, driving governance excellence and efficiency through innovative processes, dedication and thoughtful approaches to challenges.

Jan is collaborative, proactive, and reliable. The nomination for this award clearly outlined Jan's expertise in accreditation, governance and provided strong examples of Jan leading process development and improvement for efficiency and compliance.

Renowned for her collaborative approach and proactive problem-solving, Jan consistently strengthens relationships across the School and Faculty, enhances staff and student experiences, and exemplifies Monash's Impact 2030 values.

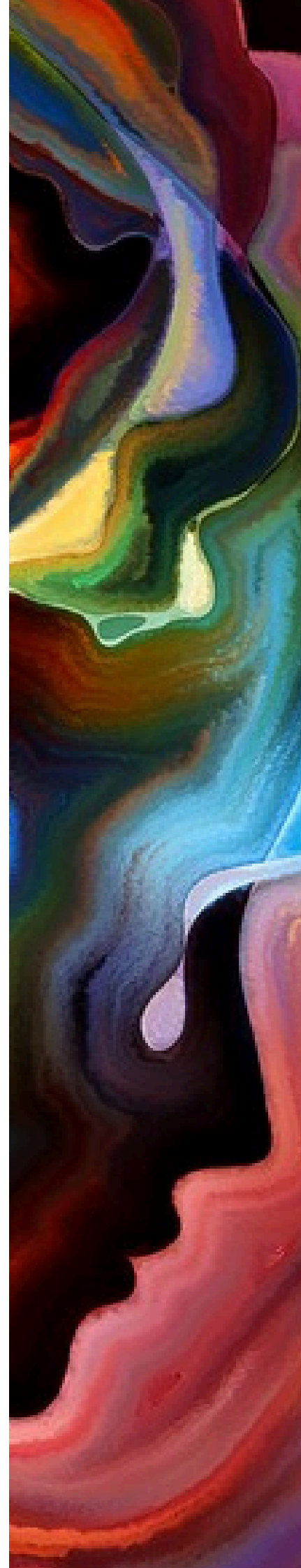
Above & Beyond

Academic Award: [Andy Macey](#)

Professional Staff Award: [Meri Angelucci](#)

Andy is recognised for his strong leadership and voluntary contributions in advancing global health and intensive care practice. Through extensive international collaborations spanning Asia Pacific, Africa, Central Asia, Europe, and North America, Andy has delivered high-impact partnerships and outputs that strengthen clinical and research practice in resource-limited settings. His commitment to promoting Monash Nursing and Midwifery and key professional bodies, including ACCCN (Australian College of Critical Care Nurses) and ANZICS (Australia and New Zealand Intensive Care Society), coupled with his passion for improving care in low- and middle-income contexts, exemplifies excellence and going above and beyond.

Meri is recognised for her outstanding commitment and strong work ethic, regularly going above and beyond in her work with MNM. Meri has been pivotal in ensuring the School is ready and responsive to the ongoing changes in HR systems, including the new Time and Attendance platform. Her work ensures sessional staff are scheduled appropriately and paid correctly. Meri is often the person who will greet new staff, make sure they have what they need and that they know where everything is, both on-campus and on-line. She is always approachable and willing to assist. Meri's default is to say yes and she regularly takes on any challenge the School or university throws her way. This year she willingly stepped into the Executive Officer role at short notice, providing outstanding support to the Head of School office. Her reassuring calmness and can-do attitude are highly valued.





Strengthening global health: Cambodia outreach 2025

This year, Monash Nursing and Midwifery continued its proud tradition of supporting and fundraising for charities.

Continuing our global engagement supporting and fundraising for charities Professor Julia Morphet and Associate Professor Kelli Innes travelled to Siem Reap to witness firsthand the impact of the school's support through the Australian Charity Rice for Cambodia, in collaboration with the Shinta Mani Foundation and the Life and Hope Association.

Supporting Svay Chek Health Centre

Our school raised \$503 to support Svay Chek Health Centre, which serves 8,068 people across seven villages. Initially, the funds were earmarked for a foetal doppler, an essential tool requested by the health centre staff. With careful budgeting and consultation, we were able to stretch the funds further and provide:

- Four procedure trolleys
- A row of chairs for the waiting room
- Two portable blood pressure machines
- An otoscope and ophthalmoscope
- Thermometers
- Surgical gowns for midwives
- Surgical pots and forceps

These additions will significantly enhance the centre's capacity to care for its community, which sees approximately 30 patients daily and anticipates 187 births annually. The centre also runs a robust vaccination program covering hepatitis B, Japanese encephalitis, polio, diphtheria, and cervical cancer prevention. Staffed by four nurses, one midwife, and one doctor, Svay Chek Health Centre plays a vital role in local healthcare delivery.

Continued partnership with Peak Sneng Health Centre

The visit also included Peak Sneng Health Centre, a long-standing partner in our outreach efforts. Serving over 10,000 people across eight villages, Peak Sneng recorded 21,487 patient presentations and 368 births in 2024 alone. With input from the centre's staff, MNM funded:

- An ophthalmoscope and otoscope
- Two blood pressure cuffs
- Two thermometers

Over the years, MNM's support has included the provision of 'baby kits' containing bathing bowls, sarongs, towels, hygiene products, and knitted beanies. These kits have proven to be a powerful incentive for mothers to give birth at the centre rather than at home, contributing to a reported reduction in maternal mortality.

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Journal articles

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