

Skills Matter

KNOWLEDGE, SKILLS, ATTITUDES. WELLNESS, HOPE, RECOVERY

Skills Matter funded education programmes: Students' perceptions



Skills Matter - what we do

Fund education providers on behalf of MOH to deliver postgraduate vocational training to nursing and allied health staff working in mental health and addiction services.

Activities: planning, procurement, contracting monitoring, management, stakeholder engagement.



Aims

- Tangible development of MH workforce: over 270 students funded annually
- Two main themes of funded progs:
 - Orientating new entrants to mental health & addiction
 - Growing expertise in specialist areas/areas of high need - eg co-existing, CBT, clinical leadership in nursing
- Embeds workforce development initiatives e.g. LGR, prof supervision



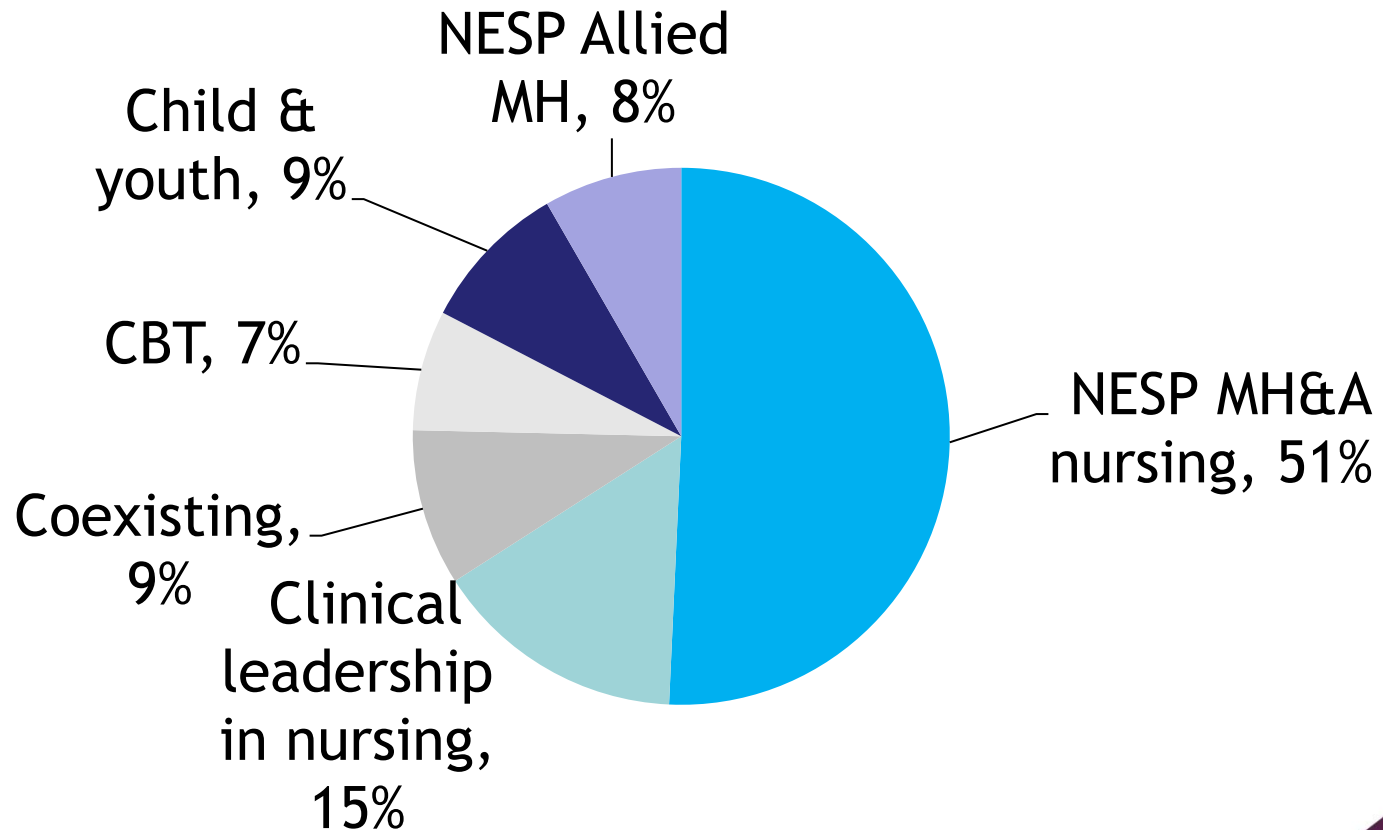
2010-11 programmes

- New Entry to Specialist Practice:
 - Mental Health & Addiction Nursing (141 places)
 - Allied Mental Health & Addiction (23)
 - Child and Youth Mental Health & Addiction (15.75)
- Clinical Leadership in Nursing Practice (43.25)
- Co-existing Substance Use & Mental Health (22)
- Diploma in CBT in Mental Health & Addiction (15)

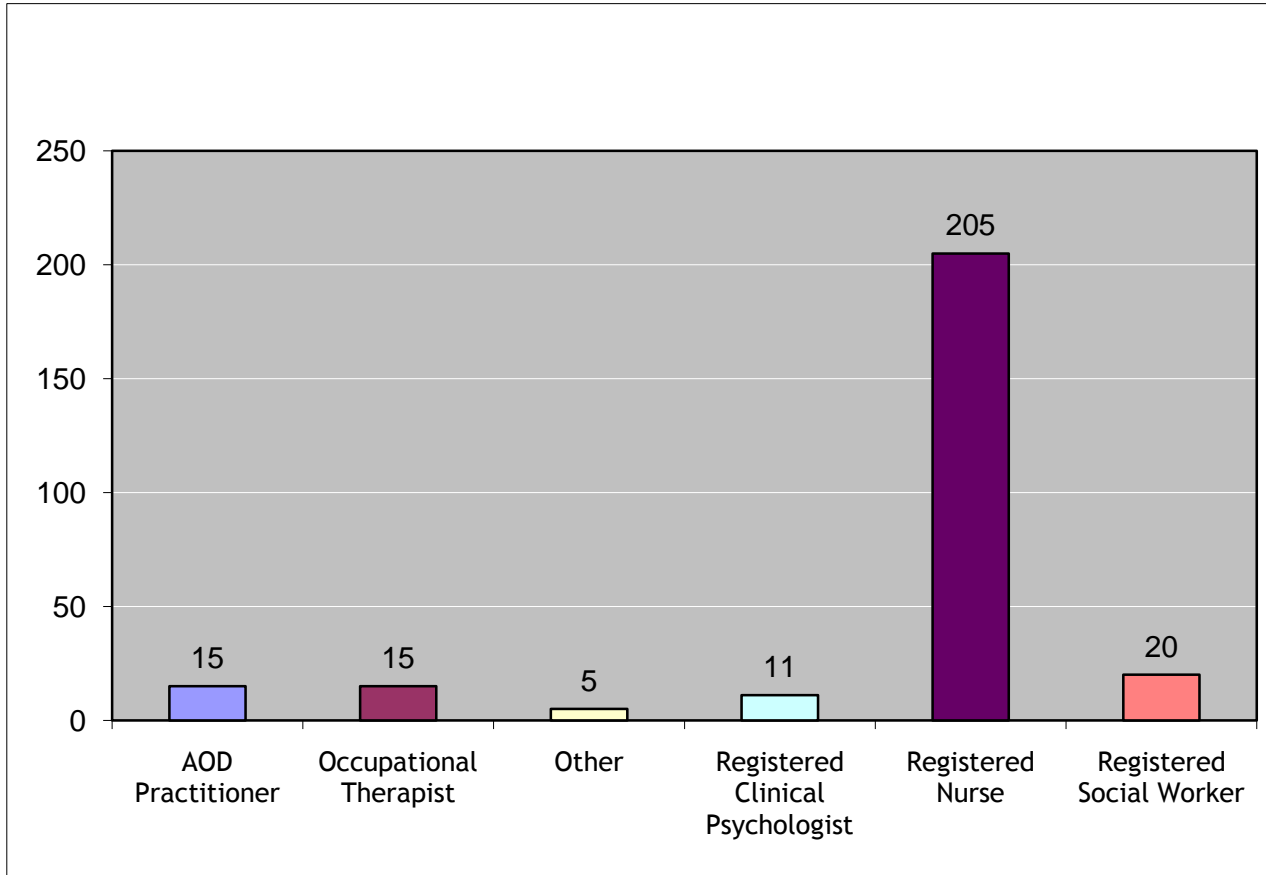
Total = 260 funded places - approx 280 students



Skills Matter funding



Occupation of students

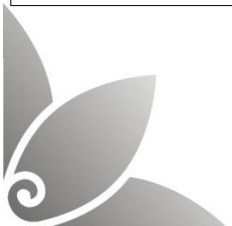


% of occupations:

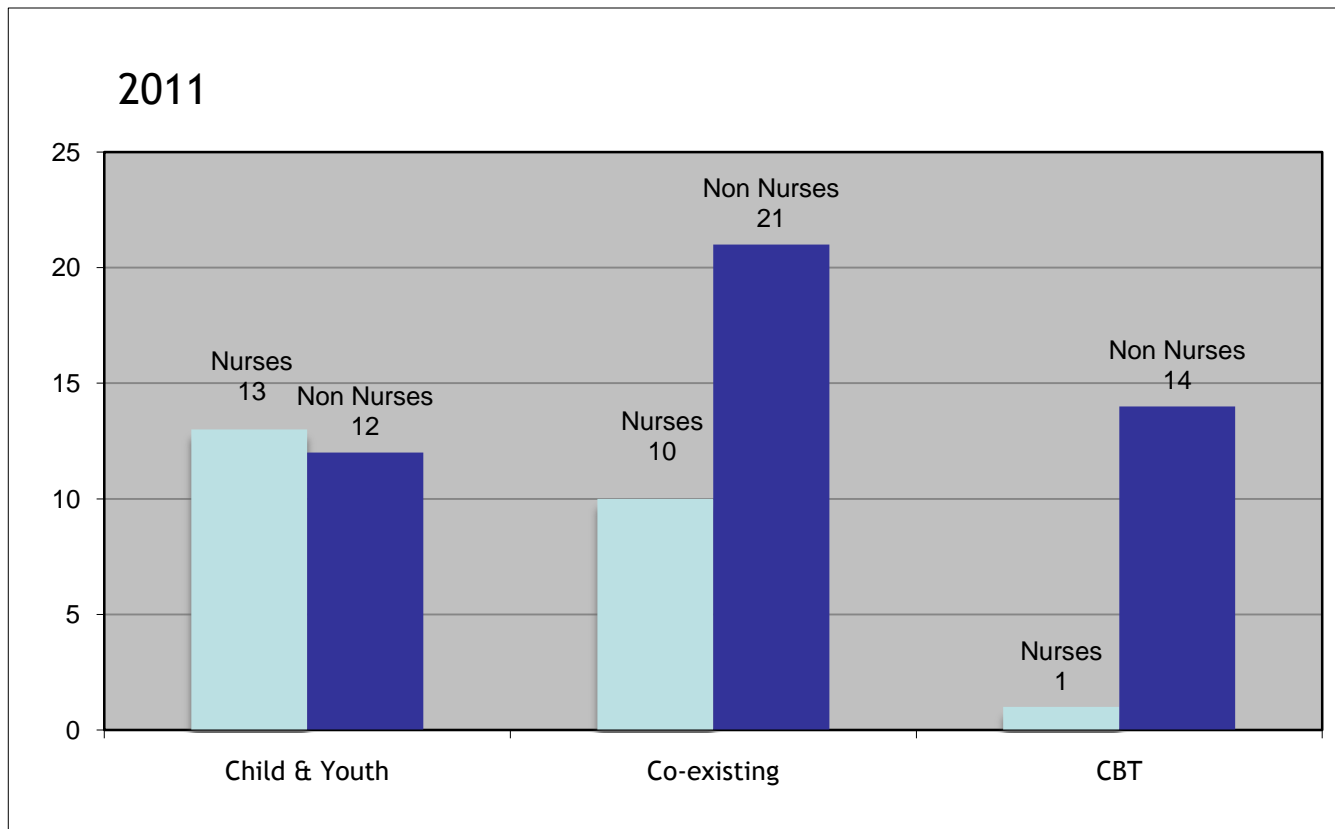
- 5.5% AOD Practitioner
- 5.5% O.T
- 1.8% Other
- 4.2% Psychologist
- 75.6% Nurse
- 7.4% Social Worker

Examples of 'other' occupations may include:

- Youth Counselor
- Medical Doctor



Nurses on non-nursing programmes



These numbers represent student numbers rather than funded places – i.e. some of these students are 0.5 of a funded place.



Nursing programmes

- New entry to specialist practice - mental health and addiction nursing
 - 1 year; PG cert; preceptorship; supervision
- Clinical leadership in nursing practice
(Formerly - Advanced MH Nursing PG cert)
 - Flexible pathway: “course, paper or combination which is part of a recognised pathway towards PG cert/diploma or clinical masters in nursing”



CLNP programme

Drivers for change *from* Adv MH Nursing...

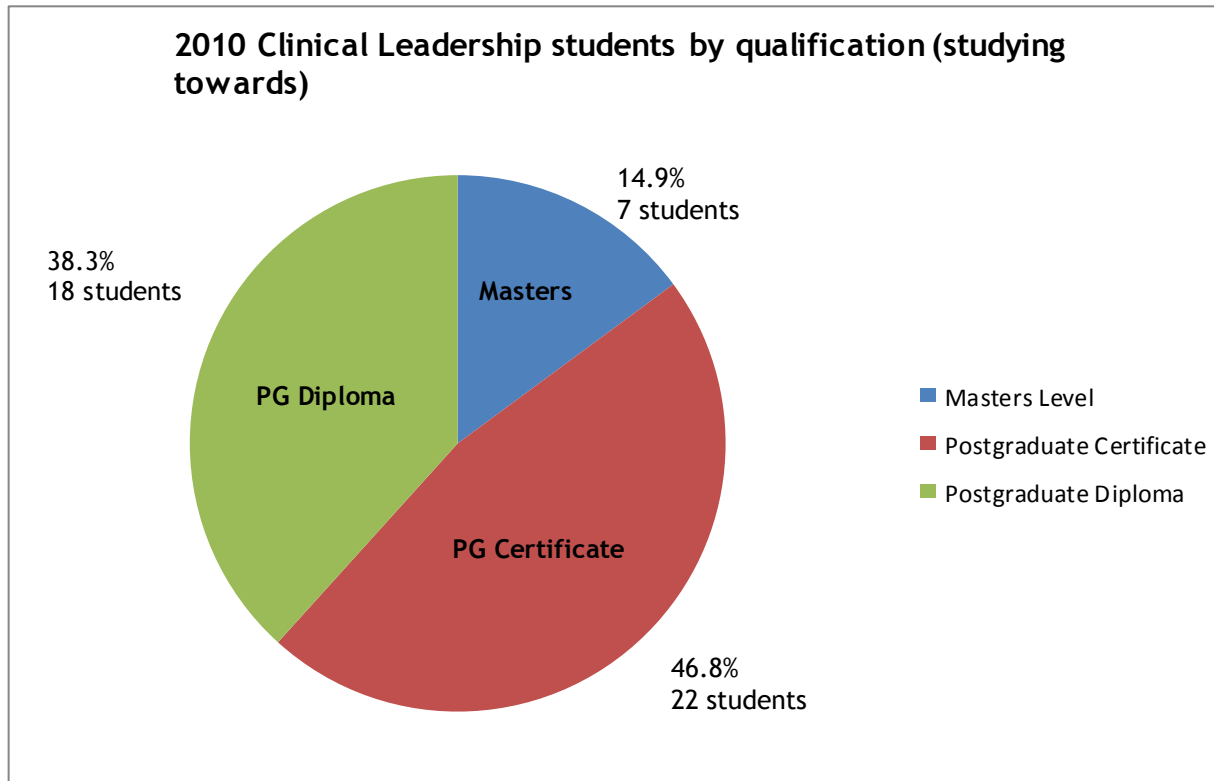
- Falling numbers
- Relatively high drop-out rates
- PG cert level - lack of flexibility, transferability, transportability.

...*to* Clinical leadership in nursing practice

- Recommended by sector & national MH nursing framework
- Clinically focused; developing clinical leaders
- Funded education pathway beyond PG cert
- Ensure clin supervision component & DHB support (clinical relevance)



2010 - type of qualification



CLNP completion rates

Qualification studying towards/status	Total
Postgraduate Certificate	22
Completed	14
Withdrew	8
Postgraduate Diploma	18
Completed	13
Failed	1
Withdrew	4
Masters Level	7
Completed	6
Withdrew	1
Grand Total	47



Student survey

- First survey in 2010
- Aim: evaluate usefulness/relevance of training for practice, benefits, what supported/hindered study
- Overall response: 100 students - 38%
- 81% female; 71% NZ European
- 64% nurses

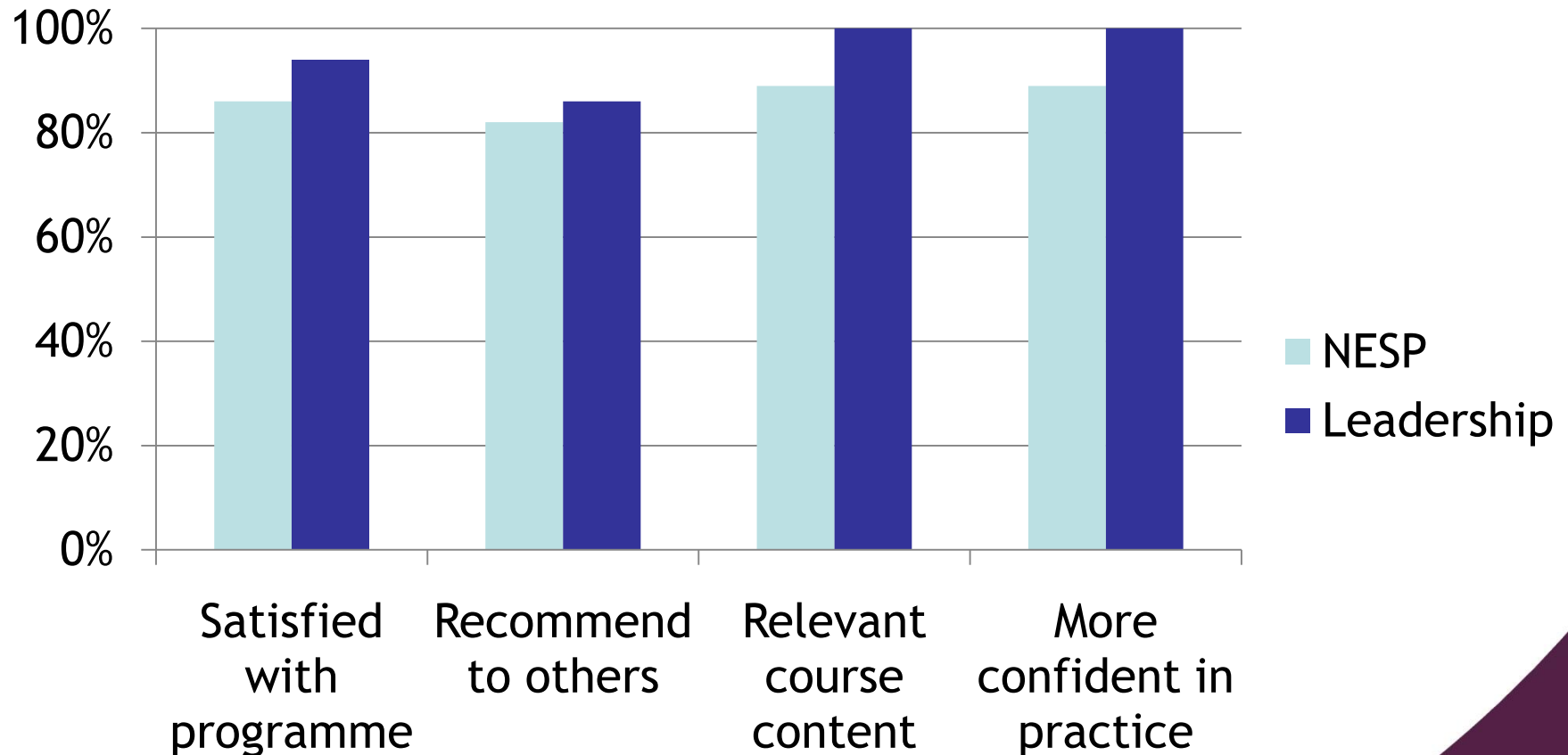


Focus of presentation

- Nursing specific progs - NESP & CLNP
- Challenges to study
- Factors assisting completion
- Benefits - day-to-day & career dev
- Future intentions of students
- Implications for employers, colleagues, funder, potential students



Training reactions



Challenges

NESP Nursing

- Fulltime work (new for many), learning to be a MH nurse, academic workload, other commitments

CLNP

- More senior/adv role, high level responsibility, academic workload, family, lack of workplace support (for some)



Factors aiding completion

- Support from others - especially work
- Support -> positive reaction to training

NESP

- Nurse educators, new grad co-ordinators and preceptors
- Lecturers, tutors, designated study time
- Peers - 'in same boat'

CLNP

- Managers - flexibility, study leave, understanding of pressure
- Colleagues - networking, ideas, motivation
- Academic staff - advice, guidance, strategic planning
- Supervision - clinical and academic



Benefits

Confidence:

- NESP - understanding role of mental health nurse, working with service users, evidence based practice
- CLNP - practice backed by theory/ deeper understanding, relating to colleagues, advising, educating

Knowledge & skills:

- NESP - consolidating undergrad, knowledge & clinical skills of MH nursing, theory for practice, client perspectives
- CLNP - expanded knowledge & skills, reviewing practice, critical thinking, better assessment skills, physical health, models of care, research to practice

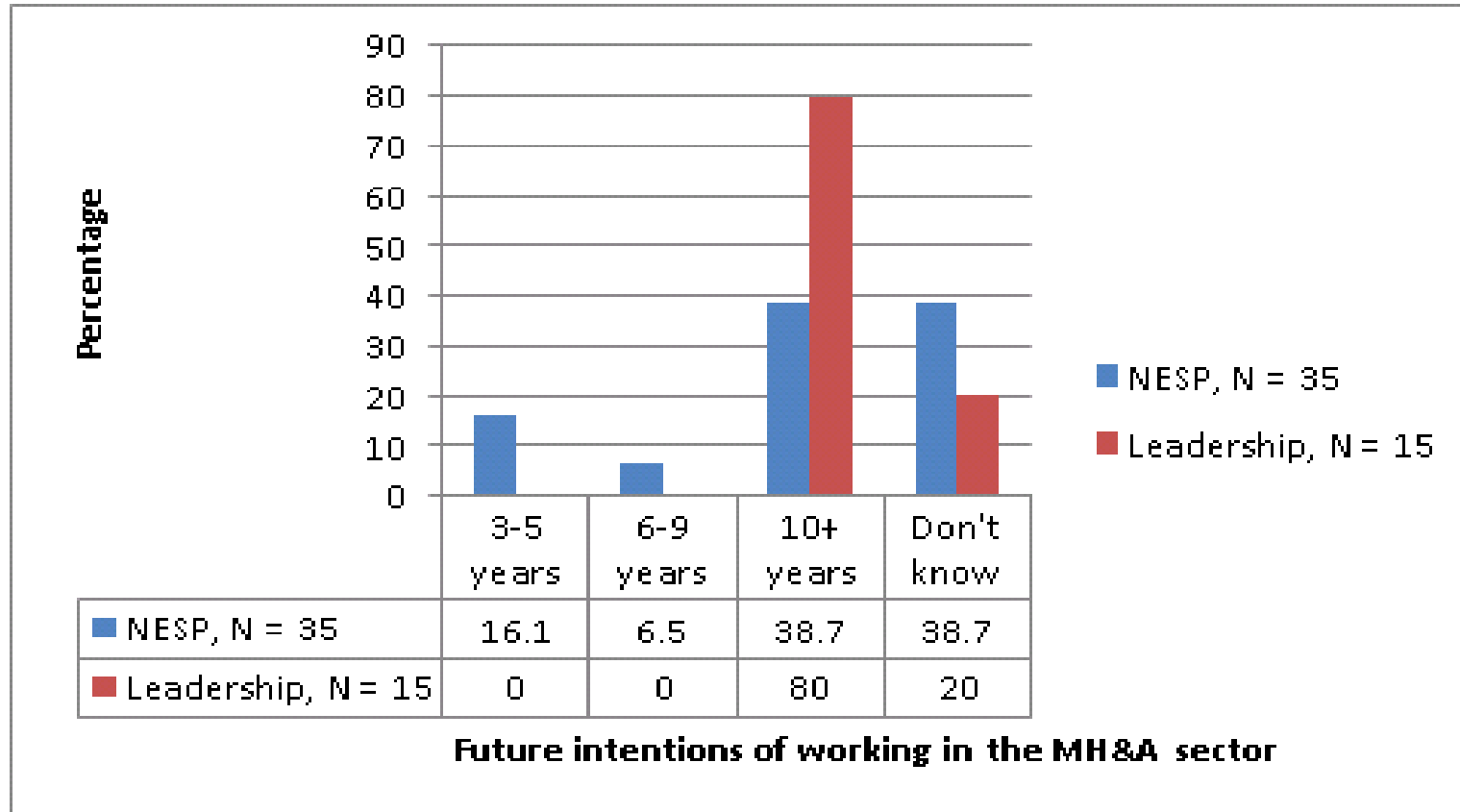


Benefits

- Sharing or disseminating knowledge a key theme for CLNP students = leadership
- Career development
 - CLNP: more options clinically, wider view of possibilities, further study planned
 - NESP: valued gaining PG cert - first step on PG pathway, clear intention to study further



Future intentions of working in mental health & addiction



Conclusions

- Affirming benefits of PG study for nurses
-> support continued funding
- Challenges - work/study/life balance challenges in common, but challenges also unique to different career stages
- Support - workplace support a key factor for successful, positive study



Conclusions

- **Funder** - future surveys: robust data & trends; encourage higher response rate; communicate with students
- **Workplace** - value of managers' & colleagues' support, study leave, flexibility, recognising pressure, scope to apply learning/leadership
- **Education provider** - strategic advisory role, guidance, link to clinical practice
- **Students** - network, be organised/ committed, seek academic advice, plan relevant study

