

Skills Matter student feedback results 2018

Evaluation of all courses funded under the Skills Matter programme

“It has allowed me to treat a greater range of clients with more assuredness and given me the knowledge to help influence my teams culture in a positive direction!”

(CBT student)

Contents

ACKNOWLEDGEMENTS	3
INTRODUCTION	4
METHODOLOGY	5
RESPONSE RATES.....	5
THE SURVEY	5
RESPONDENTS’ DEMOGRAPHICS	6
FINDINGS.....	7
SATISFACTION WITH THE COURSE.....	7
SUPPORT RECEIVED DURING THE COURSE	7
CHALLENGES TO STUDY.....	10
APPLYING LEARNING TO PRACTICE.....	12
IMPACT ON CAREER DEVELOPMENT	13
IMPACT OF TRAINING	14
RETENTION IN THE WORKFORCE	17
OTHER COMMENTS.....	17
SUMMARY AND CONCLUSIONS	19
APPENDIX A – THE SURVEY QUESTIONNAIRE.....	21
APPENDIX B - DETAILS OF STUDENT SURVEY RESPONDENTS	27

List of tables

TABLE 1. SURVEY RESPONSE RATES PER PROGRAMME/PROVIDER	5
TABLE 2. RETENTION IN THE WORKFORCE	17
TABLE 3. ETHNICITY OF RESPONDENTS	27
TABLE 4. AGE OF RESPONDENTS	27
TABLE 5. ROLE OF RESPONDENTS	28
TABLE 6. DHB AREAS IN WHICH RESPONDENTS WORKED	29

List of figures

FIGURE 1 - STUDENTS' SATISFACTION WITH THEIR TRAINING.....	7
FIGURE 2 – LEVELS OF SUPPORT RECEIVED BY STUDENTS.....	8
FIGURE 3 – CHALLENGES TO STUDY	10
FIGURE 4 – APPLYING LEARNING TO PRACTICE I	12
FIGURE 5 – APPLYING LEARNING TO PRACTICE II	12
FIGURE 6 – CAREER DEVELOPMENT	13
FIGURE 7 – IMPACT OF TRAINING I	14
FIGURE 8 – IMPACT OF TRAINING II	16

Acknowledgements

This report has been prepared by staff at Te Pou o te Whakaaro Nui (Te Pou).

We would like to thank and acknowledge all the students who completed survey forms and all the course providers for their efforts in ensuring a good response rate to the survey.

The authors of the report include Maggie Jakob-Hoff (Senior Evaluator) and Heimata Herman (Research Assistant).

Introduction

Skills Matter is a workforce development programme that, on behalf of the Health Workforce New Zealand, funds programme providers to deliver post entry clinical vocational training to mental health and addiction clinicians. These programmes contain both clinical and academic components. The Skills Matter programme team within Te Pou o te Whakaaro Nui (Te Pou) manages and administers contracts with programme providers to deliver the training programmes and support to students. Skills Matter also promotes the availability and purpose of the training to the mental health and addiction sectors on its website. The Skills Matter programme has quality assurance processes to ensure each programme provider is delivering the core components of the Skills Matter programme and that these are functioning as expected.

Students in the Skills Matter programme who are funded through Te Pou are invited to complete an end of year survey about their course experiences. This report contains the overall survey results and analysis for all courses funded through the Skills Matter programme in 2018, namely:

- New Entry to Specialty Practice Mental Health and Addiction Nursing (NESP Nursing)
- Post-graduate Diploma in Cognitive Behaviour Therapy (CBT)
- Co-existing Substance Use and Mental Health (CEP)
- Clinical Leadership in Nursing Practice (CLNP)
- Core Skills for Infant, Child and Adolescent Mental Health and Addiction (ICAMH)
- New Entry to Specialist Practice Allied Mental Health and Addiction (NESP Allied).

These courses were delivered through the University of Auckland, University of Otago, Massey University of New Zealand, Auckland University of Technology (AUT), Whitireia, Canterbury DHB and Waitematā DHB.

The survey covered the following broad topics:

- Overall satisfaction with the course
- Support received during the course
- Challenges to study
- Opportunities to apply learning to practice
- Career development
- Results and benefits from the training
- Retention in the workforce
- Other general comments.

A copy of the survey can be found in Appendix A of this report.

Methodology

Response rates

Two hundred and sixty three out of 300 students completed an evaluation survey. This provided a response rate of 88% and a very high level of confidence that the views expressed by respondents reflect those of all Skills Matter-funded students (see Table 1).

Table 1. Survey response rates per programme/provider

Course	Programme Provider	Number enrolled	Total returns	Response rate
NESP	Canterbury DHB	21	20	95%
NESP	University of Auckland (Jun)	17	17	100%
NESP	University of Auckland (Nov)	71	73	103% *
NESP	Waitematā DHB	19	13	68%
NESP	Whitiorea	33	38	115% *
NESP (Allied)	Auckland University of Technology	29	26	90%
CLNP	Massey University	11	8	73%
CLNP	University of Auckland	20	9	45%
CLNP	University of Otago	9	2	22%
CEP	University of Auckland	15	12	80%
CEP	University of Otago	10	10	100%
ICAMH	University of Auckland	30	23	77%
CBT	University of Otago	15	12	80%
Totals		300	263	88%

** NB: Exceeds 100% because seven paper-based returns were from students not funded by the Skills Matter programme. If these were removed from the sample, the response rate would be 85% (still very high).*

The survey

Returns came via identical online or paper-based versions of the survey administered on or after the last day of the courses

Respondents' demographics

Tables with the full details of respondent demographics can be found in Appendix B.

Just over half the respondents identified as NZ European. Almost one in five were Māori and one in nine Pasifika. One in 11 identified as Asian with another one in 12 as Indian. British and European people represented around one in 20 respondents each. People identified with five other ethnic groups (see Table 3).

Just under half the respondents were under 30 years of age with almost a quarter being 30 to 39 years. One in six were between 40 and 49 years old with one in 11 being 50 to 59. Very few people were 60 years or over (see Table 4).

Almost three quarters of all respondents were registered nurses. One in 11 were social workers and one in 12 alcohol and other drug practitioners. One person out of 17 was an occupational therapist. Eleven other roles held by respondents were reported (see Table 5).

Respondents worked in all 20 District Health Boards (DHBs) in New Zealand. The DHBs with most people represented were Counties Manukau, Auckland, Canterbury, Waikato. Each of these had at least one in ten respondents working there. Capital and Coast and Southern DHBs each had one in nine students in our sample. A very small number of people worked in Non-Government Organisations (NGOs) (see Table 6).

Findings

Satisfaction with the course

Almost nine out of every ten students who responded to the survey rated their level of satisfaction with the training as a '4' or a '5 = Strongly agree' on a scale of 1 – 5 where 1 = Strongly disagree and 5 = Strongly agree. The same proportion of respondents agreed their course content was relevant to their work (See Figure 1).



Figure 1 - Students' satisfaction with their training

Support received during the course

Each of the different types of support explored in our survey was experienced by 70 to 84% of our sample. These included their organisations, colleagues, supervisors, mentors, academic course coordinators and preceptors. Over three quarters of all respondents agreed they were well supported in their first year of practice. Just over half the people agreed it was easy to find information about Skills Matter on the website hosted by Te Pou (see Figure 1).

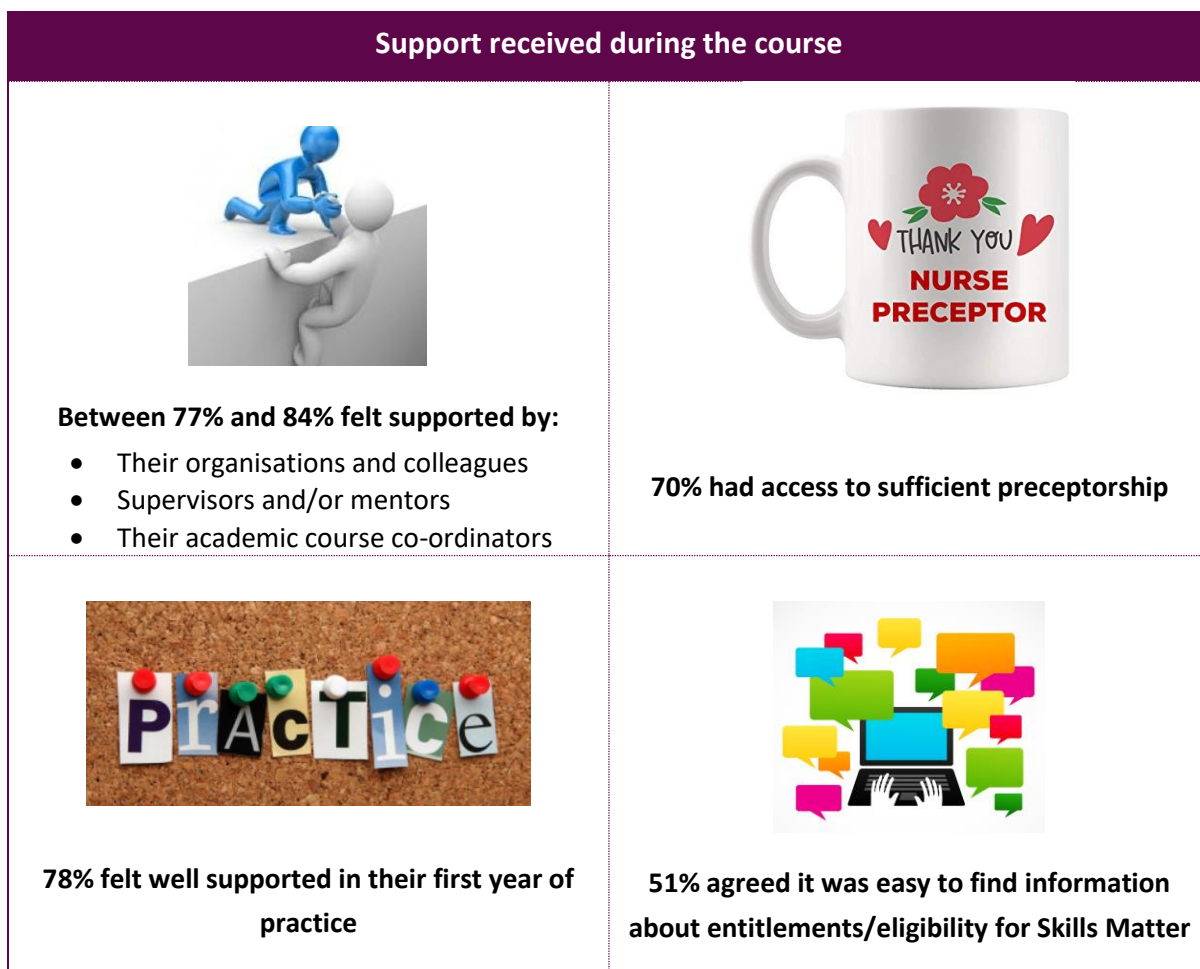


Figure 2 – Levels of support received by students

Other factors that helped students complete their studies

Comments in this part of the survey support the above ratings reflecting the factors that helped students complete their studies. Responses have been categorised and ordered in descending frequency:

Supportive Provider

Overall, feeling supported by both course co-ordinators, peers (though the online forum for discussion and sharing of reflections and other resources) and especially my mentor. Having easy access to information on canvas was also very helpful. Deadlines were realistic and requirements clearly outlined. (ICAMH student)

The lecturers were extremely approachable and were understanding that sometimes life occurs and that things need to be worked around. It was possible and encouraged to contact them with any concerns around the information provided. (NESP Allied student)

Factors that helped me complete the course were Jane Barrington and Helen Butler. Excellent support provided throughout the year... (NESP nursing student)

Supportive organisation

... my clinical psychologist Charmaine Gusta, social worker Karen Hawthorn, occupational therapist Warren Muller and social worker Betty Anneff. These very supportive work colleagues helped me stay on at the workplace to get through NESP. (NESP nursing student)

Managers flexibility with work load and allowing time for study. (NESP Allied student)

Peers and previous graduates

Second year [graduates] helped with examples and [information] from their post-grad studies. (NESP nursing student)

Being on the NESP programme with others from the same DHB in similar roles helped to develop a support network to do the assignments with. (NESP Allied student)

Family and friends

Family support - my partner looked after my children so that I could study. (NESP nursing student)

Family Support. Future focus for kids. (NESP nursing student)

Funding

Knowing I was supported with payments made for my study motivated me to complete my study and to do well utilising what I learn in my clinical practice. Thank you for your support. (CLNP student)

Getting travel grant really helped take the financial stress off... (CEP student)

Personal determination.

The fact that due dates were drawing nearer, it was a consistent reminder to self the benefits of getting this done now and its effects towards my future practice. (NESP nursing student)

Hard work and self-sacrifice. (CBT student)

Engaging course content

Interesting and relevant material kept me motivated. The way the course was well structured... Liked having the course marks broken down – i.e. lots of components, quizzes, essays, reflections, clinical components... (ICAMH student)

Previous knowledge and experience

Past experiences and workplace practice. Other studies in the past. (CEP student)

Challenges to study

Half the respondents agreed their workload was too high to allow time to study. Three in every ten people experienced issues with backfilling their roles while attending to their studies (see Figure 3).



Figure 3 – Challenges to study

Respondents' comments on challenges experienced during their course reinforced the ratings from Figure 3. Challenges were categorised and ordered in descending frequency:

High workload

Chronic short staffing, but probably more important high acuity in mental health services which is stretching the service across the board. (CLNP student)

Due to service capacity and less clinicians. Most of the time there was no space for me to reflect and learn, due to workload. (ICAMH student)

Lack of organisational support

I was not able to take the recommended study leave time (as outlined in the contract) as my employer was not willing to support this due to clinical workload and staffing shortage.... This made it difficult to find the time to complete the required readings and other work involved in the course. (ICAMH student)

Work place bullying is swept under the carpet by management and always minimised. (NESP nursing student)

Balance between work, study and life

Studying and working full time quite overwhelming. (NESP nursing student)

Financial challenges

Funding for accommodation wasn't quite enough. Being a student from out of region I still had to fund a large amount of travel costs. (ICAMH student)

Financial challenges, travel funds not being released until later on in the year... (CEP student)

Personal challenges

Some of it was down to me - setting the time aside... pretty difficult/impossible when a crisis happens. (ICAMH student)

Travelling to class (4 hours to attend class). V.C. should be available for students far North. (NESP nursing student)

Family/Personal/Financial. (CEP student)

How challenges were overcome

Several strategies were used to address the challenges experienced by students. These are categorised as follows:

Support from provider

Family funerals/other commitments outside of university, course providers were willing to support me via extensions for assignments. (NESP nursing student)

Adhering to the due dates for assignments. The course lecturer was understanding about commitments outside of study. (CEP student)

Support from organisation and colleagues

CCDHB and Dr Gregory Spencer (RANZCP LEAD for Psychiatric Trainings) were really excellent in supporting me and approving my study leave. (CBT student)

The study load was a lot in a short time and was intense at times. Work colleagues were very supportive. (NESP nursing student)

Dealt with personally/using own resources

It was really difficult to find time during working hours to complete study requirements due to a high caseload and being short staffed. I managed this by taking time to complete study requirements outside of the work environment where there were no distractions. This involved taking time (a few hours) occasionally away from work and working over weekends. (ICAMH student)

Had to fight for study leave for this Diploma course. (CBT student)

Applying learning to practice

Three quarters of the survey respondents agreed they had shared their knowledge with colleagues. Almost two thirds indicated their employers had created opportunities to use new learnings (see Figure 4).



Figure 4 – Applying learning to practice I

Four out of every five people agreed their course had adequate opportunities for practice. Almost nine in every ten indicated they were able to use their training in practice (see Figure 5).

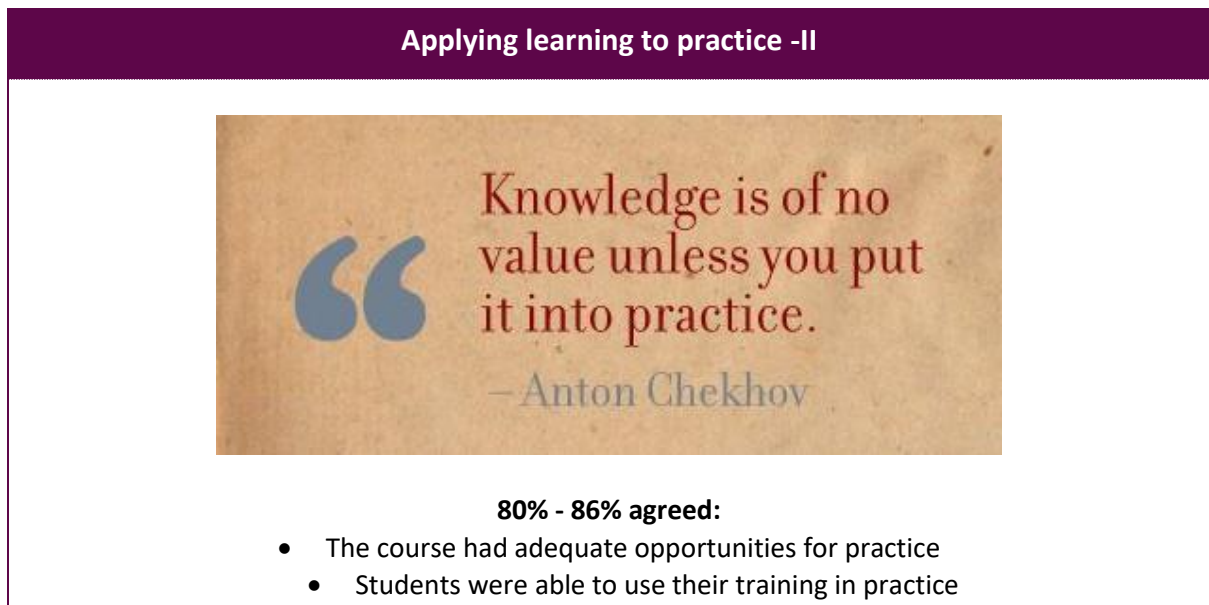


Figure 5 – Applying learning to practice II

Impact on career development

Nine out of every ten respondents agreed they would continue to seek future learning and development. Almost the same proportion considered their study had increased their job opportunities. Three quarters of the people agreed their study influenced them to remain working in the mental health sector (see Figure 6).

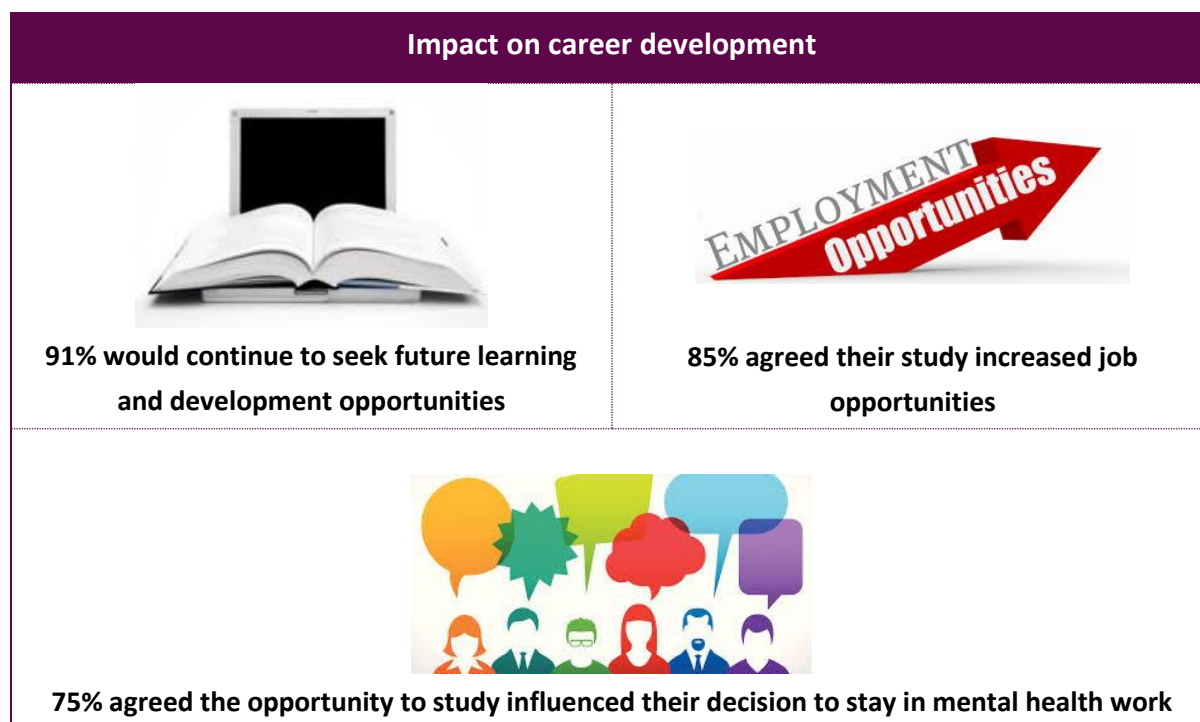


Figure 6 – Career development

Students gave a range of reasons for their ratings in Figure 6 and identified additional benefits to their career development resulting from the course. The following quotes typify responses made.

Career advancement

Confident if I wanted to move to another DHB I'd have more appeal as not only having work experience but post-graduate qualification too... I have seen that listed as pre-requisite for some DHBs. (ICAMH student)

Has advanced my ability to qualify for senior leadership roles such a Clinical Nurse Specialist. (CEP student)

Motivation to study further

I have consolidated my mental health nursing into [the] child and adolescent field. This also has influenced my decision to complete my masters and work towards my nurse practitioner certificate. (CLNP student)

From my learning in this course, I have found that I really want to learn more about motivational interviewing, CBT and DBT. I am working with my nurse educators to find ways to extend my learning in these areas. (NESP nursing student)

I'm still ongoing with my professional development and wanting to continue integrating the knowledge into my practice. (ICAMH student)

It builds upon previous study and sets me up for diploma/masters. (NESP nursing student)

Impact of training

Nine out of ten people were more confident about their clinical practice as a result of their Skills Matter-funded training. Between seven and eight of every ten respondents agree they felt better equipped to work with Māori, whānau and people accessing services (see Figure 7).

Almost three quarters agreed their leadership skills had increased as a result of their training. Over nine in every ten felt able to practice safely after their training (see Figure 7).



Figure 7 – Impact of training I

Comments associated with these items reflect the high ratings in Figure 7.

Increased confidence in practice

A high number of respondents gave examples of ways in which their confidence had increased as a result of their study.

Being able to work with tamariki and rangatahi. Working at developing new strategies to engage effectively with this age group. (NESP nursing student)

Definitely more confidence. Made me look to research with an atypical presentation of severe anorexia. Makes me contrive/accept/acknowledge to look to research and not just rely on "common practice". Getting better at assessment and formulation, and the ability to contribute to MDT. (ICAMH student)

The NESP program has given me confidence within the workforce. It has enhanced my social work knowledge with tools that are much needed to build rapport and work effectively to engage consumers. My new learning over the year has benefited my role through assessment skills. I have been able to utilise new models of care in recovery. I have also embedded the model CHIME within our service assessments. This has made a significant difference in the mana-enhancing aspect of our consumers. (NESP Allied student)

I have been more confident in my practice knowing I am guided by best practice in order to practice safely and provide quality care using recovery approach. I also feel confident to assist colleagues in their practice at my workplace. For example: utilising resources to reduce seclusion and restraint. (CLNP student)

Increase in skills and knowledge

Several specific areas were identified in which respondents had increased their skills and knowledge:

- Working with Māori, youth and children
- Communication and reflection skills
- CBT
- DBT
- Mental health assessment and approaches e.g. motivational interviewing
- DSM-5
- Trauma-informed care and recovery

Better able to understand the context of mental health and addiction issues

People discussed their increased general and specific understanding of their practice.

Given a deeper understanding of all areas covered that can support current and future practice. (NESP nursing student)

It's broadened my knowledge...and enabled me to understand the big picture better. (CLNP students)

I have more understanding of the background of illness and addiction, therefore, increased empathy. (NESP nursing student)

More aware with educational/theory aspect and incorporating Te Pou values. (NESP nursing student)

More than nine out of ten respondents agreed they reflected more on their practice as a result of their training. The same proportion of people agreed their practice was informed by up-to-date evidence (see Figure 8).

Three quarters of all the students responding to the survey agreed their job satisfaction had increased as a result of their Skills Matter-funded training (see Figure 8).

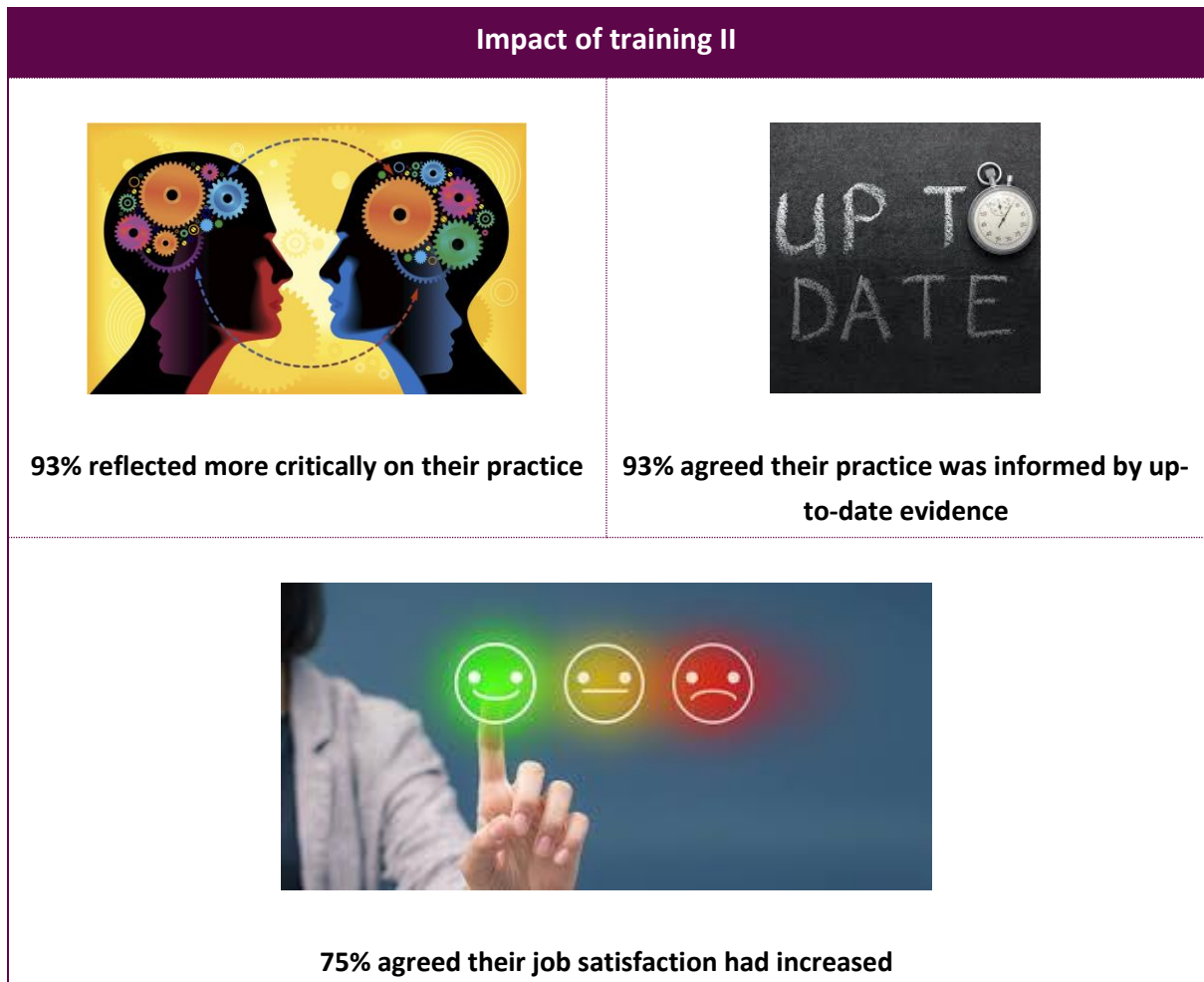


Figure 8 – Impact of training II

Other effects of training

Other training benefits on student’s involvement in the courses included:

Access to support services and information

Being able to access Te Pou initiatives. (NESP nursing student)

Greater passion for the work

Confidence has increased not only with young people and families but also within the MDT - I speak up and I ask questions more... my interest and passion for the job/mahi has grown. (ICAMH student)

Retention in the workforce

Almost half the respondents intended to work in the mental health and addictions sectors for 10 years or more. Almost a quarter intended to stay between 3-9 years. Only 5% of the people intended to stay working in the sector for 2 years or less (see Table 2).

Table 2. Retention in the workforce

How long students intend to work in mental health and addictions in future	% of students
Less than one year	1%
1 to 2 years	4%
3 to 5 years	17%
6 to 9 years	7%
10 years or more	46%
Unsure	21%
No response	4%
Total (n=263)	100%

Other comments

Respondents were invited to provide any other comments or feedback regarding their experience of doing their courses. Majority were very positive about the course lectures, tutors and the relevance to their work and professional development. Some also provided suggestions on how to improve the course, funding process and student experience.

Value of course

Excellent course! Have really learnt so much and really appreciated the practical nature. Well worth the time and effort. (CEP student)

Highly valued the course and everything it has taught me. It has been highly foundational to my work in my first year of practice. It has given me the support and guidance I have needed when I was unsure. I would like to thank Daniel and all the staff at AUT that have supported the study and made it a great experience. (NESP Allied student)

It hasn't been easy, but then nothing that's worthwhile necessarily is... I have loved every minute and would be happy to do it all over again... I have already encouraged others to apply/enrol, and I can't wait to see how they go and how much they get out of it. I think the course is well set out, each paper building on what has passed. (ICAMH student)

Appreciation for the opportunity

Skills Matter has allowed me to complete postgraduate study that would have otherwise been unavailable to me. (CLNP student)

Thank you very much for providing funding, it made it possible and there is much I will be able to apply in my practice over a long period of time. (CEP student)

Thank you, I have appreciated the support and the opportunity to be challenged with returning to study after 15 years since last engaged in academic studies. I am inspired to continue... (CLNP student)

Suggestions for Providers

I think the intention behind NESP Allied is great, however, I had hoped for more practical approaches e.g. low mood and what interventions would be useful. Things I can be using in my day-to-day practice as opposed to overarching theories and frameworks. One example is that as a social worker we are taught about CBT in our training more in depth than the half day on the block course. So I found that wasn't helpful or really tailored to our knowledge base. I understand how difficult it is to tailor a programme for all different levels of experience and disciplines, and that we need to understand why we do what we do, but I feel more practical approaches would have been more helpful in my day-to-day practice.... (NESP Allied student)

It would be better if 707 paper was in Semester 1. As it was quite hard doing 707 and 708B together. Doing 708A and 707 in Semester I will benefit learning and easy to follow and focus on exams. (CEP student)

Please hold exams instead of essays! Essays are especially unfair on parents and those doing shift work. Exams provide an allocated time for students to test their work without interfering with jobs. Please upload ALL lecture slides and more links and resources onto Canvas. (NESP nursing student)

Suggestions for Te Pou

Information about funding is often disseminated too late or not at all. It is secret squirrel to find any information about what is available for people, when and how to apply... (CLNP student)

This course should be made available throughout NZ. The funding needs to be increased to help people outside of Auckland and needs to be given upfront. (ICAMH student)

Suggestions for Organisations

This course is great and what we learn here is highly relevant to my mahi, but it's hard to put all this learning into practice when the DHB I work for have many barriers that allow me to do this, especially when working with Māori and whānau. (NESP nursing student)

Summary and conclusions

Students funded via Te Pou o te Whakaaro Nui (Te Pou) as part of the Skills Matter programme are routinely invited to complete an end of year survey as part of its quality assurance programme. This report shows the overall survey results for all courses funded through the Skills Matter programme in 2018. There were six courses run by seven programme providers throughout New Zealand.

Of the 300 students funded, 263 responded to the survey. This generated a response rate of 88 per cent¹ and a very high level of confidence that the views expressed in the evaluation represent those who attended.

There was a widespread range of respondents of various roles, ages, and ethnicities. Respondents named 15 different roles they held. These were dominated by the number of Registered Nurses (72 per cent).

Over 80 per cent of the people were 50 years old or under.

While the proportion of NZ European (51 per cent) was slightly less than those reported in the 2015 census², the proportions of Māori (19 per cent) and Pasifika (11 per cent) were slightly higher.

There were respondents from all 20 of New Zealand's DHBs and a small number of Non-Government Organisations (NGOs).

Students reported numerous ways in which their professional practice improved as a direct result of their studies. These included increased knowledge, skills, confidence and safer practice informed by self-reflection and up-to-date evidence. They had also shared their learning with others and felt better equipped to work with Māori and their whānau and other families. These results were strongly reflected in the follow-up interviews carried out with students from the 2016 Skills Matter cohort³ and were shown to ultimately provide important benefits to service users.

There was a high level of satisfaction with all courses and three quarters of all respondents increased their job satisfaction as a result of undertaking the course. Furthermore, participating in the courses provided people with opportunities for career advancement previously not available to them. It also inspired them to consider remaining in the mental health and addictions workforce in the future.

As with previous end-of-year feedback surveys, many students reported struggling with work-life-study balance and time to complete studies. However, many did receive enough support to deal with challenges. This support came from the organisations in which they worked as well as their whānau and course providers.

¹ NB: The response rate to this survey is higher than the previous two years (83 per cent in 2016 and 81 per cent in 2017).

² <https://www.stats.govt.nz/infographics/major-ethnic-groups-in-new-zealand>

³ A sample of 2016 students was interviewed in 2017 and again in 2019. Both reports can be found on the website hosted by Te Pou.

Respondents greatly appreciated the funding provided through Te Pou and most provided very positive feedback though their high ratings of the course overall.

Several useful suggestions for improvements to the programme were made. These are detailed in the body of this report.

As in previous years, the results of the 2018 Skills Matter student feedback survey continue to demonstrate the importance of these courses to professionals new to the mental health and addiction workforce and the need to continue with Skills Matter funding.

Appendix A – The survey questionnaire

COURSE ATTENDED:.....

Skills Matter is a workforce development programme within Te Pou o te Whakaaro Nui (Te Pou). Skills Matter funds programme providers to deliver post-entry clinical training to the mental health and addiction nursing and allied health workforces on behalf of the Ministry of Health.

About this survey

You're invited to complete this survey We're interested in finding out more about your experience of the programme and the factors that supported or hindered your training. We're also interested in any benefits you experienced as a result of the training. This information will be used to improve the delivery of the training programmes funded by Skills Matter and will help us evaluate the overall Skills Matter programme. We really welcome and value your feedback.

You are under no obligation to complete the survey and you do not have to answer a particular question if you do not wish to do so. All the information you provide will be kept confidential and will only be used for improvement and evaluation. Only summary results will be reported and you will not be personally identifiable in any reports.

Instructions

Please tick the box that is most relevant to you or write your answer in the space provided. The survey should take about ten minutes to complete. When you have finished please place the survey in the envelope provided and return to your lecturer or course co-ordinator.

Q1 Please tick the box that describes you	<input checked="" type="checkbox"/>
Skills Matter funded student with provider 'X'	<input type="checkbox"/>
Skills Matter funded student with provider 'y'	<input type="checkbox"/>

We'd like to ask you about your training experience. There are no right or wrong answers—please tick or circle the response that is best for you.

Q2 Satisfaction with training	1 - Strongly disagree	2	3	4	5 - Strongly agree	Not applicable
Overall, I am satisfied with the course	1	2	3	4	5	0
The course content was relevant to my work	1	2	3	4	5	0

We'd like to know about the factors that supported your study.

Q3 Support for your study	1 - Strongly disagree	2	3	4	5 - Strongly agree	Not applicable
My organisation and my colleagues supported my study	1	2	3	4	5	0
My supervisor and/or mentor supported my study	1	2	3	4	5	0
I had access to sufficient preceptorship	1	2	3	4	5	0
My academic course co-ordinator supported my study	1	2	3	4	5	0
I felt well supported in my first year of practice	1	2	3	4	5	0
It was easy to find information about my entitlements and eligibility to apply for the Skills Matter funds	1	2	3	4	5	0

Q4. Were there any other factors that helped you complete your course? (Please specify).

We'd like to know about any challenges you faced during your study

Q5. Challenges during study	1 - Strongly disagree	2	3	4	5 - Strongly agree	Not applicable
My clinical workload was too high to allow time for study	1	2	3	4	5	0
There was an issue with backfilling my job during my study	1	2	3	4	5	0

Q6. If you experienced any other challenges, please describe how they were addressed by your organisation and/or programme provider.

We'd like to know if you have had the opportunity to apply your learning

Q7. Opportunities to apply learning to practice	1 - Strongly disagree	2	3	4	5 - Strongly agree	Not applicable
My course included adequate opportunities for practical experience	1	2	3	4	5	0
I was able to use my training in practice	1	2	3	4	5	0
My employer created opportunities for me to use my new learning	1	2	3	4	5	0
I've shared my new learning with colleagues	1	2	3	4	5	0

We'd like to know about the links between the training and your career development

Q8. Career development	1 - Strongly disagree	2	3	4	5 - Strongly agree	Not applicable
I'll continue to seek future learning and development opportunities	1	2	3	4	5	0
My study has helped to increase my employment opportunities	1	2	3	4	5	0
The opportunity to study influenced my decision to stay working in mental health and addiction	1	2	3	4	5	0

Q9. Please provide any specific examples of ways in which your career development has benefited from your course participation.

We are very interested in any benefits from the clinical training programmes

Q10. Results from your training	1 - Strongly disagree	2	3	4	5 - Strongly agree	Not applicable
I'm more confident about my clinical practice	1	2	3	4	5	0
I'm better equipped to work with people accessing services and their whānau	1	2	3	4	5	0
I'm more confident about working with whānau	1	2	3	4	5	0
I'm better equipped to work with Māori	1	2	3	4	5	0
My leadership skills have increased	1	2	3	4	5	0
I feel able to practice safely	1	2	3	4	5	0
I reflect more critically on my practice	1	2	3	4	5	0
My practice is informed by up-to-date evidence	1	2	3	4	5	0
My job satisfaction has increased	1	2	3	4	5	0

Q11. Please provide any specific examples of ways in which your day-to-day work has benefited from your course participation.

NB: Questions 12 and 13 are not reported here as they concern a small group who undertook interprofessional learning. Those results will be reported elsewhere.

Q14. In what ways did interprofessional learning and practice help the process of working alongside team members from other disciplines during your placements?

Q15. How long do you intend to work in Mental Health and Addiction in the future?	<input checked="" type="checkbox"/>
Less than one year	
1 to 2 years	
3 to 5 years	
6 to 9 years	
10 years or more	
Don't know	

Q16. What is your current role?		<input checked="" type="checkbox"/>
Alcohol and Other drug practitioner		
Clinical psychologist		
Occupational therapist		
Registered nurse		
Social worker		
Other (please specify)		

Q17. What DHB district do you work in? (Please tick as many boxes as you need)							
	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Auckland		Hawkes Bay		Northland		Waikato	
Bay of Plenty		Hutt Valley		Southern		Wairarapa	
Canterbury		Lakes		South Canterbury		Waitematā	
Capital and Coast		MidCentral		Taranaki		Whanganui	
Counties Manukau		Nelson Marlborough		Hauora Tairāwhiti		West Coast	
Unsure or Other (Please specify)							

About you

Q18. Which ethnic group(s) do you belong to? (please tick all that apply)		<input checked="" type="checkbox"/>
New Zealand European		
Māori		
Samoan		
Cook Island Māori		
Tongan		
Niuean		
Chinese		
Indian		
Other (please specify)		

Q19. What is your age range?	<input checked="" type="checkbox"/>
Under 30 years	
30 to 39 years	
40 to 49 years	
50 to 59 years	
60 years and over	

20. Do you have any other comments or feedback about your experience of the course or this questionnaire?

Thank you so much for doing this survey. The findings will be posted on our website early in 2018. <https://www.tepou.co.nz>

Appendix B - Details of student survey respondents

Table 3. Ethnicity of respondents

Ethnicity of respondents	% of students
New Zealand European	51
Māori	19
Pasifika	11
Asian	9
Indian	8
British	5
European	3
South African	1
African	1
Middle East	1
American	1
Australian	1
No response	6
<i>NB: Does not add to 100% due to multiple responses</i>	

Table 4. Age of respondents

Age range of respondents	% of students
Under 30 years	45
30 to 39 years	22
40 to 49 years	18
50 to 59 years	9
60 years and over	2
No response	4
Total	100

Table 5. Role of respondents

Current role of respondents	% of students
Registered nurse	72
Social worker	9
Alcohol and other drug practitioner	8
Occupational therapist	6
Clinical psychologist	2
Counsellor	1
No response	4
<i>NB: Does not add to 100% due to multiple responses</i>	

An additional nine roles were mentioned, each by one person and therefore less than 1% of the total number of respondents. They were:

- GP consult liaison
- Co-existing clinician
- Community
- Consumer advocate
- Kaupapa Team
- Psychotherapist
- Registrar, M.D.
- Guidance Counsellor
- Pou Whānau Connector

Table 6. DHB areas in which respondents worked

DHB areas in which respondents worked	% of students
Counties Manukau	12
Auckland	11
Canterbury	11
Waikato	10
Capital & Coast	9
Southern	9
Waitematā	7
Northland	5
Bay of Plenty	4
Hutt Valley	4
Midcentral	4
Nelson Marlborough	3
Hawkes Bay	2
Lakes	2
Wairarapa	2
South Canterbury	1
Whanganui	1
PHO/NGO	1
No response	5
<i>NB: Does not add to 100% due to multiple responses</i>	

An additional three DHB areas were mentioned, each by one person and therefore less than 1% of the total number of respondents. They were:

- Hauora Tairāwhiti
- Taranaki
- West Coast

https://wisegroup434.sharepoint.com/sites/tepou/programme/tepou_programme/Fileshare/Skills Matter/Evaluation - Skills Matter/Student Surveys/2018 SM students/Reports/2018 SM Student Feedback Overall Report.docx

Skills Matter 

KNOWLEDGE, SKILLS, ATTITUDES. WELLNESS, HOPE, RECOVERY

www.tepou.co.nz/skillsmatter

**Te Pou o te
Whakaaro Nui**

Auckland

PO Box 108-244, Symonds Street
Auckland 1150, New Zealand
t +64 (9) 373 2125

Hamilton

PO Box 307, Waikato Mail Centre
Hamilton 3240, New Zealand
t +64 (7) 857 1202

Wellington

PO Box 7443, Wellington South
Wellington 6011, New Zealand
t +64 (4) 381 6470

 www.tepou.co.nz  [Linkedin@TePouNZ](https://www.linkedin.com/company/te-pou-nui)  [twitter@TePouNZ](https://twitter.com/TePouNZ)