

Skills Matter

KNOWLEDGE, SKILLS, ATTITUDES. WELLNESS, HOPE, RECOVERY

CONTRACT FOR SERVICES

PROVIDER/CONTRACT NUMBER:

PROVIDER:

DATE OF COMMENCEMENT: 1 February []

DATE OF COMPLETION: 30 November []

Service: New Entry to Specialist Practice Mental Health & Addiction Nursing

Te Pou
o Te Whakaaro Nui

Skills Matter is a workforce development programme within Te Pou.



SCHEDULE B

BETWEEN TE POU LIMITED AND []

SERVICE SPECIFICATION FOR NEW ENTRY TO SPECIALIST PRACTICE

MENTAL HEALTH & ADDICTION NURSING

1 CONTEXT

Key documents relevant to this service specification include:

- a. *Rising to the Challenge: The Mental Health and Addiction Service Development Plan 2012 - 2017*, Ministry of Health (2012)
- b. *Blueprint II Improving mental health and wellbeing for all New Zealanders: How things need to be*, Mental Health Commission (2012)
- c. *Blueprint II Improving mental health and wellbeing for all New Zealanders: Making change happen*, Mental Health Commission (2012)
- d. *Te Puawaiwhero: The Second Maori Mental Health and Addiction National Strategic Framework 2008-2015*, Ministry of Health (2008)
- e. *Te Rau Hinengaro: The New Zealand Mental Health Survey*, Ministry of Health (2006)
- f. *Standards of Practice for Mental Health Nursing in Aotearoa New Zealand*, Te Ao Maramatanga (2012)
- g. *Competencies for registered nurses*, New Zealand Nursing Council (2007, Reprint 2012)
- h. *Aotearoa New Zealand addiction specialty nursing competency (knowledge and skills) framework* Drug and Alcohol Nurses of Australasia (2012)
- i. *National Guidelines for the Professional Supervision of Mental Health and Addiction Nurses*, Te Pou (2009)
- j. *Let's get real: Real Skills for people working in mental health and addiction*, Ministry of Health (2008)
- k. *Real Skills plus Seitapu: working with Pacific peoples*, Le Va (2009)
- l. *Real Skills plus CAMHS: A competency framework for the infant, child and youth mental health and alcohol and other drug workforce*, The Werry Centre (2009)
- m. *Our Lives in 2014 – A recovery vision from people with experience of mental illness for the second mental health plan and the development of the health and social sectors*, Mental Health Commission (2004)
- n. *Te Ariari o te Oranga: The Assessment and Management of People with Co-existing Mental Health and Substance Use Problems*, Ministry of Health (2010)
- o. *Service Delivery for People with Co-existing Mental Health and Addiction Problems: Integrated Solutions*, Ministry of Health (2010)
- p. *Mental Health and Addiction Services for Older People and Dementia Services* Ministry of Health (2011)
- q. *He Korowai Oranga: Maori Health Strategy*, Ministry of Health (2002)
- r. *Ala Mo'ui: Pathways to Pacific Health and Wellbeing 2010-2014*, Ministry of Health (2010)
- s. *Pacific Addiction Workforce Strategy*, Matua Raki and Le Va (2011)
- t. *Te Whare o Tiki: Co-existing Problems Knowledge and Skills Framework*, Te Pou and Matua Raki (2013).

2 OVERVIEW OF PROGRAMME

This specification outlines the requirements for a post-registration nursing programme in mental health and addiction. The programme is for new graduate nurses, or registered nurses new to mental health and addiction nursing, and will aim to enhance their knowledge and skills.

The theoretical aspects of the programme must not repeat the content of the pre-entry programme but rather emphasise the application and use of knowledge in mental health and addiction settings. A 'trainee' is defined as a person enrolled in this programme, who is an employee of a publicly-funded mental health and addiction service and who meets the trainee eligibility criteria set out in this specification.

3 DESCRIPTION OF SERVICE

The programme will support nurses to develop their professional practice while developing the specific skills required in the speciality field of mental health and addiction nursing. As it comprises a formal teaching component and a clinical component the programme will be delivered by an academic provider and a clinical provider working in partnership (see Section 9 below).

The formal teaching component will be delivered predominantly in an educational setting. Arrangements will be made for release from the clinical service to attend the formal teaching programme, and professional supervision (separate and in addition to preceptorship).

The clinical component of the programme will be offered predominantly within the trainee's employment environment and will ensure trainees experience a range of mental health and addiction settings. Clinical placements outside the trainee's employment environment may also be offered to allow for learning not available in the usual area of employment. In either case the clinical setting will allow trainees to build on their theoretical knowledge base and apply that knowledge in the mental health and addiction service and will include access to a clinical preceptor.

The programme must:

- a. be predominantly vocational rather than solely academic training or research, and be based on recognised nursing standards appropriate for mental health and addiction nursing
- b. comprise a significant clinical component
- c. include appropriate clinical placements
- d. provide release time from the clinical employment setting for trainees to undertake the formal teaching component of the programme
- e. be not less than nine months or more than one year in length (training providers, in conjunction with the funder, will utilise their discretion to allow trainees a longer length of time to complete the programme where there are extenuating circumstances precluding completion within the one year requirement)
- f. result in the award of a post-graduate certificate that is equivalent or equates to Level 8 on the National Qualifications Framework
- g. reference relevant competency frameworks and integrate theory and significant clinical experience to enable trainees to develop their knowledge, skills and practice in the specialty area of mental health and addiction
- h. have a detailed documented curriculum that includes the programme's purpose, outcomes, content, assessment criteria and methods
- i. be nationally recognised by the relevant professions and the mental health and addiction sector as meeting a national health services skill requirement rather than only meeting local employer need

- j. incorporate four areas of learning: clinical, cultural, resilience/recovery and organisational systems and development which are underpinned by a programme of professional development specific to the discipline of mental health and addiction nursing.

4 ACADEMIC COMPONENT

4.1 Generic

The formal teaching component of the programme will:

- a. be designed to integrate with, and be relevant to, the trainee's clinical work environment
- b. be delivered by appropriately qualified, skilled and experienced teaching staff
- c. be equivalent to six months' full-time study
- d. utilise distance learning technology as appropriate
- e. reflect service user centred practice
- f. incorporate principles underpinning resilience/recovery, wellbeing, whanau ora and family and whanau inclusive practice
- g. utilise academic and cultural learning resources
- h. include Maori models of health and wellbeing
- i. include Pacific models of health and wellbeing
- j. include awareness of health perspectives relevant to Asian, refugee, migrant and other culturally diverse communities
- k. include the concept of health literacy, as well as its application
- l. include the implications of different developmental needs across the lifespan.

4.2 Programme-specific requirements

The formal teaching programme will align with recognised professional standards of practice of mental health and addiction nursing, and fit with a recognised clinical/educational framework for registered nurses such as Nursing Council of New Zealand's Framework for Post-Registration Nursing Education (2001). The programme is to include:

- a. contemporary evidence-based practice in mental health and addiction nursing, with a multi-disciplinary, recovery/resiliency based, service user and family and whanau focus
- b. development of therapeutic skills and effective communication and engagement skills to work with service users and family and whanau
- c. understanding of the application of the Mental Health (Compulsory Assessment and Treatment) Act 1992, the Alcoholism and Drug Addiction Act 1966 (*shortly to be replaced by an updated statute*), and other legislation which specifically impacts on mental health and addiction service and treatment delivery within an appropriate ethical framework
- d. the application of cultural safety principles in the practice of mental health and addiction nursing and access to cultural learning resources
- e. the teaching of core mental health and addiction nursing skills
- f. assessment skills in mental health and addiction nursing
- g. understanding of current treatment modalities used in the treatment of mental health and addiction disorders, and an understanding of psychiatric classification systems
- h. development of co-existing problems capability
- i. incorporation of *Let's get real*, as well as *Real Skill plus Seitapu*, *Real Skills plus CAMHS* and *CEP Skillset*
- j. health organisations and systems including:
 - roles and responsibilities in a multidisciplinary team environment
 - service development processes including policy and procedure review in the clinical setting
 - use of quality processes and systems

- mental health and addiction policy and standards and their application in the clinical setting
- structure of the national mental health and addiction system, and its relationship to other social agencies, including the importance of partnering across a range of service providers and community groups
- collaboration and integration with primary care and other health service providers.

5 CLINICAL COMPONENT

5.1 Clinical Placements

The clinical component of the programme will provide the trainee with opportunities to expand clinical skills and apply knowledge gained in the formal teaching programme. Trainees will be working within publicly-funded mental health and addiction services for the duration of the programme and will function as beginning mental health and addiction nurses. Trainees must be preceptored by designated mental health and addiction nurses who are trained in preceptorship for the duration of the programme.

Clinical placements will allow trainees to:

- practise nursing interventions to gain experience in delivering effective nursing care
- work with service users with a range of mental health and addiction problems and cultural perspectives
- work collaboratively with other health service providers and social agencies
- access a clinical preceptor, as well as relevant professional supervision (in addition to supervision routinely provided to mental health professionals as part of employment)
- have a reduced/shared workload for a designated period of time for both trainee and preceptor based on individual trainee need.

5.2 Clinical Experience

Clinical placements will provide planned practice experiences and will ensure:

- availability and access to mental health and addiction nurses
- a supportive environment that enables the trainee to develop his/her clinical practice
- timely and effective formal and informal feedback to the trainee that assists the trainee to identify his/her own strengths and limitations
- planned professional supervision
- application of nursing assessment skills in mental health and addiction nursing
- development of knowledge of the Mental Health (Compulsory Assessment and Treatment) Act 1992, the Alcoholism and Drug Addiction Act 1966 (*shortly to be replaced by an updated statute*), and other legislative requirements impacting on mental health and addiction
- acquisition and application of knowledge of pharmacology and its impact on the health and wellbeing of service users
- development of understanding of the physical health needs of mental health and addiction service users
- development of understanding of co-existing problems across the spectrum of mental health and addiction care
- the trainee understands and values the roles and skills of all members of the multi-disciplinary team, including their own role, and how to work collaboratively to facilitate effective outcomes
- work with service users and families and whanau in the development of integrated treatment plans and provision of health education appropriate to their needs
- adherence to relevant clinical policies, protocols and procedures

- m. development of therapeutic relationships, effective communication and engagement
- n. beginning application of relevant talking therapies and other therapeutic approaches
- o. development of the nurse's own role and practice in relation to multi-disciplinary teams.

6 SUPERVISION and SUPPORT

You will ensure trainees receive supervision and support as outlined in 6.1, 6.2 and 6.3 below.

6.1 Clinical preceptorship (provided as part of the clinical component)

Clinical preceptorship and support will be undertaken by designated mental health and addiction nurses who are trained in preceptorship. New graduates will have access to a preceptor at all times. The degree of clinical responsibility allocated to the trainee will reflect the level of development of the beginning mental health and addiction nurse.

6.2 Professional supervision (provided as part of the clinical component)

Trainees will be provided with a regular professional supervision (in addition to routine supervision provided as part of employment) for a minimum of 20 hours during the course of the programme. Professional supervision will focus on supporting and empowering the supervisee to develop their professional role, reflect on clinical practice, address cultural supervision needs as required, and manage the emotional effects of their work. Supervision contracts between the supervisor and trainee will be in place to ensure the clinical placement supports the trainee appropriately, and supervision logs will be maintained. Group supervision may be undertaken if all relevant parties are in agreement.

The professional supervisor will be an experienced mental health and addiction nurse in good standing with the Nursing Council of New Zealand and trained in supervision. They must have an understanding of:

- a. *Standards of Practice for Mental Health Nursing in Aotearoa New Zealand (2012)*
- b. *Competencies for registered nurses (2007, Reprint 2012)* and other relevant competency frameworks
- c. *National Guidelines for the Professional Supervision of Mental Health and Addiction Nurses (2009)*
- d. *Let's get real (2008)*.

6.3 Academic support (provided as part of the academic component)

Academic support will be provided to:

- a. assist trainees to successfully complete the academic component (e.g. assistance with understanding course material, academic writing and use of academic resources)
- b. assist integration of theory and clinical practice
- c. support effective practice development in partnership with the clinical provider.

7. TRAINEE OUTCOMES

To complete the programme successfully, the trainee will:

- a. meet the academic and theoretical outcomes of the programme
- b. meet the clinical outcomes of the programme
- c. be awarded a post-graduate certificate in mental health and addiction nursing
- d. have developed a professional portfolio which demonstrates Nursing Council competencies and reflects professional standards of practice for mental health and addiction nursing.

8 ELIGIBILITY

8.1 Trainee Eligibility

Trainees are required to:

- a. meet the academic provider's criteria for eligibility to study at Level 8 of the NZQA framework
- b. meet the requirements of the Health Practitioners Competence Assurance Act 2003
- c. have an active career plan
- d. be currently employed as a registered nurse, in a defined mental health or addiction role sufficient to support the clinical component of the training programme, either by a mental health and/or addiction service or a Primary Health Organisation - in both cases funded by the Ministry of Health or a District Health Board
- e. be working clinically for at least 0.6FTE (24 hours a week) where they have at least one year's experience - new graduates must be working a minimum of 0.7FTE (28 hours a week) in a mental health and/or addiction setting
- f. be a New Zealand citizen or hold a New Zealand permanent resident visa
- g. have a current Nursing Council of New Zealand Practising Certificate
- h. complete the post graduate certificate programme in one year, or over two academic years at the discretion of the programme co-ordinator and funder.

8.2 Provider Eligibility

To be eligible for funding you must, amongst other things, be accredited as a provider of nursing education and have your programme approved by the Nursing Council. You will supply us with written evidence of current approval prior to the commencement of the programme.

The programme must be accredited by NZQA or CUAP. You will supply us with written evidence of the programme's accreditation status prior to the commencement of the programme. Providers of the clinical placements must comply with the *Health and Disability Services Standards* (NZS 8134.00:2008; 8134.01:2008; 8134.02:2008 and NZS 8134.03:2008).

9 PARTNERSHIP

9.1 The programme will be delivered by an academic provider and a clinical provider working in partnership to:

- a. ensure effective practice development opportunities that integrate theory and clinical practice and reflect professional standards of mental health and addiction nursing
- b. link professional knowledge and education to the specifics of the trainee's clinical practice.

9.2 Subject to Clause 6.2 of this agreement you will enter into a subcontract for the provision of either the clinical component or the academic component of the training programmes with a clinical provider or an academic provider as the case may be. The agreement will amongst other things outline:

- a. roles and responsibilities of the partners
- b. study release arrangements
- c. provision of preceptorship and supervision
- d. access to cultural supervision where appropriate
- e. active career plans
- f. mental health and addiction nursing liaison and co-ordination
- g. reporting on trainees' progress for academic and clinical components
- h. financial compensation.

- 9.3 You must provide us with the names of those providers who will be subcontracted by you, as well as copies of relevant subcontracts.
- 9.4 Notwithstanding any subcontracting arrangements, you are responsible for the delivery of the training programmes and for financial compensation of the subcontracted providers.

10 PROGRAMME ADMINISTRATION

10.1 Programme co-ordination

You will undertake programme co-ordination tasks which include:

- a. maintaining a record of trainees' progress (including attendance and assessment)
- b. liaison with clinical staff, including preceptor and supervisor selection
- c. facilitation of clinical placements for trainees outside the normal workplace setting where necessary
- d. curriculum development and review
- e. advice to trainees on the training programme requirements including guidance on recognition of prior learning
- f. coordination of clinical teaching, e.g. study days, tutorials
- g. programme (including clinical workplace/placement) evaluation and quality improvement
- h. competency assessment of trainees – this will include an ongoing formative assessment over the duration of the programme
- i. issue resolution between trainee/preceptors/supervisors
- j. convening an advisory group, which provides appropriate knowledge and expertise from the mental health and addiction sector to ensure the relevance and currency of the programme
- k. reporting to the funder.

10.2 Associated linkages

You will establish and maintain links with:

- a. current employers of nurses on the training programme
- b. relevant nursing advisory group of the education provider
- c. academic providers
- d. relevant nursing leaders
- e. the Nursing Council of New Zealand
- f. relevant professional organisations
- g. service user leaders, advisors, advocates or networks
- h. other relevant mental health and addiction training programmes
- i. national mental health and addiction workforce development programmes.

11 QUALITY REQUIREMENTS

11.1 Quality obligations

You will:

- a. maintain and implement a quality improvement programme which will include documented processes to operate throughout the training programme for:
 - monitoring, evaluating and improving the effectiveness of the training programme
 - monitoring the applicability and relevance of the theoretical programme to keep it up-to-date with mental health and addiction practice and developments
 - regular monitoring of individual trainee performance and ensuring trainees receive timely feedback
 - ensuring trainees who require additional support have access to help

- effective stakeholder input, including trainees, trainees' employers and service users into programme delivery and review (e.g. programme content and relevance),
 - ensuring trainees are getting relevant role development opportunities as part of the clinical component
 - providing input from Maori, Pacific and other appropriate cultural advisors on the ability of the programme to meet the cultural needs of trainees and service users
 - ensuring there is open, systematic and fair selection of trainees
- b. provide us with a copy of your quality improvement plan
 - c. have an appropriate complaints process available to trainees and other personnel involved in the programme
 - d. maintain clear lines of responsibility and accountability between providers of the formal teaching component and the clinical component to ensure trainees are working safely in their workplaces
 - e. teach at an appropriate standard using current methods with appropriately skilled staff
 - f. ensure reports are provided by the due date
 - g. ensure a record of trainees' progress is maintained and reported.

11.2 Cultural responsiveness

The programme will acknowledge the cultural characteristics of New Zealand society and the principles of partnership that influence planning and delivery of mental health and addiction services. You will ensure that:

- a. the environments in which trainees undertake the programme requires and supports the trainees to demonstrate culturally appropriate clinical practice
- b. the academic and clinical components of the programme are informed by consultation with Maori and take into account the health needs and differing cultural expectations of Maori
- c. programme planning involves and is responsive to the expectations of Maori.

12 MISCELLANEOUS TERMS

In delivering the services:

- a. where the number of trainees in a programme falls below 85% of the maximum number set out in Schedule A clause 1 as a result of low enrolments, withdrawals or resignations, then we reserve the right to review and at our discretion, give notice to terminate this contract in whole or in part
- b. you will not charge either trainees or their employers for the programme either directly or indirectly
- c. you will ensure trainees have access to a library and search facilities with current nursing literature, including mental health journals and texts
- d. you will ensure trainees have access to this service specification and are informed about the Skills Matter travel and accommodation grants prior to the commencement of the training programme (our grant policies, guidelines and applications can be accessed on our website)
- e. you will ensure that all programme promotional material clearly indicates the programme is funded by Te Pou
- f. if required you and Te Pou shall participate in an annual all-provider meeting.

13 REPORTING REQUIREMENTS

All other reporting requirements are set out in Schedule C of the contract.