

# Skills Matter student feedback results 2019

## Evaluation of all courses funded under the Skills Matter programme

I am very grateful for the funding and the opportunity to be able to complete this course. I have benefitted personally and professionally and will use what I have learnt in my day to day clinical practice. ... it has been a fantastic learning experience. (ICAMH student)

The course provided a whole range of learning, networking, reflections that have been astonishing. If anything, more time to really immerse in the experience but this is the nature of life in MHAS. (CEP student)

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The authors of the report include Maggie Jakob-Hoff (Senior Evaluator) and Charito Tuason (Data analyst) with additional help from Joanne Richdale (Researcher).

# Introduction

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Skills Matter is a workforce development programme that, on behalf of the Health Workforce Directorate, Ministry of Health, funds programme providers to deliver post entry clinical vocational training to mental health and addiction clinicians. These training 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 training availability is promoted to the mental health and addiction sectors on its website. The Skills Matter programme has quality assurance processes to ensure each programme provider delivers its core components and that these are functioning as expected.

Students in the Skills Matter programme 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 2019:

- 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).

The University of Auckland, University of Otago, Massey University of New Zealand, Auckland University of Technology (AUT), Whitireia, Canterbury DHB and Waitematā DHB deliver these courses.

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 321 students completed an evaluation survey. This provided a response rate of 82% and a very high level of confidence that respondents' views reflect those of all Skills Matter-funded students (see Table 1).

**Table 1. Survey response rates per programme/provider**

Course	Programme Provider	Number in course	Total returns	Response rate
NESP	Canterbury DHB	22	18	82%
NESP	University of Auckland (Jun)	30	31*	103%
NESP	University of Auckland (Nov)	79	67	85%
NESP	Waitematā DHB	19**	Forms did not arrive at Te Pou	
NESP	Whitireia	38	39*	103%
NESP (Allied)	Auckland University of Technology	42	31	74%
CLNP	Massey University	10	7	70%
CLNP	University of Auckland	17	16	94%
CLNP	University of Otago	10	8	80%
CEP	University of Auckland	12	12	100%
CEP	University of Otago	10	3	30%
ICAMH	University of Auckland	30	15	50%
CBT	University of Otago	21	16	76%
<b>Totals</b>		<b>321</b>	<b>263</b>	<b>82%</b>

\* The extra forms are most likely to have been inadvertently completed by students not funded by Skills Matter

\*\* This figure was excluded from the final total because forms did not arrive from this provider

## The survey

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

## Respondent demographics

Almost six in every 10 respondents identified as NZ European. More than one in five identified as Māori with one in ten identifying as Pasifika. One in 11 people identified as Asian. Respondents also identified with four other ethnic groups (see Table 3).

More than four out of 10 respondents were under 30 years of age with the same proportion being between 30 and 49 years. One in 10 respondents were between 50 and 59. Very few people were 60 years or over (see Table 4).

Just over three quarters of all respondents were registered nurses. One in 11 was an occupational therapist and one in 12 was a social worker. Five other roles held by respondents were reported (see Table 5).

Respondents were working in all but one of the 20 District Health Boards (DHBs) in New Zealand. The DHBs with most people represented were Auckland, Canterbury, Counties Manukau, and Waikato. Each of these had at least one in 10 respondents working there. One in 11 students in our sample worked at Capital and Coast DHB. There were fewer than one in 14 students for the other DHBs (see Table 6).

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

## Findings

### Satisfaction with the course

More than nine out of every 10 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 the survey was experienced by 82 to 90 per cent of our sample. These included support from students' organisations, colleagues, supervisors, mentors, academic course co-ordinators and preceptors. More than eight in every 10 respondents agreed they were well supported in their first year of practice. Almost six in every 10 people agreed it was easy to find information about Skills Matter on the website (see Figure 2).



Figure 2 – Levels of support received by students

## Other factors that helped students complete their studies

Comments in this part of the survey reflect the above ratings and describe the factors that helped students complete their studies. Responses are presented with the most common factors first.

<sup>1</sup> A Preceptor is a qualified and experienced practitioner whose role is to support the new nurse

### **Supportive Provider**

The course co-ordinator was friendly and extremely supportive over the assignment extension as I was struggling to manage the study, assignments, and the ongoing massive casework at the same time. ... The marker's comments were valuable as it encouraged [me] to think more critically and clinically. (NESP Allied student)

Support from department staff, especially supervisor - excellent library service support and excellent IT support. (CLNP student)

### **Supportive organisation**

I had a fantastic preceptor- helped hugely. (NESP nursing student)

Supportive manager and supervisor. Realistic expectations. (CBT student)

### **Peers and previous graduates**

Encouragement from past NESP's while working. (NESP Nursing student)

I participated in my studies, alongside two of my colleagues which was exceptionally beneficial. (ICAMH student)

### **Family and friends**

My whānau was my encouragement. (CLNP student)

My preceptors and family were very helpful when I needed more time with study. (NESP Nursing student)

### **Funding**

The funding was very helpful to complete the course, if I didn't have it, I would not have been able to compete it. (CLNP student)

Having the support from Skills Matter definitely took the financial pressure off to a great extent. (CEP student)

### **Personal determination.**

My own "bloody mindedness". (ICAMH student)

I felt motivated and driven to engage with and complete the course. (NESP Nursing student)

### **Engaging course content**

I found it interesting and relevant to my practice. (NESP Nursing student)

Study was enjoyable and well-structured to support learning. (CEP student)

## Challenges to study

Fewer than half the respondents agreed their workload was too high to allow time to study. Three in every 10 people experienced issues with backfilling their roles while attending to their studies (see Figure 3).



Figure 3 – Challenges to study

### Comments about challenges to study

Respondents' comments on challenges experienced during their course reinforced the ratings from Figure 3. Responses are presented with the most common factors first.

#### Lack of organisational support

Most of my study leave was rejected. I work full time and completed this course without any study days. (NESP Allied student)

I was able to get the days off that were covered by being backfilled but the DHB did not support me to use work time for any of my study. ... (CLNP student)

#### High workload

Having to pick up extra shifts when short staffed. Made study difficult. (NESP Nursing student)

Nature of my job means do not hold clinical caseload and also do shift work. Would not recommend this to anyone in this position, extremely stressful and time consuming. (CBT student)

#### Lack of clarity about study requirements

I didn't know what I was doing academically. (NESP Nursing student)

Not specific instructions for assignments. Had to look at past work of my colleagues. (NESP Nursing student)

### **Balance between work, study and life**

It was hard/very hard working and finding the time and energy for the assignments/essay.  
Very hard. (NESP Nursing student)

Juggle with family life, work & study. (NESP Nursing student)

### **Lack of timely information from Te Pou**

Difficult to get information about application to Te Pou. No written confirmation of Te Pou funding or entitlement to study time. (CLNP student)

Difficult to determine how many study days allowed - mixed messages. (ICAMH student)

### **Personal challenges**

Health issues of spouse impacted significantly on my study. (CEP student)

During my course of study, my marriage ended, and I had to sell my house, so a lot of personal stress ensued, both my workplace and program provider were of great support.  
(NESP Allied student)

### **Financial challenges**

The funding did not cover all finances used to participate in the course but definitely helped.  
(CLNP student)

## **How challenges were overcome**

Several strategies were used to address the challenges students' challenges. These are shown below:

### **Support from organisation and colleagues**

I would ask, if possible, I had a couple hours at the end of the day to finish off assignments, which they often allowed. (NESP Nursing student)

I was stressed initially when my annual leave was declined however when I spoke with the management team, my leave was accepted [for] which I am really grateful. (NESP Nursing student)

### **Dealt with personally/using own resources**

I found it difficult to study during work time due to high workload and working in an open plan environment. It was my choice to study on weekends without work pressure/distractions at work environment. (ICAMH student)

Personal life was well supported. (NESP Nursing student)

### Support from provider

Halfway through second year (2019) became overwhelmed, ... course coordinator supported me to get refocused. (CEP student)

### Changes in preceptor

Following 3 to 4 months of me advocating with the organisation, I was able to have my preceptor changed. (NESP Allied student)

## Applying learning to practice

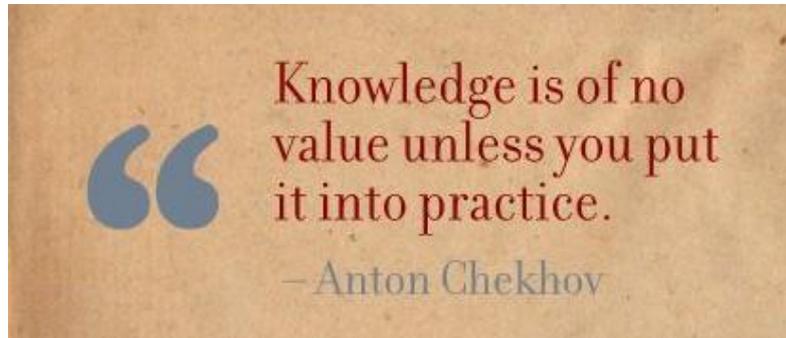
Three quarters of the survey respondents agreed they shared their knowledge with colleagues. Almost two thirds indicated their employers created opportunities to use new learning (see Figure 4).



Figure 4 – Applying learning to practice I

More than eight in every 10 people agreed their course had adequate opportunities for practice. Nine in every 10 indicated they were able to use their training in practice (see Figure 5).

## Applying learning to practice -II



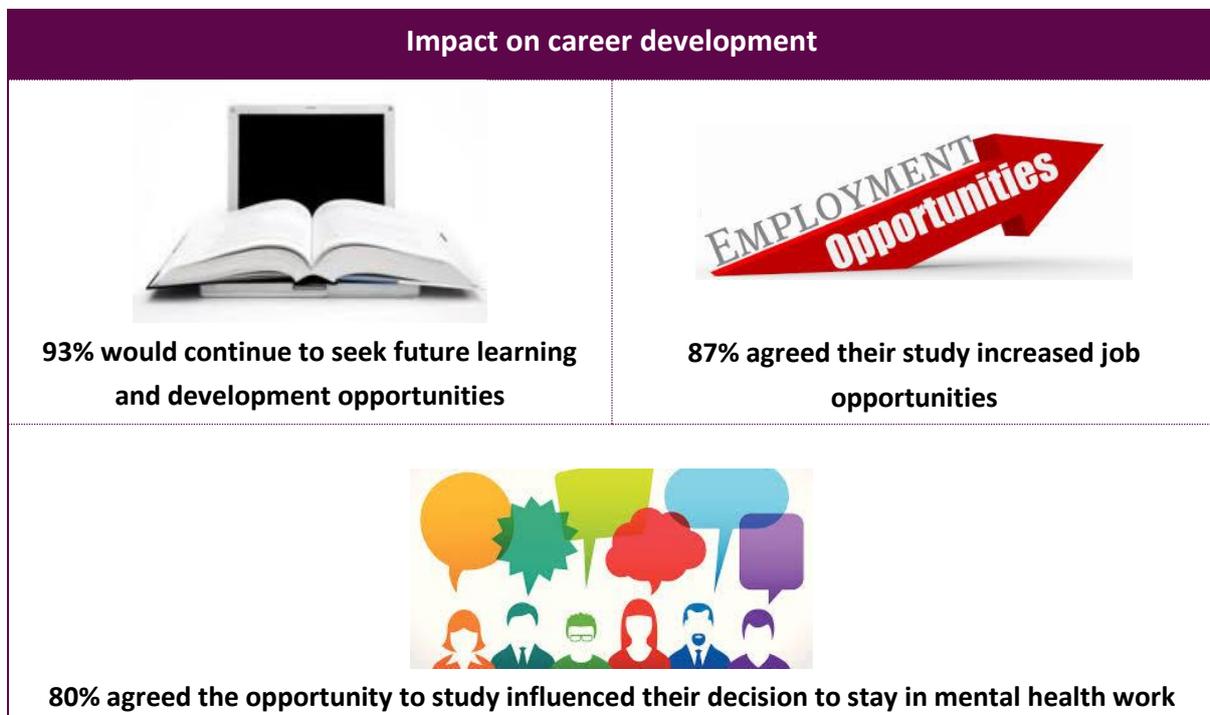
**84% - 90% agreed:**

- The course had adequate opportunities for practice
- Students were able to use their training in practice

*Figure 5 – Applying learning to practice II*

## Impact on career development

Over nine out of every 10 respondents agreed they would continue to seek future learning and development. Almost nine out of 10 considered their study had increased their job opportunities. Eight out of 10 people agreed their study influenced them to remain working in the mental health sector (see Figure 6).



*Figure 6 – Career development*

## Comments about impact on 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 are examples of the responses made.

### Applying increased knowledge and understanding

I have experienced improved skill and confidence within my work as an addictions practitioner and feel greater direction in terms of future work opportunities. (CEP student)

As a clinical nurse specialist working towards nurse practitioner the papers so far are relevant to my clinical setting in primary care. I have already been able to use more advanced assessment skills and learning to interpret clinical drug trials more effectively. (CLNP student)

### Given more responsibility

I have been able to take up a role as co-therapist in a CBT group being offered in my workplace - great to use and develop my new skills. (CBT student)

More responsibility given as a registered nurse (RN) and also more mutual relationships on role of RN were able to be built. (NESP Nursing student)

### Increased confidence

I have been able to apply my study to improve my face to face interactions with clients. I have gained confidence to implement CBT talking therapy into my practice. (CLNP student)

I have a better sense of belonging as an RN. I feel more confident in my practice- more autonomy. I know what my strengths/weaknesses are and how this may impact my future job choices. (NESP Nursing student)

### Motivation to study further

Feeling more confident, contained, and competent to work in multidisciplinary settings as a social worker and with families too. Kept me passionate and wanting to learn more!! (ICAMH student)

I have now been able to identify my specific area of interest and am planning to study further to complete my post graduate diploma. (NESP Nursing student)

## Benefits of training

More than nine out of 10 people were more confident about their clinical practice as a result of their Skills Matter-funded training. Between eight and nine of every 10 respondents agreed they felt better equipped to work with Māori, whānau and people accessing services (see Figure 7).

Just over three quarters of the respondents agreed their leadership skills increased as a result of their training. More than nine in every 10 people felt able to practice safely after their training (see Figure 7).

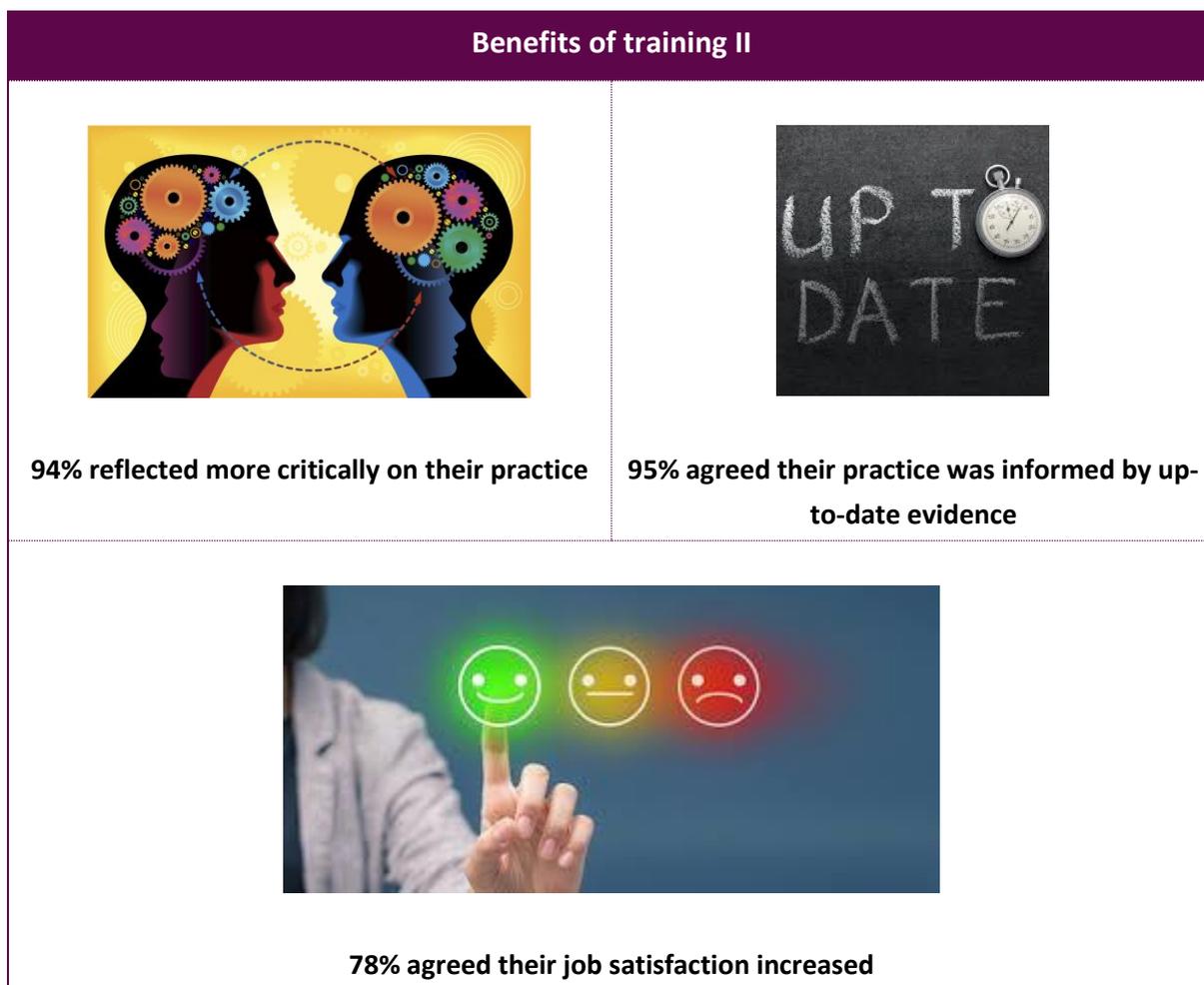


Figure 7 – Benefits of training I

## Benefits of the course on practice

More than nine out of 10 respondents agreed they reflected more on their practice as a result of their training. Nine and a half out of every 10 people agreed their practice was informed by up-to-date evidence (see Figure 8).

Almost eight out of every 10 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 – Benefits of training II**

### Examples of the benefits of training on practice

Comments about the benefits of training reflect the high ratings in Figures 7. and 8.

#### Increased confidence in practice

Many respondents gave examples of ways in which their confidence increased as a result of their study.

My skill as an AOD practitioner has greatly improved. I feel more confident in my work, and my interventions are more evidence-based. I have noticed improved outcomes from my 1:1 work with clients. (CEP student)

Able to make goals with service users. Confident when discussing medications with service users and whānau. (NESP Nursing student)

## Increased skills and knowledge

Respondents identified specific areas where their skills and knowledge increased.

I do some of my best work in postvention with people who have lost someone to suicide, this education opportunity has provided me with a much broader understanding of suicide bereavement. (CLNP student)

I have noticed because of the learning that I have more actively used the client-centred approach to make the client feel heard and being a leader for their own recovery from mental health. (NESP Allied student)

## Changes in practice

... the content provided in the course has enabled me to not only challenge current practice but to reflect on my own practice and change some of the things I have been doing and also gives validation for how I have been practising. (NESP Allied student)

I was able to apply recovery principles in practice - promote hope etc. Apply [motivational interviewing] in practice. (NESP Nursing student)

## The satisfaction of contributing more meaningfully to team

Personal satisfaction that I can contribute to my team in a meaningful way as opposed to my skills remaining with case management. (CBT student)

My advocacy skill during [multidisciplinary team] meetings has improved significantly and professionally. (ICAMH student)

## Retention in the workforce

Almost half of the respondents intended to work in the mental health and addictions sectors for 10 years or more. Almost a third estimated they would stay between three and nine years. Only six per cent of the people intended to stay working in the sector for two 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	2
1 to 2 years	4
3 to 5 years	23
6 to 9 years	7
10 years or more	46
Unsure	15
No response	3
<b>Total (n=263)</b>	<b>100</b>

## Other comments about the Skills Matter programme

Respondents were invited to provide any other comments or feedback regarding their experience of doing their courses. The 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

The course was extremely valuable. The lecturers' knowledge and supportive approach was excellent. Questionnaire helped me to reflect on the progress I had made. (CEP student)

The programme met my professional development needs really well. I really appreciate having the checks and balances in place where my service is very busy and I am protected from burnout. The academic content met the requirements of my service ... I feel like this paper was the most important as there is such a dominance of the medical model combined with a kind of neo-liberal supply and demand economics flavour to service users coming into the service and being discharged with no idea of what personal or clinical recovery is. (NESP Allied student)

### Appreciation for the opportunity

Many thanks for the excellent opportunity I have extended myself more than would have been possible otherwise and this has been beneficial for my colleagues, the hospital environment (through ongoing research) and patients. (CLNP student)

I would like to take this opportunity to thank all the people and organisations who given me this chance to further my studies and experiences. I am grateful. (NESP Nursing student)

### Funding

Without the funding I may not have engaged in this programme as I already have a large student loan. I am grateful for this funding. (CEP student)

Thanks for the opportunity to do this study and to be funded. It's hugely beneficial for my work, professional development, well-being, service and overall it contributes to better outcomes for families and whānau. (CLNP student)

## Suggestions for improvement to the programme

Students made some very useful suggestions for Skills Matter programme improvements.

### Suggestions for providers

I would have preferred more on pharmacology and the actual conditions/diagnosis that are in mental health. (NESP Nursing)

I found it repeated a lot of what we learnt in our bachelor's degree. Would like to have learnt new stuff. (NESP Nursing student)

Would be good to have more practical teaching that is provided in the class. (NESP Nursing student)

I would like the course to have more training and development in mental health as the focus was primarily towards GP practice nurses who appeared to have limited background or experience in mental health. Part of this paper included three written case studies and one verbal case study. These were excellent learning opportunities about chronic and/or common health conditions and the best practice treatment options and pathways. ... The exam on medications and best practice guidelines (short answer questions) was held early in the course. From the perspective of a mental health nurse I would have liked this to have been held after the case studies were submitted as they were a great source of learning and development. Having to cram knowledge and learning on all the medications and guidelines was challenging and intensely disheartening. (CLNP student)

I would have liked more information regarding the Mental Health Act and how to utilise this in different scenarios. (CLNP student)

It would be good to incorporate more templates and/or resources and classroom time to focus on alcohol and other drugs. I found it challenging to extend my knowledge further as I was unable to access the same amount of MH resources provided for assignments. (NESP Allied student)

The quality of learning, for me, was definitely impeded by the large classroom size and unequal distribution of disciplines within the cohort. (NESP Allied student)

## Programme expansion

I was initially waitlisted for this course and gained a place by someone dropping out. There is such a need for trained allied health professionals, and we need to be providing enough space for clinicians to train up. This course should increase its capacity and offer the diploma level every year, as opposed to every three years. It will retain staff and lead to greater satisfaction. (CBT student)

My main recommendation would be to have better access and have this course open to more NGOs around the country as NGOs do a great job. (NESP Allied student)

## Suggestion for Te Pou

I did not know about this funding stream. I was identified by clinical leadership as a candidate and was changed from HWFNZ funding. It would be good if this funding option was better advertised for future students. (CLNP student)

## Suggestions for employing organisations

Also, they need to choose site co-ordinators more carefully. I feel our Site-co-ordinator has not been supportive and shouldn't be in this role. (NESP nursing student)

Got no food allowance. Not happy to be sharing rooms in our accommodation. We had to beg to take a [] DHB car. Leaving early on Monday mornings was too tired to concentrate on Monday morning classes. Exhausting! (NESP Nursing student)

## Summary and conclusions

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Students funded via Te Pou as part of the Skills Matter programme are routinely invited to complete an end of year survey as part of the quality assurance programme. This report shows the overall survey results for all courses funded through the Skills Matter programme in 2019. There were six courses run by seven programme providers throughout New Zealand.

Of the 321 students funded, 263 responded to the survey. This generated a response rate of 82 per cent and a high level of confidence that the views expressed in the evaluation represent all those who attended courses.

Over three quarters of respondents were registered nurses. The rest worked in one of eight other roles. Around half the respondents were between 30 and 59 years of age. Almost all the rest were under 30 years.

While the proportion of NZ European (57 per cent) is less than those reported in the 2018 census<sup>2</sup>, the proportion of Māori (16 per cent) is similar. More Pacific peoples were represented in this sample (10 per cent) compared to the 2018 census (eight per cent).

Respondents came from 19 of the 20 New Zealand DHBs. Half worked in either Auckland, Canterbury, Counties Manukau or Waikato DHBs.

The levels of agreement with most items in this evaluation were high and have increased compared to those in 2018. Those that did not increase varied by no more than two per cent.

In 2019, students reported numerous ways their professional practice improved as a direct result of their studies. These included increased skills, confidence and safer practice informed by self-reflection and up-to-date evidence. They have also shared their learning with others and feel better equipped to work with Māori, their whānau and other service users. These results strongly reflect the findings from the follow-up of students from the 2016 Skills Matter cohort<sup>3</sup>. Those findings showed these outcomes provided important benefits to service users.

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

<sup>3</sup> 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.

There was a high level of satisfaction with all courses and almost eight out of every 10 respondents increased their job satisfaction as a result of undertaking their courses. 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 addiction 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, this reduced slightly in 2019 compared to 2018. Many students did receive support to deal with challenges, mainly from their workplaces, course providers and their whānau.

Respondents greatly appreciated the Skills Matter funding provided through Te Pou and most gave very positive feedback and high ratings for the value of their courses overall.

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

As in previous years, these results from the 2019 Skills Matter student feedback survey continue to demonstrate the importance of these courses 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 2020. <https://www.tepou.co.nz>**

## Appendix B - Details of student survey respondents

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**Table 3. Ethnicity of respondents**

Ethnicity of respondents	% of students
New Zealand European	57
Māori	16
Pasifika	10
Indian	10
Asian	7
South African	2
British	1
No response	14
<i>NB: Does not add to 100% due to multiple responses</i>	

There was also one French person and one South American, each representing less than one per cent of the total.

**Table 4. Age of respondents**

Age range of respondents	% of students
Under 30 years	43
30 to 39 years	23
40 to 49 years	18
50 to 59 years	10
60 years and over	2
No response	4
<b>Total</b>	<b>100</b>

**Table 5. Role of respondents**

Current role of respondents	% of students
Registered nurse	76
Occupational therapist	9
Social worker	8
Alcohol and other drug practitioner	6
Clinical coordinator	1
No response	3
<i>NB: Does not add to 100% due to multiple responses</i>	

An additional three roles were mentioned by one person each and were therefore less than 1 per cent of the total number of respondents.

- Manager
- Mental Health Professional
- Therapist.

**Table 6. DHB areas in which respondents worked**

DHB areas in which respondents worked	% of students
Auckland	13
Canterbury	12
Counties Manukau	11
Waikato	10
Capital & Coast	9
Southern	7
Northland	6
Waitematā	6
Bay of Plenty	5
Hutt Valley	3
Midcentral	3
Whanganui	3
Taranaki	3
Lakes	2
Hawkes Bay	2
Nelson Marlborough	2
Wairarapa	2
No response	3
<i>NB: Does not add to 100% due to multiple responses</i>	

An additional two DHB areas were mentioned, each by one person and therefore less than 1 per cent of the total number of respondents. They were South Canterbury and West Coast. Hauora Tairāwhiti was not represented in the data.

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KNOWLEDGE, SKILLS, ATTITUDES. WELLNESS, HOPE, RECOVERY

[www.tepou.co.nz/skillsmatter](http://www.tepou.co.nz/skillsmatter)

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