



2021 Skills Matter Student Feedback Report

Evaluation of all courses funded through the Skills Matter programme
February 2022

Acknowledgements

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Te Pou is a national centre of evidence-based workforce development for the mental health, addiction, and disability sectors in New Zealand.

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Contents

List of tables.....	2
List of figures	2
Introduction.....	3
Methodology	4
Survey results	5
Respondent demographics.....	5
Course satisfaction.....	7
Support for study.....	8
Challenges during study.....	9
Career development.....	13
Results from training – knowledge, and confidence.....	13
Results from training – practice change.....	14
Results from training – job satisfaction	15
General course feedback	15
Students feedback comparison between 2020 and 2021.....	16
Summary and conclusions	17
References	19
Appendix: Student survey	20

List of tables

Table 1. Survey responses per programme.....	4
Table 2. Ethnicity of Skilled Matter students	5
Table 3. Age of Skills Matter students.....	5
Table 4. DHB areas in which respondents worked.....	6
Table 5. Current role of Skills Matter students	7
Table 6. Students' satisfaction comparison between 2020 and 2021	16
Table 7. Challenges during study between 2020 and 2021 students	16

List of figures

Figure 1. Types of organisations in which respondents work.....	6
Figure 2. Students' satisfaction with training.....	7
Figure 3. Levels of support received by students	8
Figure 4. Challenges to study Skills Matter students	10
Figure 5. Applying learning to practice	12
Figure 6. Career development.....	13
Figure 7. Knowledge and confidence	14
Figure 8. Practice change Skills Matter students.....	14

Introduction

Skills Matter is a workforce development programme that, on behalf of the 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 manages and administers contracts with programme providers to deliver the training programmes and provides support to students. The Skills Matter programme aims to support new entrants to develop the required clinical skills and knowledge as they transition into practice and to support existing practitioners in mental health and addiction to develop advanced skills in high-priority areas. Students study while they are in employment.

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 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 2021 as outlined below.

- 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 results are from students who completed their respective programmes at Auckland University of Technology (AUT), Whitireia, Canterbury DHB (CDHB), The University of Auckland (UOA), University of Otago (UOO), Massey University, and Waitemata DHB (WDHB).

The evaluation survey covered areas of:

- satisfaction with the programme
- support received for studying
- challenges during study
- opportunities to apply learning to practice
- career development
- results from training – knowledge, and confidence
- results from training – practice change.

This report begins with a discussion of the evaluation methodology and goes on to provide the evaluation survey results and ends with the summary points and conclusions. The appendices of the report provide a copy of the evaluation survey.

Methodology

A total of 502 students were invited to take part in an online survey, of which 225 students took part. This gave an overall response rate of 45 percent and a moderate level of confidence that respondents' views reflect those of all Skills Matter-funded students (see Table 1).

Table 1. Survey responses per programme

Course	Total responses	Percentage of total responses
New entry to specialist practice: mental health and addiction nursing	76	34%
Postgraduate Certificate & Diploma courses in Cognitive Behaviour Therapy	43	19%
New entry to specialist practice: allied mental health and addiction	35	16%
Core skills for specialist practice in infant, child, and adolescent mental health and addiction	30	13%
Clinical leadership in nursing practice	22	10%
Assessment and management of co-existing substance use and mental health	17	8%
Total	223	100%

Note: two respondents did not provide the course they are enrolled in.

This report presents findings from the Skills Matter end-of-year students' evaluation. The findings reflect those who responded to the survey. The sociodemographic characteristics do not necessarily reflect the characteristics of students funded by the Skills Matter programme.

Survey results

Respondent demographics

Just one in five survey respondents identified as Māori. One in 10 identified as Asian with almost the same proportion identifying as Pasifika. Almost half the survey respondents identified as New Zealand European. Respondents also identified with four other ethnicities (see Table 2).

Table 2. Ethnicity of Skilled Matter students

Course	Total responses	Percentage
New Zealand European	102	47%
Māori	44	20%
Asian	21	10%
Pasifika	18	8%
European	14	7%
African	5	2%
Indian	10	5%
Middle Eastern	1	0%
Total	225	100%

Note: only primary ethnicity was considered in this report.

Around one-third of respondents were aged under 30 and one-quarter 30 to 39 years, with the same proportion aged 40 to 49 years. At least one in five were aged 50 to 59 years. Very few respondents were aged 60 and over (see Table 3).

Table 3. Age of Skills Matter students

What is your age range?	Count	Percentage
Under 30 years	63	29%
30 to 39 years	54	25%
40 to 49 years	55	25%
50 to 59 years	41	19%
60 years and over	4	2%
Total	200	100%

Respondents worked across 17 district health boards (DHBs) areas in New Zealand. The DHBs with the most people represented were Canterbury, Capital & Coast, and Waitemata (see

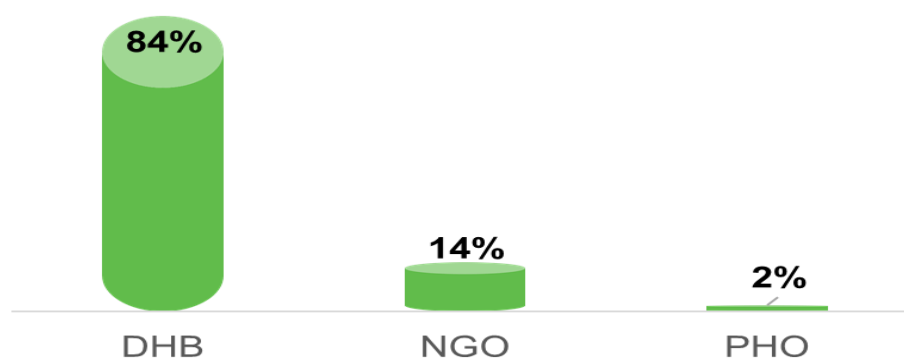
Table 4).

Table 4. DHB areas in which respondents worked

What DHB district do you work in?	Count	Percentage
Canterbury	31	14%
Capital & Coast	26	12%
Waitematā	24	11%
Southern	23	11%
Auckland	20	9%
Waikato	16	7%
Bay of Plenty	15	7%
Counties Manukau	13	6%
Northland	9	4%
Midcentral	7	3%
Taranaki	7	3%
Hawkes Bay	6	3%
Nelson Marlborough	5	2%
West Coast	4	2%
Whanganui	4	2%
Hutt Valley	3	1%
Hauora Tairwhiti	a	1%
Total	225	100%

Over four in five respondents worked directly in a DHB. One in seven worked in a non-government organisation (NGO). Very few (two percent) worked in a primary health organisation (PHO) (See Figure 1).

Figure 1. Types of organisations in which respondents work



About three in five respondents were registered nurses and one in five social workers. Almost one in 10 were occupational therapists. Very few respondents were alcohol and other drug practitioners, and the rest were doctors, psychologists, pharmacists, and restorative justice facilitators (see Table 5).

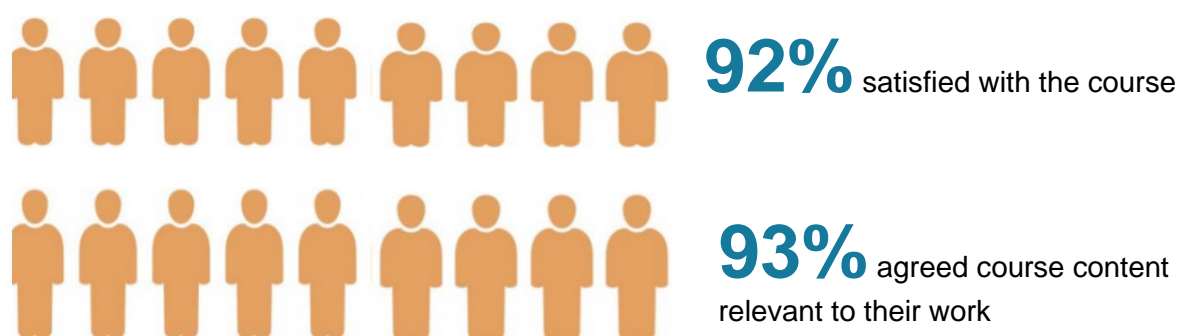
Table 5. Current role of Skills Matter students

What is your current role?	Number	Percentage
Registered Nurse	126	58%
Social worker	44	20%
Occupational therapist	20	9%
Alcohol and other drug practitioner	16	7%
Other	11	5%
Total	217	100%

Course satisfaction

More than nine in 10 survey respondents agreed they were satisfied with the training and that the course content was relevant to their work (see Figure 2).

Figure 2. Students' satisfaction with training



A Fisher Exact Test was used to see whether a relationship exists between students' overall course satisfaction and ethnicity (Māori/Pasifika vs non-Māori/Pasifika). The p-value result of 0.6576 is greater than 0.05 confidence interval. This indicates there was no relationship between students' overall course satisfaction and their ethnicity.

Fisher's Exact Test for Count Data

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data: aman2
p-value = 0.6576
alternative hypothesis: two.sided
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Satisfaction

Many respondents expressed their satisfaction with the course and noted its relevance to their work.

“I feel so lucky to have had the opportunity to participate in both the post-grad certificate and diploma. The teaching standard and course content are exceptional. Two of the consultant psychiatrists on our team have decided to apply for the course having observed the benefits to patients.” (CBT student)

“I have absolutely loved every course I have done through the PG Cert and PG Dip for Health Sc. ICAMHS. I have appreciated the support of Te Pou as well as the University of Auckland.” (ICAMHS student)

“I am just grateful for the funding provided to enable me to upskill. What tremendous learning I obtained from doing the two years Postgraduate Certificate in ICAMHS. Not many Pasifika nurses work in this specialised area. This course has increased my knowledge that will allow me to better understand young people’s struggles. Thank you so much for the funding.” (ICAMHS student)

Relevance

“It was a great course that was so relevant to my work (NESP student)

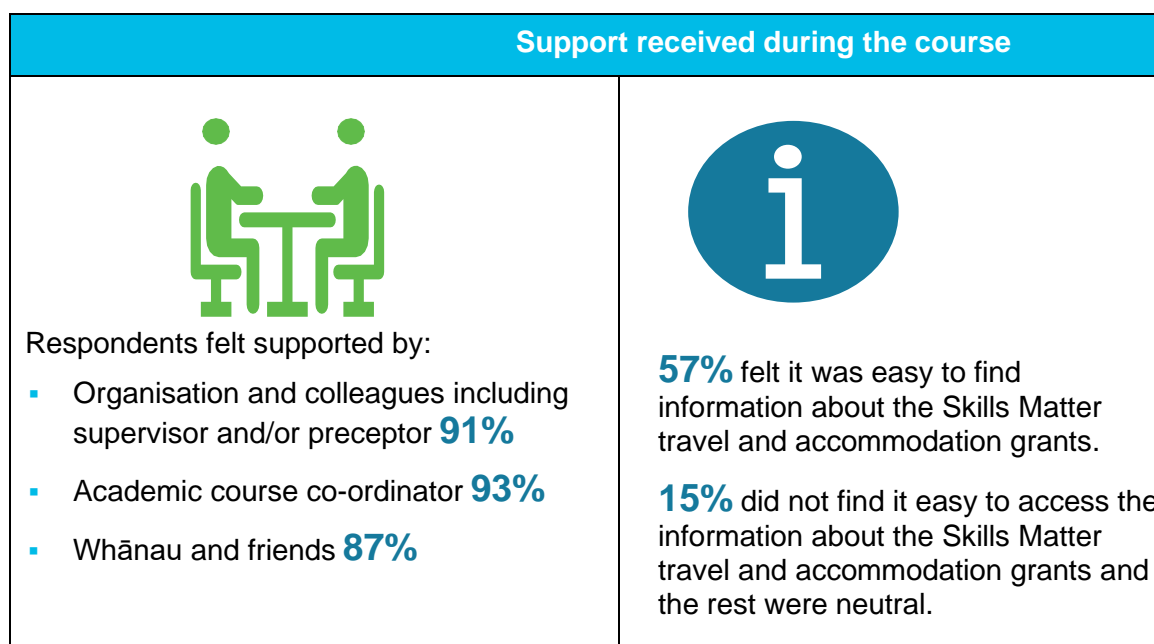
“The course was very useful and relevant to my work and has helped increase my knowledge.” (ICAMH student)



Support for study

During their study, over nine in 10 respondents felt supported by their organisation. Over four in five agreed they received support from colleagues as well as their whānau and friends, and over nine in 10 felt supported by their academic course coordinator. Over half (57 percent) agreed it was easy to find information about Skills Matter travel and accommodation grants. Over one in six said they found it difficult to access the information and the rest were neutral. (see Figure 3).

Figure 3. Levels of support received by students



Additional comments reflect the above ratings and describe factors that helped students complete their studies. The most common factors were the supportive providers and funding.

Supportive provider

“Very supportive program. I am now satisfied with my practice as I felt that there was a gap between my service delivery and my service awareness. Thank you for the support.” (CEP student)

“NESP is a great programme for new graduate nurses. I really enjoyed this year's learning with incredible support from colleagues, co-ordinators, friends, and family.” (NESP student)



Funding

“Thank you so much for funding my study which has significantly impacted my work and I have decided to continue to study due to the amazing experience it was. Thank you again.” (CEP student)

“Thank you so much to Te Pou. I am so grateful for giving me this opportunity. I am going to share my professional expertise with the New Zealand communities. I feel privileged supporting others in the mental health and addiction field.” (CBT student)

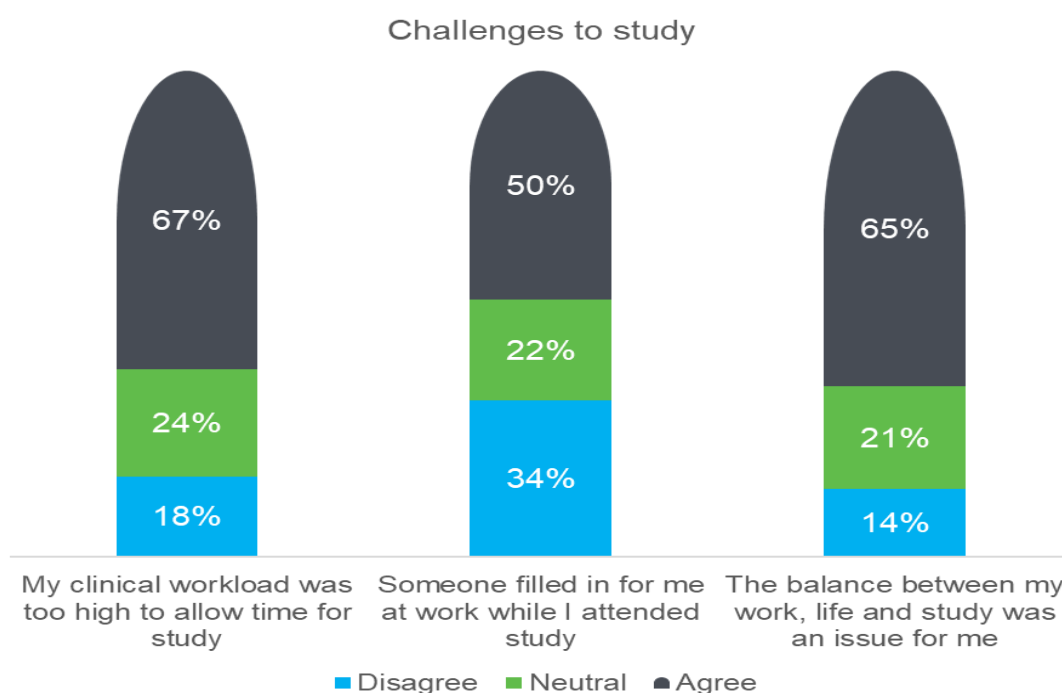
“Thank you to Te Pou for paying my school fees it was a huge gift. And thank you for the financial support mid-way that helped pay for accommodation and food. God bless you all at Te Pou.” (NESP student)



Challenges during study

Two-thirds of respondents agreed their workload was too high to allow time for study, less than one in five disagreed with the statement and over one in four were neutral. Half needed someone to fill in for them at work while they studied, while one-third disagreed with the statement. Two-thirds of respondents agreed the balance between work, life and study was an issue for them (see Figure 4).

Figure 4. Challenges to study - Skills Matter students



The ratings above indicate about two-thirds of students encountered challenges during their studies. Some comments highlighted the issues students faced including the need for online learning due to COVID-19 lockdown, work-life-study balance, and a lack of support and differences between course markers.

Training delivery

Students reported challenges with online learning.

“My supervisor and university staff were very supportive and understanding however I felt quite overwhelmed at the end. This was due to the recording of sessions becoming difficult as service users didn't want to meet over Zoom for CBT sessions which meant I had to get extensions which delayed my study for the final exam.” (CBT student)

“COVID made things hard. Having two block courses taught via Zoom was particularly difficult and impacted on practice in the workplace was also limited.” (CBT student)
 “The online systems are overly clunky and complex, many students struggled with them. Lecture notes in folders were incomplete or just gibberish on flowcharts necessitating having to access clunky systems to download them after lectures which impact learning during lectures. (CBT student)



“I think the reapplication process happens a bit too early, the deadline to apply for 2022 was during the busy period of school...falling in line with a due date of the final assignment.” (CLNP student)

Some feedback also commented on the way training was delivered.

“The course could have been presented, taught, and planned better. Too much downtime considering when people have come from far away to have days not planned or repetitive. Discussion around the... [Mental Health Act] would have been appropriate as well considering it's a factor in our roles. The assignments were all the same. Timing for DHB portfolios should have been considered. Services outside of [one suburb] would have been appreciated.” (NESP nursing student)

Work-life-study balance

“The CBT certificate was a really great course and has helped significantly with my development as a clinician. I think I really struggled with the balance of CBT work and my caseload due to the immense pressures on the mental health system which was then further compounded by Covid-19 restrictions. (CBT student)



“It would have been a much better experience if my workload was capped as outlined in the agreement with my employer. My caseload became unbearable at times, and I constantly felt overwhelmed during my study, sometimes wishing I could complete my studies in two years rather than one year.” (NESP student)

Lack of support

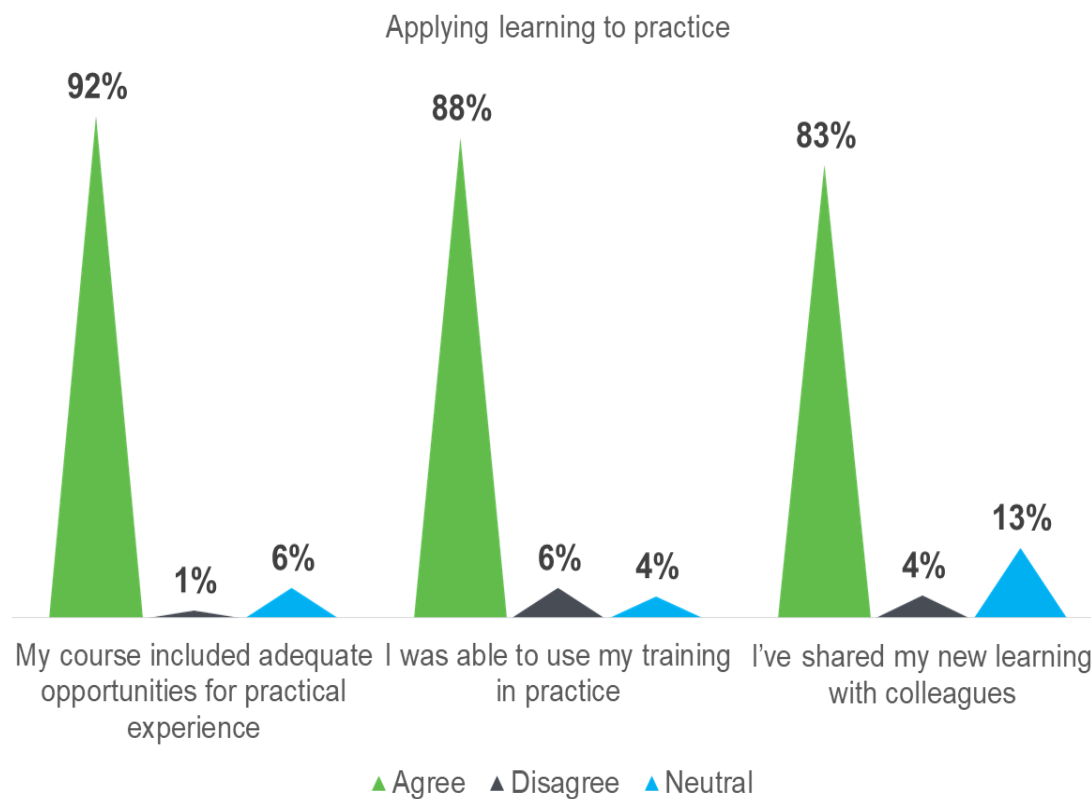
“There needs to be more collaboration with employers before the course starts so that they and the student are explicitly aware and in agreement that student caseloads will be meaningfully reduced to accommodate study. My supervisor and the course coordinator had to follow this up with ...[my employer] multiple times for me as I was on a full caseload of 25 clients a week for half the course until my employers reluctantly agreed to reduce me to 20 clients a week - which was still too many. My employer expected that I complete the CBT work in my personal time which differed from what we were advised by [the University]. (CBT student)

“My experience of the course in SII, I cannot stress enough, was great - the course coordinator should be applauded for delivering a meaningful, challenging, and well-organised paper. Every process outside of the course delivery, however, has been an obstacle to learning - applying for funding, finding the right contact at (provider) to assist with administrative errors. Very almost not worth it.” (CEP student)

Applying learning to practice

Over nine in 10 students agreed the course included adequate opportunities for practical experience. Almost nine in 10 agreed they were able to use their training in practice. Over four in five indicated they shared their new learnings with colleagues (see Figure 5).

Figure 5. Applying learning to practice



Accordingly, respondents commented on how the course content could be used in practice.

“Loving the opportunities and the learning that my study to date has created. Already feeling and experiencing an uplift in practice and career. I do find juggling time for study around a full-time position difficult however I know it’s not forever and the end game is in sight for me. Gratitude for all the support that I receive. Many thanks.” (CLNP student)

“It was a great course that was well organised and met the needs of the new graduates in mental health and addictions. I felt supported and like everyone wanted us all to succeed and learn well.” (ICAMH student)

Career development

Nine in 10 students indicated they would continue to seek future learning and development opportunities. Similarly, nine in 10 agreed their study helped increase their employment opportunities. While almost half indicated they had been given more responsibility as a result of their study, one in five disagreed and around one-third gave a neutral rating. More than three in five felt the opportunity to study influenced their decision to stay working in mental health and addiction, one in 10 disagreed and one in five were neutral (see Figure 6).

Figure 6. Career development



Reflecting on the above ratings, respondents expressed their intentions to continue pursuing professional development within mental health and addiction.

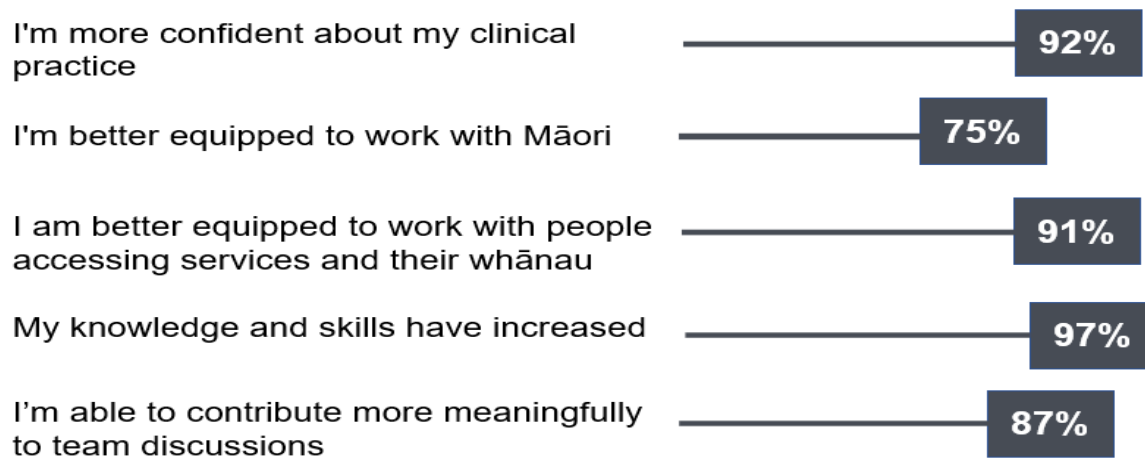
“I wish I could do the diploma as well, still need to learn more.”(NESP nursing student)

“Great course, I would love more specific content on doing CBT with children and adolescents within the general.” (CBT student)

Results from training – knowledge, and confidence

Almost nine in 10 students felt more confident about their clinical practice as a result of their Skills Matter-funded training. While over seven in 10 felt better equipped to work with Māori and their whānau, one in five were neutral. More than nine in 10 agreed they were better equipped to work with people accessing services and their whānau. Almost all (97 percent) agreed the training increased their knowledge and skills. More than four in five felt able to contribute more meaningfully to team discussions (see Figure 7).

Figure 7. Knowledge and confidence



Positive comments reinforced these ratings.

“I really enjoyed the opportunity to complete this course. It has allowed me to consolidate my everyday practice with evidence from my course. I have learned and grown tremendously over the course of the year as a practitioner as I was well supported by my fellow students, lecturers, and colleagues. Additionally, I have increased my knowledge about the mental health system. I believe I have gained a lot of confidence in my practice and am able to better advocate for my clients/service.” (NESP allied student)

Results from training – practice change

More than nine in 10 respondents felt more able to practice safely, reflect more critically on their practice, and that their practice was informed by up-to-date evidence (see Figure 8).

Figure 8. Practice change Skills Matter students



Reinforcing the above ratings, respondents noted how their studies positively influenced their practice.

“NESP completed through Waikato DHB Mental Health which provided outstanding support and opportunities to put learnings into practice.” (NESP nursing student)

“Clinical pharmacology has helped me understand pharmacodynamics and pharmacokinetics, which I was able to share this knowledge with my colleagues, and students’ nurses.” (CLNP student)

Results from training – job satisfaction

Over four in five agreed their job satisfaction increased.



80% reported their job satisfaction increased.

“The course was so helpful at my workplace; I gained a better understanding of child development and assessment. Thank you, Te Pou, for supporting my studies.” (CBT student)

A Fisher Exact Test was used to see whether a relationship exists between students' job satisfaction and ethnicity (Māori/Pasifika vs non-Māori Māori/Pasifika). The p-value result of 0.8006 is greater than 0.05 confidence interval. This indicates there was no relationship between students' overall job satisfaction and their ethnicity.

Fisher's Exact Test for Count Data

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data: jobsatisfaction
p-value = 0.8006
alternative hypothesis: two.sided
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General course feedback

Overall respondents viewed the Skills Matter funded courses positively.

“Brilliant course, this should be a compulsory course for anyone choosing to work in a mental health service” (CBT student)

“Amazing course, can't recommend it strongly enough, I feel so lucky to have been able to study with such learned tutors and other clinicians of a high calibre.” (CBT student)



Students feedback comparison between 2020 and 2021

Students enrolled in 2021 had higher levels of course satisfaction and job satisfaction compared to 2020 students, (see Table 6).

Table 6. Students' satisfaction comparison between 2020 and 2021

Students' satisfaction	2020 students	2021 students
Overall, I was satisfied with the course	84%	92%
My job satisfaction has increased	66%	83%

Interestingly, while students in 2021 were more satisfied with their course and job than 2020 students, they were more likely to report struggling with work-life-study balance, see Table 7. This may reflect the extra challenges brought on by the COVID-19 pandemic and lockdown. These findings are similar to another recent evaluation conducted by Te Pou (Te Pou., 2021a)

Students enrolled in 2020 in a Skilled Matter programme found studying difficult during the COVID-19 period due to the move from in-person learning to online learning and an increase in the demand for mental health services which led to an increase in students' work overload. Many students did receive support to deal with challenges, mainly from their course providers.

Table 7 shows the Skills Matter end of year evaluation responses for 2020 and 2021 students (see Te Pou, 2021b). The evidence suggests that more Skills Matter students enrolled in 2021 felt their high workload affected their study.

Table 7. Challenges during study between 2020 and 2021 students

Challenges during study	2020 students	2021 students
My clinical workload was too high to allow time for study	40%	67%
Someone filled in for me at work while I attended study	38%	50%
The balance between my work, life, and study was an issue for me	54%	65%

Summary and conclusions

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 continuous quality improvement. This report shows the overall survey results for all courses funded through the Skills Matter programme in 2021. There were six programmes run by seven programme providers throughout New Zealand.

Of the 502 students invited to take part in the survey, 225 responded, generating a response rate of 45 percent and a moderate level of confidence that the views expressed in the evaluation represent all those who attended the courses.

The majority (58 percent) of students were registered nurses, followed by social workers (20 percent). Over half of Skills Matter-funded students were under 40 years. Most respondents were New Zealand European (47 percent), followed by Māori (20 percent), Asian (10 percent) and Pacific (8 percent).

In 2021, students reported numerous ways their professional practice improved as a direct result of their studies. These included enhanced knowledge, skills, confidence, and safer practice informed by critical thinking and up-to-date evidence. They also shared their learning with others and felt better equipped to work with Māori, their whānau, and other people using services.

Overall, 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 course overall.

Students made several useful suggestions for programme improvement:

- reducing work overload, extra time off for study, in addition to the time off to attend the course
- having an initial collaborative discussion with employers to reduce students caseloads
- have discussions around the Mental Health Act and its application
- address issues around online learning
- ensure adequate support is provided to students to access supervisors.

As in previous years, these results from the 2021 Skills Matter student feedback surveys continue to demonstrate the importance of these courses to the mental health and addiction workforce and the need to continue with Skills Matter funding. To attract more students to join the Skills Matter programme adequate support needs to be provided.

Recommendations:

- share the three way (programme provider, employer, student) MOU template to all programme providers to ensure students receive the support they require
- continue to work with employers to introduce adequate support, such as reducing working hours, flexible working hours, and workplace study and explore other ways that support could be provided
- ensure communication is clear between students and employers so students have consistent access to appropriate supervision
- ensure students have access to resources and materials they need to undertake online learning.

References

Te Pou. (2021a). *Skills Matter programme impact of COVID-19 on students' study and work*. Te Pou.

Te Pou. (2021b). *Skills Matter student feedback report 2020*. Te Pou.

Appendix: Student survey



Skills Matter 2020 New Entrants to Specialist Practice - Nursing student survey

Post-entry clinical training evaluation

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 in 2020. We're also interested in any benefits you experienced as a result of the programme. We'd like to ask you about your training experience. There are no right or wrong answers—please tick the response that is best for you.

2. Satisfaction with training?

	1 = Strongly disagree	2	3	4	5 = Strongly agree	Not applicable
Overall I was satisfied with the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course content was relevant to my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

* 1. Which organisation provided your course?

- Auckland AUT University
- University of Auckland
- University of Otago
- Massey University
- Whitireia
- Waitematā DHB
- Canterbury DHB

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

3. Support for your study

	1 = Strongly disagree	2	3	4	5 = Strongly agree	Not applicable
My organisation and my colleagues, including my supervisor and/or preceptor, supported my study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic course co-ordinator supported my study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family/whānau and friends supported my study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It was easy to find information about the Skills Matter travel and accommodation grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

4. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone filled in for me at work while I attended study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The balance between my work, life and study was an issue for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

5. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to use my training in practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I've shared my new learning with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

6. Career development

	1 = Strongly disagree	2	3	4	5 = Strongly agree	Not applicable
I'll continue to seek future learning and development opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My study has helped to increase my employment opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been given more responsibility as a result of my study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The opportunity to study influenced my decision to stay working in mental health and addiction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

7. Results from your training

	1 = Strongly disagree	2	3	4	5 = Strongly agree	Not applicable
I'm more confident about my clinical practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm better equipped to work with people accessing services and their family/whānau	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm better equipped to work with Māori	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My knowledge and skills have increased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm able to contribute more meaningfully to team discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel able to practice safely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I reflect more critically on my practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My practice is informed by up-to-date evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job satisfaction has increased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What is your current role?

- Registered Nurse
- Occupational therapist
- If other, please specify
- Social worker
- Alcohol and other drug practitioner

9. What DHB district do you work in? (Please tick as many boxes as you need)

- Auckland
- Bay of Plenty
- Canterbury
- Capital & Coast
- Counties Manukau
- Hawkes Bay
- Hutt Valley
- Lakes
- Midcentral
- Nelson Marlborough
- Northland
- Southern
- South Canterbury
- Hauora Tairāwhiti
- Taranaki
- Waikato
- Wairarapa
- Waitematā
- Whanganui
- West Coast
- Unsure or other (please specify)

10. Please tick if you work in

- ... a DHB
- ... an NGO
- ... a PHO

11. Which ethnic group(s) do you belong to? (tick all that apply)

- Māori
- Pacific
- Other (please specify)
- Asian
- New Zealand European

12. What is your age range?

- Under 30 years
- 30 to 39 years
- 40 to 49 years
- 50 to 59 years
- 60 years and over

Te Pou are committed to ongoing programme improvement and building evidence of effectiveness. To support this we routinely engage in further research and evaluation. We want to hear from a wide, diverse range of people. Your participant details allow us to invite you to these research activities in future.

13. These details are kept separately from your answers above. If you wish to opt-out, please tick the box. You can always opt-out at future contact.

- Opt-out