

Skills Matter

KNOWLEDGE, SKILLS, ATTITUDES. WELLNESS, HOPE, RECOVERY

CONTRACT FOR SERVICES

PROVIDER/CONTRACT NUMBER:

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Service: Clinical leadership programme for nurses undertaking post-graduate study

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 A CLINICAL LEADERSHIP PROGRAMME FOR MENTAL HEALTH AND ADDICTION NURSES UNDERTAKING POST-GRADUATE STUDY

1 CONTEXT

Key documents which may be relevant to programmes of study for trainees under 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 programme which funds one year of post-graduate study for nurses undertaking post-graduate study related to mental health and addiction nursing. The programme will target registered nurses/trainees working in mental health and addiction who are emerging clinical leaders or hold clinical leadership positions.

A 'trainee' is defined as a nurse enrolled in a programme of study, who is an employee of a publicly funded mental health and addiction service, and who meets the trainee eligibility criteria defined in this specification.

A 'programme of study' is defined as a course, paper, or combination of both, which forms part of a recognized education pathway towards a postgraduate certificate/postgraduate diploma, or clinical masters related to mental health and addiction nursing.

'Clinical leadership' is defined as the ability of nurses to integrate and synthesise clinical expertise, education, research and leadership within nursing practice in a way which makes them influential in the employment environment. Te Pou expects these clinical leadership components to be demonstrated within the programme.

3 DESCRIPTION OF SERVICE

Programmes of study will support trainees to develop their theoretical knowledge, clinical skills, leadership and practice within the specialty field of mental health and addiction nursing. As programmes of study will include a formal teaching component and a clinical component, the academic provider will maintain partnerships with trainees' employers (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 for professional supervision.

The clinical component of the programme will be offered predominantly within the trainee's employment environment. 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, apply that knowledge, and develop their clinical leadership in a mental health and addiction service.

The programme of study must:

- a. be predominantly vocational rather than solely academic training or research,
- b. comprise a significant clinical component
- c. provide release from the clinical employment setting (in addition to normally rostered days off) for the formal teaching components
- d. 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 of study where there are extenuating circumstances precluding completion within the one year requirement)
- e. build towards the award of a post-graduate certificate, diploma or masters degree related to mental health and addiction nursing
- f. reference relevant competency frameworks and integrate theory and significant clinical experience to enable trainees to develop their knowledge, skills, leadership and practice in the specialty area of mental health and addiction

- g. have a detailed documented curriculum that includes the course/paper's purpose, outcomes, content, assessment criteria and methods
- h. incorporate areas of learning for clinical practice, cultural competency, resilience/recovery and leadership development.

4 ACADEMIC COMPONENT

4.1 Generic

Programmes of study 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 but not exceed 60 points
- 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. where relevant include Maori models of health and wellbeing
- i. where relevant include Pacific models of health and wellbeing
- j. where relevant include awareness of health perspectives relevant to Asian, refugee, migrant and other culturally diverse communities
- k. include the implications of different developmental needs across the lifespan.

4.2 Programme-specific requirements

Programmes of study will align with recognised professional standards of practice of mental health and addiction nursing, and where applicable 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). Programmes of study may include:

- a. clinical specialties such as acute mental health nursing
- b. addictions and coexisting disorders
- c. age-related clinical specialties
- d. psychological interventions
- e. pharmacology and pharmacotherapy
- f. professional leadership
- g. mental health and addiction in primary care
- h. other areas of post-graduate study relevant to mental health and addictions nursing.

5 CLINICAL COMPONENT

5.1 Clinical Placements

The clinical component of the programmes of study 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.

Clinical placements will allow trainees to:

- a. develop and apply clinical leadership skills
- b. practise nursing interventions to gain experience in delivering effective nursing care

- c. work with service users with a range of mental health and addiction problems and cultural perspectives
- d. access relevant professional supervision
- e. have a reduced/shared workload for a designated period of time.

6 SUPERVISION and SUPPORT

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

Professional supervision will focus on supporting and empowering the supervisee to develop their clinical leadership role, and allow the trainee to reflect on clinical practice and apply learnings from their programme of study.

You will ensure that all trainees:

- a. have a signed supervision contract which will include a provision for issue resolution,
- b. provide evidence that their employer will support access to professional supervision, and
- c. receive either a minimum of 10 hours professional supervision over the period of a 60 point course of study, or a pro rata equivalent number of hours of professional supervision in programmes of study of less than 60 points.

Supervisors will be trained in supervision, and will preferably be registered nurses experienced in mental health and addiction nursing. They must have an understanding of the Nursing Council of New Zealand's *Competencies for Registered Nurses (2007)*, the seven "Real Skills" of *Let's Get Real* and the related performance indicators, and the National Guidelines for the Professional Supervision of Mental Health and Addiction Nurses (2009).

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

Academic support will be provided to:

- a. give advice on academic pathways that will support trainees' career goals
- b. assist trainees to successfully complete the academic component (e.g. assistance with understanding course material, academic writing and use of academic resources)
- c. assist integration of theory and clinical practice
- d. support effective practice development in partnership with the clinical provider.

7. TRAINEE OUTCOMES

To complete the programme of study successfully, the trainee will:

- a. meet the academic and theoretical outcomes of the programme
- b. meet the clinical leadership development outcomes of the programme.

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 which includes clinical leadership development
- d. be identified by employers as a clinical leader or emerging clinical leader

- e. 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
- f. be working clinically for at least 0.6FTE (24 hours a week)
- g. be a New Zealand citizen or hold a New Zealand permanent resident visa
- h. have a current Nursing Council of New Zealand Practising Certificate
- i. complete the programme of study in one year unless Clause 3(d) applies.

8.2 Provider Eligibility

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

The programme of study 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 employers 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 You will ensure trainees' employers have:

- a. study release arrangements in place, including a reduce workload for trainees
- c. professional supervision arrangements for trainees
- d. access to cultural supervision for trainees where appropriate
- e. active career plans, which include clinical leadership development, in place for each trainee.

10 PROGRAMME ADMINISTRATION

10.1 Programme co-ordination

You will undertake programme co-ordination tasks which include:

- a. selection of trainees in conjunction with employers to ensure those selected are emerging clinical leaders or hold clinical leadership positions
- b. maintaining a record of trainees' progress (including attendance and assessment)
- c. liaison with clinical staff, including supervisor selection
- d. facilitation of clinical placements for trainees outside the normal workplace setting where necessary
- e. curriculum development and review
- f. advice to trainees on the training programme requirements including guidance on recognition of prior learning
- g. coordination of teaching, e.g. study days, teaching timetables
- h. programme (including clinical workplace/placement) evaluation and quality improvement
- i. competency assessment of trainees – this will include an ongoing formative assessment over the duration of the programme

- j. issue resolution between trainees and supervisors
- k. work with the mental health and addiction sector to ensure the relevance and currency of the programme
- l. 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 leaders
- c. the Nursing Council of New Zealand
- d. relevant professional organisations
- e. service user leaders, advisors, advocates or networks
- f. other relevant mental health and addiction training programmes
- g. 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.