

ASPIRATION AND AMBIGUITY:

AN EVALUATION OF THE IMPLEMENTATION OF SCHOOL BASED NEW APPRENTICESHIPS IN A NSW AREA HEALTH SERVICE



Health
Hunter New England
Local Health Network

JANE CONWAY SUSAN BRAZIL MARTIN LOSURDO

EVALUATES

- Cert III in Aged Care & Cert III Health Service Assistance for students in year 11 and 12
- Doing school based traineeship with Hunter New England Health Service
- Required to complete 100 days of paid employment during their two year traineeship

METHOD

- Reviewed - literature and documents
- Interviews:
 - senior managers in Hunter New England Health and the RTOs
 - those directly involved with the teaching and supervision of students, RNs, Enrolled Nurses, Nursing Unit Managers and teachers at the RTO
 - students currently undertaking or completed
- Survey of students ; parents and carers; school teachers; clinical staff
- Outcomes
- Income and expenditure.

TRADITION

- Nursing historically tries to attract school leavers
- Range of programs in NSW and internationally
- Work based learning at school promotes
 - understanding of career options, steps, and the skills necessary to attain occupational goals
 - development of occupational goal clarity, confidence, motivation and capacity for career planning
 - economic self-sufficiency

DRIVERS

- Workforce shortage in nursing particularly of experienced nurses post 2025
- Opportunities for students while still at school
- Vocational education as opportunity for career development and educational progression

RECOMMENDATIONS

- CONSTRUCTIVE DIALOGUE AMONG ALL PARTNERS CONTINUES
- GREATER ROLE CLARITY FOR PARTNERS
- REALISTIC INFORMATION TO PARENTS AND STUDENTS RE OUTCOMES
- A CONSISTENT MODEL TO SUPPORT STUDENT LEARNING AND OPTIMISE EQUITY IN STUDENT EXPERIENCE

PROVIDE ✓ PATHWAYS AND GOALS

"I am the first person in my family to go beyond year 10 at school. That means I am succeeding for my whole family not just myself. Everyone is so proud of me...even my cousins ... not just my Mum and Dad ... I don't think other people know how much this means to all of us. Having a job in something that is so important to people as health and that means I can go to university is great. I intend to be really successful in this. ... nothing will stop me because I am doing it with the help of everyone and for all of them as well as me."

FOSTER ✓ MATURITY

"I have grown up a lot. Mum and Dad have noticed I am much calmer since I have started doing this. If you asked them they would tell you that. ... they have said it to me! I think it is because I am doing something that matters but also I can see that it is not all about me and that there are people who have much bigger things to worry about."

CREATE NEW INTEREST IN NURSING

ALL STUDENTS: INDICATED AN INTEREST IN NURSING LONG BEFORE BECOMING AWARE OF THE SBNA, USED WORDS LIKE "ALWAYS WANTING TO BE A NURSE", "LIKING HELPING OTHERS" AND "WANTING TO CARE".

SOME STUDENTS ALSO: IDENTIFIED A PERSONAL EXPERIENCE WITH HEALTH THROUGH THEIR OWN OR OTHER'S ILLNESS, FAMILY MEMBERS WORKING IN HEALTH OR AGED CARE, POSITIVE PREVIOUS EXPOSURE TO WORKING IN HEALTH THROUGH SCHOOL WORK

ENHANCE INSIGHT INTO RN ROLE

"RNS GET TO DO THINGS LIKE GO TO OPERATING THEATRES AND ASSIST IN OPERATIONS THEY GET TO GIVE MEDICATIONS AND THINGS. ... DRESSINGS IS ANOTHER THING THEY GET TO DO ... I DON'T THINK THEY DO ANYTHING MORE THAN I DO. THEY TELL OTHER PEOPLE WHAT TO DO BUT THE ACTUAL THINGS I DO ARE THE SAME AS WHAT THEY DO ... EXCEPT FOR GIVING MEDICATIONS WITHOUT ANOTHER PERSON"

"I DID NOT THINK THERE WAS MUCH TILL I STARTED MY DEGREE. ..."

WORKFORCE

"There cannot be skill mix changes by stealth. I am concerned that we have employed people but are not offering employment to new graduate nurses or even the undergraduates."

"There was all this excitement about awards and my nomination. It was a bit odd because on the one hand everything was seen as fantastic but at the same time people knew how difficult it was in (the workplace)..."

IT IS REALLY ABOUT THE KNOWLEDGE AND THINKING THAT MAKES A DIFFERENCE.

THE WORK CAN LOOK THE SAME BUT I THINK ABOUT IT DIFFERENTLY NOW. "

"I never see the RTO. They give a phone call about once a year to see how things are going but that is more to cover them than about the student or us. We do all the teaching and assessment. I thought they might send someone to assess the student or to see how they are going..."

"You should tell staff that if they bring their home problems to work with them, they should leave them at the door ... You need to be professional and leave home life at home."

STAFF

"The staff are great. They take me round and show me everything."

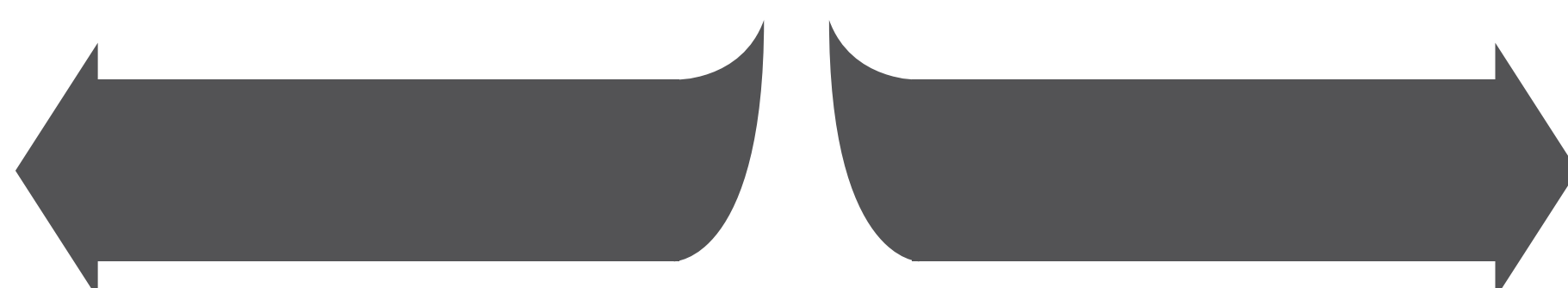
"My mother is very angry that all we get is one hour a week. She has talked to (RTO) and been told that is all they can manage to provide because they don't have money to do the program any other way. She has complained to the school but no one can do anything. ... I am a bit worried that people will think we are trouble makers. ..."

They are so young."

"I have a teenager at home and I know how I would like to think he is treated in the workplace. I guess I mother them a bit. ..."

"We feel a bit like they are our babies."

POSITIVE EXPERIENCES



STUDENTS

"We need to have some more information about what they can do but more importantly we all need to be educated. It is good to have them because they make us more conscious of our own knowledge and skills and what we need to maintain them." (Nurse Manager)

"Quite frankly, this Program is something we need to think about whether it is worthwhile delivering. We have other initiatives that are far more cost effective to deliver -We cannot send staff to workplaces to do on the job assessment or see the students more than once a semester at best. Another thing is these students require a lot of pastoral care. ... (Interview, RTO staff member)

EXPECTATIONS VARIED

STUDENTS:

to be provided with opportunistic learning about things outside of the scope of the Certificate III

PARENTS:

ongoing employment opportunities for students

STAFF OF HEALTH AND OF RTO:

differing expectations of each other re program content, supervision and assessment

STAFF OF HEALTH SERVICE:

pathway to regulated nurse; greater ability to delegate activity

WHAT IF ?

STUDENTS DO NOT ASPIRE TO RN/EEN PATHWAY?

STUDENTS ARE NOT HIGH ACHIEVERS WHO ARE ACADEMICALLY ABLE?

STUDENTS ARE NOT CLEAR AND PASSIONATE ABOUT NURSING AS A CAREER?