ASPIRATION AND AMBIGENCE:
AN EVALUATION OF THE IMPLEMENTATION OF SCHOOL BASED NEW APPRENTICESHIPS IN A NSW AREA HEALTH SERVICE

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EVALUATES

• Cost effective and fair
• Given to all schools
• Useful to health service

METHOD

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

TRADITION

• Reviewing historically tried to attract school leavers
• Range of programs in NSW and internationally
• Work based learning at school promotes – understanding of career options, within 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 at registered nurses level 2010
• Opportunities for students while still at school
• Vocational education as opportunity for career development and educational progression

RECOMMENDATIONS

• Constructive dialogue among all partners continues
• Realistic information to parents and students re outcomes
• Greater role clarity for partners
• A consistent model to support student learning and optimise equity in student experience

PROVIDE PATHWAYS AND GOALS

CREATE NEW INTEREST IN NURSING

ALL STUDENTS: Indicated an interest in nursing long before becoming aware of the AHC. Used models like “always wanting to be a nurse”, “being helpful, caring” and “willing to care”.

SOME STUDENTS ALSO: Identified a personal experience with health through their own or others’ illness. Family members working in health or aged care, positive previous exposure to working in health through school work.

ENHANCE INSIGHT INTO RN ROLE

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.”

“I never see the AHC. They give a phone call about once a year to see how things are going but this is not enough to cover them about the student or us. We do all the teaching and assessment. I thought they would send someone to assess the student to see how they are going…”

“There was all this excitement about awards and my promotion. 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).”

“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.”

“I have grown up in a big family and Dad has noticed. I am much calmer since I have started doing this. If you asked them they would tell you that… They have said it is not I think it is because I am doing something that matters but also I can see that it is not all that hard and that there are people who have much bigger things to worry about.”

“I did not think there was much till I started my degree… 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 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…”

“I do not think they do anything more than 100. They tell other people how to do it. The actual nurses do the same as what they do… Except for giving medicines without another prescriber.”

FOSTER MATURITY

“I did not think there was much till I started my degree… 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.”

EXPECTATIONS VARIED

STAFF OF HEALTH AND RWN: 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/ANE PATHWAY?

STUDENTS ARE NOT HIGH ACHIEVERS WHO ARE ACADEMICALLY ABLE?

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

WHAT IF?

• CONSTRUCTIVE DIALOGUE AMONG ALL PARTNERS

• REALISTIC INFORMATION TO PARENTS AND STUDENTS RE OUTCOMES

• GREATER ROLE CLARITY FOR PARTNERS

• A CONSISTENT MODEL TO SUPPORT STUDENT LEARNING AND OPTIMISE EQUITY IN STUDENT EXPERIENCE

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