<table>
<thead>
<tr>
<th>NAME OF DOCUMENT</th>
<th>Staff Learning and Development Policy - Mental Health</th>
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<tr>
<td>TYPE OF DOCUMENT</td>
<td>Policy</td>
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<tr>
<td>DOCUMENT NUMBER</td>
<td>SESLHDPD/179</td>
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<tr>
<td>DATE OF PUBLICATION</td>
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<tr>
<td>RISK RATING</td>
<td>Low</td>
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| LEVEL OF EVIDENCE                    | SESIH Area Mental Health Staff Learning and Development Policy  
NSW Health Learning and Development Policy – PD2005_255  
SESIH eLearning Policy PD 204         |
| REVIEW DATE                          | March 2017                                            |
| FORMER REFERENCE(S)                  | Area Mental Health Staff Learning and Development Policy 2006/3 |
| EXECUTIVE SPONSOR or EXECUTIVE CLINICAL SPONSOR | Director, SESLHD Mental Health Service                  |
| AUTHOR                               | Michelle Bradley                                      
Clinical Nurse Manager, SESLHD Mental Health Service  
michelle.bradley@sesiahs.health.nsw.gov.au |
| KEY TERMS                            | - Organisational support                              
- Skills and knowledge development     
- Resource support                     
- Learning and development              |
| SUMMARY                               | This policy has been developed to provide guidance to mental health staff regarding learning and development activities. |
1. POLICY STATEMENT
The Mental Health Service aims to enhance skills, knowledge and understanding of the employees by providing opportunities that support improved performance and reflect best practice.

2. AIMS
To facilitate the professional development of staff by providing the opportunity and encouragement to undertake learning and development that enhances their performance and prepares them for future career opportunities.

To provide support to staff in their clinical service provision as a mechanism to reduce burnout, increase job satisfaction and promote retention.

To provide a relevant Orientation Program which includes specific clinical issues e.g. update on changes to the Mental Health Act, Mental Health Outcome Assessment Training, Aggression minimisation, Suicide Risk Assessment and Management. A specific resource manual is part of a comprehensive orientation package.

To provide high quality relevant education programs for mandatory training and clinical skills development. This includes learning activities delivered online and programs to meet the continuing professional development requirements for registration with the Australian Health Practitioner Regulation Authority (AHPRA). Staff will be provided with support to ensure they have access to these activities during working hours.

To promote participation in quality activities designed to improve services.

To ensure that mental health staff develop personal and professional objectives and goals including specific skill development and that these are part of the regular Performance Review.

3. TARGET AUDIENCE
All staff employed within the SESLHD Mental Health Service.

4. RESPONSIBILITIES
It is the responsibility of the District Mental Health Office to circulate this policy to the Directors of each site/service and to have it published on the District Intranet. It is the responsibility of each site/service Director to ensure that the policy is circulated and implemented locally. There are additional responsibilities articulated in the body of the policy.

The following have varied degrees of responsibility for enactment of this policy: Nursing Unit Managers, Team Leaders, Service Directors, Nurse Managers and Mental Health Service employees from all disciplines and professional backgrounds.
5. **POLICY COMPONENTS**

The Mental Health Service will provide the following in the implementation of the Policy:

- Organisational support i.e. Policies and Procedures, Quality Improvement
- Skills and knowledge development i.e. orientation, training, clinical supervision and Performance Review.
- Resource support i.e. financial support, leave, access to expertise, provision of resource manuals.

**Strategies to Implement the Policy**

- Annual performance review with documented professional development objectives.
- Provision of regular mandatory training and skill development programs.
- Formal committee structure developed to plan and implement forums for training and development, quality improvement, policy and procedure development, research and evaluation and clinical review mechanisms.
- Organised, formal professional supervision and teaching programs for each discipline and across specialty and special needs areas.
- Mechanisms developed to debate organisational priorities for staff development within the context of the Organisations’ Strategic Plan at professional discipline, team or executive levels (see Appendix 1 flowchart).
- Annual review and update of organisational staff development priority lists available to all staff via the Training and Education Committee.
- There is equity in access to training funds for all mental health staff, regardless of discipline or work setting.
- Annual allocation of staff training and education budget. Details of budget and allocated study leave to be communicated to Team/Service Coordinators.
- Quarterly review of staff development expenditure per service setting.
- Annual report on all staff development activities undertaken in the previous year by local Service / Site Executives / Training and Development Committee.
- District wide centralised training data base will provide bi-annual reports on professional development activities.
- Individual staff are responsible for maintaining records on professional development and continuing professional development requirements per AHPRA.

**Goals and Targets**

- A proportion of the annual Mental Health program budget will be allocated and available to support staff meet their professional development objectives.
- Each clinical staff member shall have access to one hour of clinical supervision activity per month minimum, up to one hour per week maximum (four hours per month maximum).
- Each staff member shall be supported and required to participate in at least one quality/research/evaluation/policy development type activity per six months.
- Each clinical staff member shall attend a minimum of one inservice program per two months.
Each clinical staff member shall attend at least one inservice program per mandatory topic per annum i.e. aggression minimisation, suicide risk assessment and management, child protection etc.

Priorities for Organisational Support of External Workshop / Conference / Seminar / Course attendance

- There is a requirement to complete a Travel Pack when applying for an intrastate, interstate or overseas conference or seminar when overnight accommodation and flights or other forms of long distant travel are involved) (see Appendix 1 & 3)
- Courses which have high priority are those that meet the professional performance goals and needs of the individual (as documented in the Performance Review), meeting the objectives of the SESLHD Mental Health Clinical Services Plan or new service developments planned for the organisation

Features of staff who have high priority for external course support

- Personal staff development plan documented in their annual Performance Development Review plan
- Personal development plan articulates with the directions of the Clinical Services Plan and service strategies and objectives
- Demonstrated contribution to the organisational staff development program by active participation in at least one quarterly research/quality/evaluation type activity for the previous year
- Contributed to inservice/professional development programs/facilitated learning on a regular basis

Outcome indicators

- Number of presentations at external seminars, conference or workshops or poster presentations by staff of the service
- Number of publications published annually
- Number of new initiatives including quality, research, service model development reported annually

6. DEFINITIONS

- Employer means any person authorised to exercise the functions of the employer of staff to which this policy applies.
- Learning activities enhance the staff members' capacity to contribute to organisational goals.
- Learning and development leave includes leave granted to undertake tertiary studies at an accredited educational institution (and excludes leave for examinations), or leave granted to attend external activities, such as conferences, seminars and short courses.
- Mandatory training and education refers to learning activities which meets identified organisational requirements.
7. **DOCUMENTATION**

Documentation of the key learning and development objectives and outcomes will be reported through the SESLHD Mental Health Training and Development Committee to the SESLHD MHS Clinical Council.

Documentation of staffs’ Learning and Development activities will be reviewed at the annual Performance Review and Development meeting with their Manager.

8. **REFERENCES**

NSW Health Learning and Development Leave Policy – PD/2006_066
NSW Health Learning and Development Policy-NSW Department of Health PD/2005_255
SESIH Mental Health Program Workforce Strategic Plan: 2006-2011

9. **REVISION & APPROVAL HISTORY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Revision No.</th>
<th>Author and Approval</th>
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<tbody>
<tr>
<td>November 2011</td>
<td>1</td>
<td>Elizabeth Abbott revised draft of Policy No. 2006/3</td>
</tr>
<tr>
<td>December 2011</td>
<td>2</td>
<td>Michelle Bradley – amendments and formatting</td>
</tr>
<tr>
<td>February 2012</td>
<td>2</td>
<td>Policy Development Committee</td>
</tr>
<tr>
<td>May 2012</td>
<td>2</td>
<td>Approved Mental Health Clinical Council</td>
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</table>
### Appendix 1
#### DECISION MODEL FOR APPROVING LEAVE FOR PROFESSIONAL DEVELOPMENT OF STAFF IN THE MENTAL HEALTH SERVICE

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a current annual performance review been completed?</td>
<td>• Manager responsible to complete performance review</td>
</tr>
<tr>
<td></td>
<td>• Develop goals</td>
</tr>
<tr>
<td></td>
<td>• Establish career pathway</td>
</tr>
<tr>
<td></td>
<td>• Reapply for appropriate leave</td>
</tr>
<tr>
<td>Is there evidence of active contribution to the clinical area following any other professional development leave?</td>
<td>Negotiate measures to actively participate in an Educational/professional program, therefore meeting criteria</td>
</tr>
<tr>
<td>Is the course relevant to professional development plan/clinical services plan/service needs and outcomes/career pathway</td>
<td>• Offer ADO/Annual Leave</td>
</tr>
<tr>
<td></td>
<td>• Redirect career aspirations</td>
</tr>
<tr>
<td></td>
<td>• Investigate alternative courses</td>
</tr>
<tr>
<td>Review number of learning and development related days approved within this financial year</td>
<td>• Offer Annual Leave, rostered day off or ADO</td>
</tr>
<tr>
<td>Are staffing requirements compromised?</td>
<td>• Offer ADO, roster change, time-in-lieu (negotiable) etc.</td>
</tr>
<tr>
<td>Approve leave</td>
<td>• Recommend shift change</td>
</tr>
<tr>
<td></td>
<td>• Offer ADO, roster change, time-in-lieu (negotiable)</td>
</tr>
<tr>
<td>LMS or local site/service training database</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX: 2 Staff Learning and Development Policy

STAFF DEVELOPMENT FEEDBACK EXTERNAL COURSES/WORKSHOPS

This form is designed to help you, your team and the service as a whole to get the most from your staff development.

Name of course attended: ________________________________

Organising body/leader: ________________________________

Staff member who attended: ______________ Centre/Unit/Ward: ______________

Partial attendance: □ Full attendance: □

Length of course: ________________________________

How did you find out about the course?: ________________________________

* What were the most useful aspects? ________________________________

* What expectations were not met from the course? ________________________________

* What comments have you about the methods used? ________________________________

* Was it appropriate to your level of skill and knowledge? ________________________________

* What aspects of the course/seminar etc. did you feel other staff should be made aware of – within your own service? Amongst other team members?

________________________________________________________________________


PTO
* Which of the following methods are you going to use to transfer this knowledge to your colleagues?

1) Distribute summary report
2) Presentation at Service Workshop/Seminar
3) Inservice sessions for Unit/Service
4) Place in Service/other Bulletin

* To which colleagues will you transfer this knowledge, please list?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

* Is there anything else about the course (program) that you want to say?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

* A summary of the course (program) is to be forwarded to the Service/Team Co-ordinator within 2 weeks of course completion and proposed schedule for model of transfer of information to service.
APPENDIX: 3 Staff Learning and Development Policy

Principles

- SESLHD MHS is a ‘Learning Organisation’ which aims to provide structures and processes which encourage and reward continuous learning.

- The focus of learning & development activities will provide benefits to the organisation as well as the individual, and is consistent with the MHS Strategic Plan.

- It is recognized that there is both a corporate and personal responsibility for assessing, achieving and maintaining a high level or organisational, team and individual competence to ensure the safe and effective delivery of health care.

- Learning & development opportunities for staff are placed within a performance management process which allows early identification of systemic, environmental or individual factors that may affect effective performance. All employees will have a clear understanding of the organisation’s priorities, with individual or team workplans.

- Learning & development is a shared responsibility between the MHS and individual employees.

- Approval of learning and development related leave and/or financial assistance for attendance at training programs will be considered in light of the MHS Strategic Plan. The amount of leave available for seminars, conferences and short courses is at the discretion of the Service. Decisions related to financial support will be made in the context of the budget and expected benefits to clinical care and professional development.

<table>
<thead>
<tr>
<th>Type</th>
<th>Benefit</th>
<th>Leave</th>
<th>Financial Support</th>
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<tbody>
<tr>
<td>Mandatory Training / Education</td>
<td>Directly to the employer to meet legislative, policy, or service delivery needs</td>
<td>Not required as employee ‘on duty’</td>
<td>Provided by employer</td>
</tr>
<tr>
<td>Inhouse or Employer arranged</td>
<td>Benefit to employee and meets identified need for Health Service</td>
<td>Not required as employee ‘on duty’</td>
<td>Provided by employer</td>
</tr>
<tr>
<td>Conference, seminar, or short course</td>
<td>Benefit to employee and potential benefit to Health Service</td>
<td>Leave may be approved or may be ‘on duty’</td>
<td>Negotiable according to staff Development Policy</td>
</tr>
<tr>
<td>Tertiary education or other registered training provider</td>
<td>Benefit to employee and potential benefit to employer</td>
<td>Leave may be approved</td>
<td>Employees expense unless directed by employer</td>
</tr>
<tr>
<td>Personal Development</td>
<td>Benefit to employee</td>
<td>No leave available</td>
<td>Employees expense</td>
</tr>
</tbody>
</table>