

Appendix 2 Proposed Nursing Advisory Unit

*Proposed arrangements — Nursing Advisory Unit
Ministerial Taskforce — Nursing Recruitment and Retention*

Figure A 8 *Proposed Nursing Advisory Unit*



PROJECT OFFICER — Education and Training

- Nursing Training and Development Plan
- Facilitation Queensland Health/Tertiary Institutions Meetings
- Statewide Programs (Education Pathway)
- Queensland Health Training Advisory Committee
- Coordination of Level 2 and Level 3 Training

PROJECT OFFICER — Workforce Planning and Management Performance

- Reference Group Performance Management
- Workforce Analysis
- Human Resources and Industrial Relations Liaison in consultation with appropriate HR/IR Queensland Health staff
- Communication
- Coordinate Rostering Project

PROJECT OFFICER — Clinical

- Nursing Practice Issues
- New Initiatives (Nurse Practitioner Drugs and Poisons changes etc)
- Patient Dependency Issues (Development of Standards etc)

Appendix 3 Queensland Health’s nursing workforce — a framework

Evaluating the balance between demand and supply

This document is an extract of the complete document

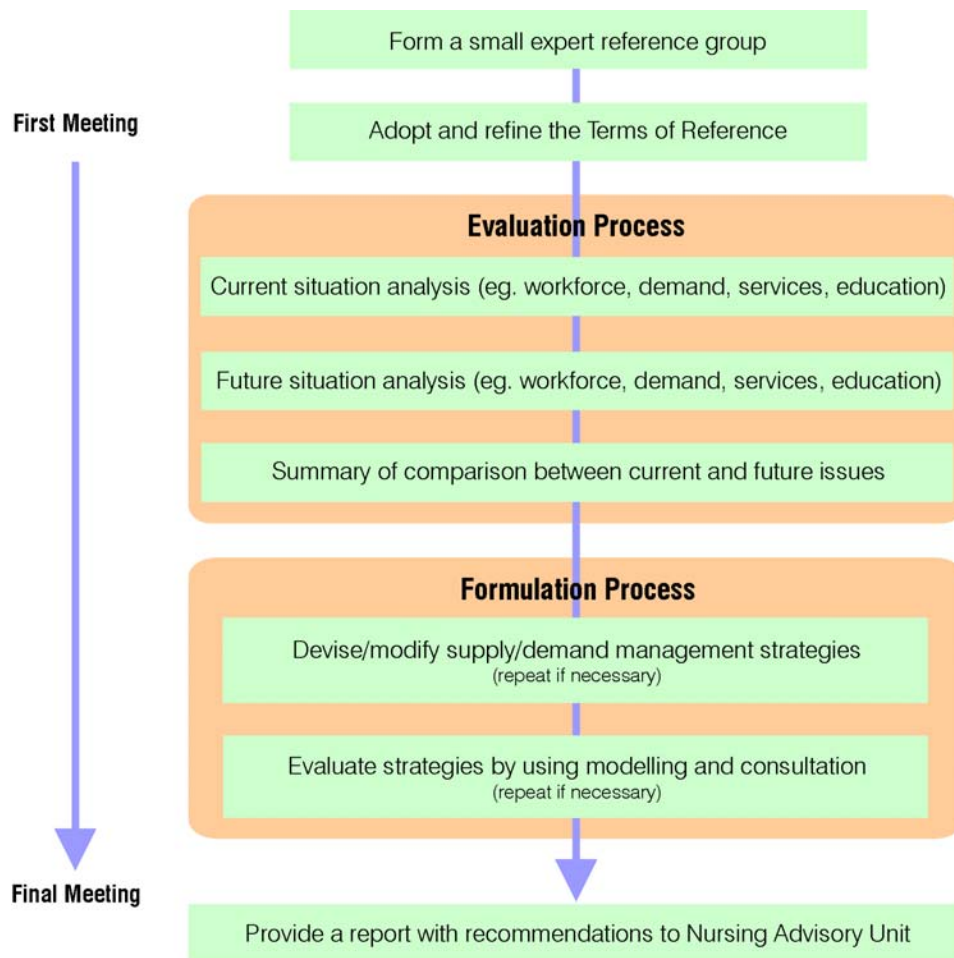
Information required for the evaluation of the supply and demand of the nursing workforce

The table below provides an indication of the types of data that may be required to implement the evaluation.

It should be noted that not all the data listed may be necessary to perform the evaluation — in some cases (depending on the workforce, urgency etc) only a subset of these data items may be required.

<i>Demand</i>	<i>Supply</i>
<p>Population (current and projected)</p> <ul style="list-style-type: none"> a Size b Age c Gender d Geography e Indigenous background f Socio-economic status g Public/private <p>Activity data</p> <ul style="list-style-type: none"> a Hospital (DRGs or SRGs) b Community <p>Health services (current and future)</p> <ul style="list-style-type: none"> a Type and availability of services (models of care, levels of care) b Location (geography) c Zonal self sufficiency (referral patterns) d Benchmarks e Technology f Nursing role and role of other health professionals g Government policy/legislation Queensland Health policy <p>Economic status</p> <ul style="list-style-type: none"> a Inflation/interest rates <p>Education system</p> <ul style="list-style-type: none"> a Education numbers b Course type d Location e Cost 	<p>Current nursing workforce</p> <ul style="list-style-type: none"> a Size (FTE and headcount) b Qualifications c Age d Gender e Geography f Indigenous background g Socio-economic status h Public/private i Vacancies <p>Desired/appropriate nursing workforce</p> <ul style="list-style-type: none"> a Size b Qualifications c Geography d Age e Benchmarks <p>Length of service</p> <ul style="list-style-type: none"> a Turnover/retention b Potential length of service <p>Education system</p> <ul style="list-style-type: none"> a Education numbers b Course type c Location d Cost e Entry requirements <p>Reserve pool nursing service</p> <ul style="list-style-type: none"> a Size b Qualifications c Age d Gender e Geography f Indigenous background g Socio-economic status h Recency of practice <p>Employment system (current and future)</p> <ul style="list-style-type: none"> a Salary b Recruitment c Flexible working environment d Location e Nursing role and role of other health professionals f Government policy <p>Economic status</p> <ul style="list-style-type: none"> a Inflation/interest rates b Unemployment

Figure A 9 Overview of the evaluation process in relation to overall supply strategy formulation



Appendix 4 Expert working groups

Expert working groups — Nursing Advisory Unit
 Ministerial Taskforce — Nursing Recruitment and Retention

Flexible work environment	Corporate approach	Supply strategies	Best practice models for recruitment
<ul style="list-style-type: none"> • workloads • rostering practices • patient dependency • nursing skill ratios • rewards • opportunities • career structure issues • family friendly workplaces <p><i>Chair: C. Ryan</i> <i>Project Officer: S. Cadigan</i></p> <p><i>Members</i> Frances Peart (ADON, Mater Adults Hospital) Anne Garrahy (CNC, Nambour Hospital) Graham Mahaffey (ADON, Toowoomba Hospital) Nigel Cumberland (Acting Manager, Employment Relations and Strategies Unit, Qld Health) Christine Houghton (CNC, Ipswich Hospital) Daniel Prentice (CNC, RBH) Lex Oliver (Professional Officer, QNU) Mary Montgomery (DON, Toowoomba Hospital) Wayne Wheeler (EN, RBH) Nick Faigniez (Senior Project Officer, HR, Qld Health)</p>	<ul style="list-style-type: none"> • examine the corporate approach to nursing, nursing resource management and the nursing unit. • the development of appropriate principles for implementation of initiatives in <ul style="list-style-type: none"> - metropolitan - provincial - rural - remote health services • professional development and training provision • performance management statewide • salary sacrifice <p><i>Chair: L. Pyne</i> <i>Project Officer: S. Cadigan</i></p> <p><i>Members</i> Robyn Fox (Nurse Educator, RBH) Leanne Chandler (Education Coordinator, Rural Health Training Unit) Roslyn Henney (Acting Chair of Nursing, Div of Surgery, PAH) Sue Keleher (ADON, Mackay) Linda Jones (ADON, Rockhampton) Sandyl Kyriazis (Acting Health Centre Manager, Bamaga) Lex Oliver (Professional Officer QNU)</p>	<ul style="list-style-type: none"> • numbers and qualifications of nurses to meet current and future needs • lack of appropriate skill mix data • university provision of post graduate courses and the interface with clinical practice <p><i>Chair: L. Dawson</i> <i>Project Officer: S. Cadigan</i></p> <p><i>Members</i> Leslie Woolf (ADON, Mt Isa Base Hospital) Haylene Grogan (Team Leader, ATSI Qld Health) Sandra Henry (Coordinator, Nurse Education, QNC) Beryl Callanan (Principal Planning Officer Nursing, PA) Kim Barry (ADON, Redcliffe Hospital) Michelle Foster (CNC, Gold Coast Hospital) Craig Slaughter (CN, RBH) Margaret Murphy (ADON, Mater Children's Hospital) Susan Mahon (Principal Project Officer, Qld Health) Fiona Hammond (Lecturer, QUT) Michael Seow (Director, Development & Training PAH) Richard Lenton (Senior Project Officer Health Workforce Planning & Analysis -Qld Health)</p>	<ul style="list-style-type: none"> • undergraduate • post graduate • marketing • advertising • timely filling of positions • appropriately qualified nurses for positions <p><i>Chair: V. Tuckett</i> <i>Project Officer: S. Cadigan</i></p> <p><i>Members</i> Trudi Bowles (CNC, Gold Coast) Graham Wilkinson (ADON, Ipswich) Robynne Kent (ADON PAH) Serita Saba (Lecturer, ACU) Noela Baigrie (DON, Jimbolunga Nursing Centre) Lex Oliver (Professional Officer, QNU) Laurel McCarthy (District Manager, Cape York) Hamish Jeffery (CNC, RBH) John Buckby (Business Development Manager, Technical Coordination and Support Resource Management Unit, Qld Health)</p>

Undergraduate / graduate transition support	Research	Aged care	Mental health
<ul style="list-style-type: none"> undergraduate education transition support for new graduates clinical placements relationship of health service provider to tertiary sector <p><i>Chair: D. Hegney</i> <i>Project Officer: J. Sprenger</i> <i>Members</i> Jim O'Dempsey (Executive Officer, QNC) Lex Oliver (Professional Officer, QNU) Elizabeth Davies (Head, School of Nursing, ACU) Karen Stolz-Higgins (Head, School of Nursing and Health Studies, Central Qld University) Anne McMurray (Head, School of Nursing, Griffith University) Kim Usher (Head, Dept Nursing Science, James Cook Uni) Helen Edwards (Head, School of Nursing, QUT) Ros Reilly (Head, Dept of Nursing, USQ) Cheryl Burns (DON, PCH) Alison Heel (Staff Development Educator, PAH) Jenny Vakarakawa (Visiting Fellow, RBH) Paul Kachel (DON, Gold Coast Hospital) Jacky Flynn (Director of Women's Health Services, Mater Mothers) Michele McHugh (Deputy Executive Director, PHAQ) Sue Price (Executive Director, Eventide Nursing Home) Colleen Davis (DON, Carindale Nursing Home) Sally Gould (Chair, Congress of CATSIN) Jennene Greenhill (Director, Research and Development Center for Innovation) Bronwyn Quinn (DON, Community Nursing Services) Richard Lenton (Senior Project Officer, Health Workforce Planning & Analysis Unit – Qld Health)</p>	<ul style="list-style-type: none"> turnover rates <ul style="list-style-type: none"> - standard calculation existing vacancy levels recruitment delays staff stability <ul style="list-style-type: none"> - identify high risk areas \$ cost of turnover staff retention parameters methodology to investigate the Queensland context i.e. focus groups, small sample survey, comparative analysis, submissions from nursing groups <p><i>Chair: S. Norrie</i> <i>Project Officer: S. Cadigan</i> <i>Members</i> Sue Norrie (Principal Nursing Advisor) Mary Montgomery (DON, Toowoomba Hospital) Geoff Carse (Manager, Health Workforce Planning and Analysis, Qld Health) Jim O'Dempsey (Executive Officer, QNC) Desley Hegney (Professor of Rural Nursing Toowoomba Health Services and USQ) Danny Youlden (Senior Project Officer, Health Workforce Planning & Analysis Unit) Richard Lenton (Senior Project Officer, Health Workforce Planning and Analysis, Qld Health)</p>	<p><i>Chair : S. Norrie</i> <i>Project Officer: K.Pearson</i> <i>Members</i> Sue Price (DON, Eventide) Kerry Hayes (DON, Moreton Bay) Gay Ballen (CNC, Roma) Ursula Kellet (Lecturer, Gerontology) Maureen Spence Thomas (CNC, PAH) Cathy James (DON, Community) Maria Ignatievsky (Director, Aged and Community Care Branch) Donna Bowman (Proxy, ANZCMHN) Lyn Dempster (Team Leader, Pine Rivers Community) Robyn Daskin (Aged Care Queensland) Jo Root (Team Leader, Aged Care Reform)</p>	<p><i>Chair : S. Norrie</i> <i>Project Officer: S.Cadigan</i> <i>Members</i> Therese Fitzgerald (Chair of Nursing, PAH) Lisa Fawcett (Nursing Director, RBH) Tanya Yegdich (Proxy, RBH) Damon Atzeni (CNC, Bayside) Keryn Fenton (ADON, PCH) Liz Osborne (ADON, Logan/Beaudesert) Margaret McAllister (Griffith University) John Quinn (Secretary, ANZCMHN) Beverley Schumacher (Team Leader, Nambour Hospital) Don Gorman (Associate Professor, Nursing, USQ) Carol Swendson (DON, Wolston Park) Ian Hay (Nurse Educator, Wolston Park) Linda Solomons (ADON, Gold Coast Hospital) Michelle Denton (Team Leader, Forensic) Ruth Elder (Lecturer, QUT) Craig Moffitt (ADON, Cairns) Judy McDonnell (DON, Southern Downs Mental Health Unit) Julie Crosbie (ADON, Mental Health, Rockhampton) Jacqueline Couani (Team Leader, Kirwan Rehabilitation Unit) Barbara Hayes (Professor in Nursing, James Cook University) Mark Quadrell (Registered Nurse, Psychiatric Unit, Townsville General Hospital) Michael Seow (Director, Development and Training, PAH)</p>

Appendix 5 Telephone interviews — DONs

<i>Health Service</i>		
Winton	Georgetown	Atherton
Thursday Island	Townsville	Theodore
Normanton	Warwick	Bundaberg
Springsure	Hervey Bay	Kingaroy
Nambour	Baillie Henderson	Toowoomba
Mt Isa	PCH Community	Doomadgee
Cunnamulla	Kowanyama	Roma
Longreach	Richmond	Tully
Ingham	Cooktown	Dysart
Cairns	Ayr	Monto
Yeppoon	Logan	Gympie
Tara	Caboolture	Esk

1. Could you outline the methods utilised at (insert) health service for the recruitment of nurses?

2. Is this an effective process?

3. Could you indicate the current number of vacancies at (insert) health service. (If vacancies exist information re level of nurse and length of time vacancy has existed would be useful).

4. What do you think are the issues that cause difficulties/problems in attracting and recruiting nurses to your area?

5. Can you recommend strategies that from your perspective would assist in recruiting the best people for nursing positions at (insert)?

Appendix 6 Workshops

Dates and locations for workshops

Ministerial Taskforce — Nursing Recruitment and Retention

<i>Workshop</i>	<i>Date</i>
Cairns	Tuesday 27 April 1999
Weipa	Thursday 29 April 1999
Toowoomba	Friday 7 May 1999
Mt Isa	Tuesday 11 May 1999
Townsville	Thursday 13 May 1999
Princess Alexandra Hospital	Friday 14 May 1999
Roma	Monday 17 May 1999
Gold Coast Hospital	Thursday 20 May 1999
Gladstone	Monday 24 May 1999
Redcliffe	Wednesday 26 May 1999
Longreach	Monday 31 May 1999

Formal consultation program

8:15am	<i>Welcome and Registration</i>
8:30am	Taskforce Background
8:45am	Focus Group Activities
10:15am	<i>Morning Tea</i>
10:30am	Focus Group Activities
11:45am	<i>Lunch</i>
12:30pm	Corporate Approach to Nursing
1:30pm	Best Practice Model of Recruitment
2:30pm	Supply Strategies
3:30pm	Summation: Where to from here?
4:00pm	<i>Close</i>

Appendix 7 Focus groups process

Workload issues

1. What does the term “workload” mean?
2. What factors impact on workload — positively, negatively?
3. Outline strategies currently employed in the facility in which you work, to manage workload issues?

Rostering practices

1. What are the rostering principles, policies or protocols in place to provide guidelines for rostering in the facility in which you work?
2. Is there equity and fairness with the current system?
3. What strategies do you believe should be in place to provide guidelines for rostering?

Patient dependency

1. How does the facility in which you work measure the need for nursing staff requirements to manage patient care?
2. What form of feedback from this is provided for nursing personnel? (How is this feedback used?)
3. Is this system effective? Please provide examples.

Rewards/opportunities and performance

1. What do you consider to be a reward?
2. Do you believe rewards should be provided in nursing and if so give examples.
3. What do you consider to be an opportunity?
4. What are the barriers?
5. Outline what the term “performance management” means in relation to the nursing role?
6. Is there a performance management process in place in the facility in which you work?
7. Is the process effective? Please provide examples.

Career structure

1. Do you believe you have a sound knowledge of the elements and intent of the current career structure?
2. Do you believe the current structure has had a positive effect for nursing in Queensland Health? (Provide reasons for answer).
3. What factors impact on the career structure — positively, negatively?
4. Does the career structure meet the current health delivery structure? (Provide reasons for the answer).

Models of nursing care

1. What do you understand by the term “models of care” when applied in the nursing context?
2. Is a specific model of nursing care utilised in the facility in which you work? Please provide details and evaluate effectiveness.
3. Has the facility in which you work undertaken any work practice reviews within the previous two years? (1997-1999).
4. Do you believe there are linkages between the current model of nursing care and nursing workloads? (What works well. Is further exploration required. Provide examples).

Appendix 8 QNC interview format for DONs (or nominee)



Name and Title _____
 Health Care Agency: _____
 Date: _____

Criteria	Comments
1. <ul style="list-style-type: none"> • Number of new beginning level Registered Nurses employed each year. • Number of intakes per year. 	
2. <ul style="list-style-type: none"> • New beginning level Registered Nurse transition support. <ul style="list-style-type: none"> - <i>Is there a structured program for new beginning level Registered Nurses?</i> - <i>What proportion of new beginning level Registered Nurse employees undertake the program?</i> - <i>What processes are in place to support new beginning level Registered Nurses who are not undertaking the program?</i> • What funding is available for transition support? <ul style="list-style-type: none"> - <i>Cost per beginning level Registered Nurse.</i> • Content. <ul style="list-style-type: none"> - <i>Obtain a copy if possible.</i> • Who conducts/coordinates the support process? <ul style="list-style-type: none"> - <i>Qualifications/experience?</i> • Evaluation and review of process. <ul style="list-style-type: none"> - <i>How frequently is the process reviewed?</i> - <i>What parameters are used to evaluate the program and implement change?</i> - <i>Are key stakeholders involved in the review and evaluation?</i> - <i>Are continuous quality improvement mechanisms utilised in the review?</i> - <i>Does the evaluation process inform change in the process?</i> 	
3. <ul style="list-style-type: none"> • Preceptors, facilitators and/or mentors. <ul style="list-style-type: none"> - <i>Are new beginning level Registered Nurses assigned to a preceptor, facilitators and/or mentor?</i> - <i>What criteria are used to select preceptors, facilitators and/or mentors?</i> - <i>What programs/processes are in place for the preparation of preceptors, facilitators and/or mentors?</i> - <i>What programs/processes are in place for ongoing support for preceptors, facilitators and/or mentors to ensure their role effectiveness? (Please specify amount of relief time/ non contact time allocated)</i> - <i>What processes are in place to evaluate the preceptor, facilitators and/or mentor in their role?</i> 	

Criteria	Comments
<ul style="list-style-type: none"> - <i>What processes are in place to provide feedback to the preceptor, facilitator and/or mentor about their proficiency in the role?</i> - <i>What acknowledgment do the employer and/or peers of the preceptors, facilitators and/or mentor's contribution make to nursing and the nursing service in the health care agency?</i> 	
<p>Other Comments</p>	

Appendix 9 QNC focus group format for beginning level RNs



Interview format for beginning level Registered Nurses

Health Care Agency: _____

Date: _____

Criteria	Comments
4. <ul style="list-style-type: none"> • New beginning level Registered Nurse transition support. <ul style="list-style-type: none"> - <i>Is there a structured program for new beginning level Registered Nurses?</i> - <i>If there isn't a structured program what support mechanisms are in place to assist you?</i> • Orientation to the workplace. <ul style="list-style-type: none"> - <i>Did you participate in an orientation to the health care agency?</i> • Content of support process. <ul style="list-style-type: none"> - <i>Are you aware of the aims and content of the transition program?</i> - <i>Were you involved in identifying your individual learning needs?</i> - <i>Were the identified needs utilised in developing a transition support plan for you?</i> - <i>Are your needs actively managed through the identification and promotion of professional behaviours?</i> - <i>Do you believe that transition support enables you to effectively apply and consolidate the knowledge and skills learned in the pre-registration program?</i> - <i>Do you feel competent in fulfilling your role as a registered nurse? (Develop narrative regarding stories of nurses — if they feel competent then why and if not, why not.)</i> • Who conducts the support program/process? • Evaluation and review. <ul style="list-style-type: none"> - <i>Are you involved in the program review?</i> 	
5. <ul style="list-style-type: none"> • Evaluation and feedback to beginning level Registered Nurses. <ul style="list-style-type: none"> - <i>Are you involved in your assessment or evaluation?</i> 	
6. <ul style="list-style-type: none"> • Preceptors, facilitators and/or mentors. <ul style="list-style-type: none"> - <i>Are you assigned to a preceptor, facilitators and/or mentor?</i> - <i>Do you provide feedback to the preceptor etc about their performance?</i> - <i>Is the preceptor supported in their role?</i> - <i>Does the preceptor have adequate skills in preceptorship/practice?</i> - <i>Do they have sufficient time for preceptorship?</i> - <i>Is there a process for communication of concerns about a preceptor's etc performance?</i> 	
Other comments	



Focus group format for preceptors, facilitators and mentors

Health Care Agency: _____

Date: _____

Criteria	Comments
<p>7.</p> <ul style="list-style-type: none"> • New beginning level Registered Nurse transition support. <ul style="list-style-type: none"> - <i>Is there a structured program for new beginning level Registered Nurses?</i> - <i>If there isn't what else is provided for the new beginning level Registered Nurse?</i> - <i>Are all new beginning level Registered Nurses involved in the program and/or a support process.</i> - <i>Are the individual support needs of the new beginning level Registered Nurse identified?</i> - <i>Are the identified needs of the new beginning level Registered Nurse utilised in the developing a transition support program or process?</i> • Content of program and/or support process. <ul style="list-style-type: none"> - <i>Are you aware of the aims and content of the program and/or support process?</i> - <i>Does the transition support program and/or support process enable the new beginning level Registered Nurse to consolidate and apply the knowledge and skills learned in the pre-registration program?</i> - <i>At the completion of the program and/or support process are new beginning level Registered Nurses confident in fulfilling their role?</i> - <i>At the completion of the program and/or support process do new beginning level Registered Nurses consistently demonstrate competence for practice against minimum competency standards for registration?</i> • Who conducts the program and/or support process? <ul style="list-style-type: none"> - <i>Are you involved in the conduct of the program and/or support process?</i> - <i>What are your qualifications or experience?</i> • Evaluation and review of program and/or support process. <ul style="list-style-type: none"> - <i>Are you involved in the review?</i> - <i>What parameters are used to evaluate and implement change?</i> - <i>Does the evaluation process inform change?</i> 	
<p>8.</p> <ul style="list-style-type: none"> • Evaluation and feedback to new beginning level Registered Nurses. <ul style="list-style-type: none"> - <i>Are you involved in the assessment or evaluation of new beginning level Registered Nurses?</i> - <i>Do you provide feedback to the new beginning level Registered Nurse about their performance?</i> - <i>Is there a process for communication of concerns about a new beginning level Registered Nurse's performance?</i> 	

Criteria	Comments
<p>9.</p> <ul style="list-style-type: none"> • Preceptors, facilitators and/or mentors. - Are new beginning level Registered Nurses assigned to a preceptor, facilitators and/or mentor? - What criteria are used to select preceptors, facilitators and/or mentors? - What programs/processes are in place for the preparation of preceptors, facilitators and/or mentors? - What programs/processes are in place for ongoing support for preceptors, facilitators and/or mentors to ensure their role effectiveness? - What processes are in place to evaluate the preceptor, facilitators and/or mentor in their role? - What processes are in place to provide feedback to the preceptor, facilitator and/or mentor about their proficiency in the role? - What acknowledgment the employer and/or peers of the preceptor make's, facilitators and/or mentor's contribution to nursing and the nursing service in the health care agency. 	
<p>Other comments</p>	