



Feidhmeannacht na Seirbhíse Sláinte
Health Service Executive

From College to Work Programme Pilot Report

BACKGROUND

The issue of the health services working in closer partnership with Higher Education Institutes (HEI) to ensure that graduates of health programmes are 'fit for purpose' and ready to work in a range of settings has come to the fore in recent years. This is particularly pertinent in the context of the changes taking place in the HSE in terms of the Transformation Programme, the Integrated Care Programme and the shift in focus to provision of services as close to the service user as possible. There is greater emphasis on teamwork and a focus on giving service users a more meaningful role in the design and delivery of services. The implementation of these programmes and policies has significant implications for all who work in the health services in terms of the way in which they work, both together and with service users.

It is clear that it will be important to prepare staff within the health services to embrace new developments. However, there is also an opportunity to prepare potential new employees by providing some orientation and preparation to undergraduates to prepare them for future work in the health services. There are potential benefits in this to the employer, HEI and student. Arising from contacts with those involved in educating future health care professionals the concept of the HSE providing input to students prior to graduation to orient and prepare them for future work in the health services emerged.

Many, if not all, undergraduate programmes include some input on the health services however this project was about developing a specific 'From College to Work' package that could be delivered to undergraduates. This piece of work was progressed through the National Implementation Group on Clinical Placements for Occupational Therapy, Physiotherapy and Speech and Language Therapy together with Health & Social Care Professions Education and Development in the HR Directorate.

THE PROCESS

The original impetus for this project arose from feedback on work already being done with Speech and Language Therapy students in NUI Galway by Organisation Design and Development (ODD), HSE West and from conversations between HSCP Education & Development and HEI colleagues. Similar issues to those identified through feedback from ODD were raised by a number of individual Heads of Courses in therapy programmes. These queries came from different HEIs and different therapy disciplines. Following internal consideration of the issue it was decided to put the idea of developing a package or programme for HEI final year students to the National Implementation Group on Clinical Placements for Occupational Therapists, Physiotherapists and Speech and Language Therapists (NIG). As the NIG has representation from HEIs, Professional Bodies, Therapy Managers and the HSE with a track record of cooperative work it was considered a good forum through which to initiate this kind of work. However the long term goal would be to extend to other groups/professions if successful. The work already in place over a number of years between ODD and NUIG informed the design of the current programme.

The following is a flow chart of the steps that were taken to develop this project from initiation to completion of the pilot phase.



PROJECT STAGE	TIME FRAME
Project initiation – Discussion and agreement at NIG	February 2009
Formation of subgroup comprising professional body, therapy manager, HEI, LIG Chair representation, ODD and HSCP Education and Development	April 2009 First meeting of group
Data collection and analysis of needs	March/April 2009
Research and analysis re inputs already available in the Irish context and in other jurisdictions	April – September 2009
Ongoing communication with relevant stakeholders	
Development of project objective and learning outcomes	August 2009
Development of resource pack	Autumn/Winter 2009
Design of interactive session	Autumn/Winter 2009
Determination of target group and ideal timing	Autumn/Winter 2009
Expressions of interest to host the programme invited from HEIs	September 2009
Identification and training of facilitators	January 2010
Delivery of sessions	March – May 2010
Review & write up Project Report	July/August 2010

Project objective and learning outcomes

The following objective and learning outcomes were agreed by the subgroup.

From College to Work in the Public Health Services

Objective

The overall objective of the project is to assist students in the transition from college to work in the health services. The outcomes will focus on the knowledge, skills and attitudes that will prepare students for the transition, while acknowledging and reinforcing learning gained throughout the therapy course.

Target Group

Final year therapy students, who are nearing completion of their studies. The resource package aims to be interdisciplinary in its content and delivery. It will be offered on a pilot basis in the first year.

Learning outcomes

At the end of the programme students will:

1. Access accurate and up-to-date information on the health services including recruitment procedures
2. Give an overview of the public health service in terms of its recent history and current structure, function and culture as it relates to provision of therapy services
3. Outline the key strategic issues, direction, and policies and the changing context of the current system
4. Critically appraise the opportunities and challenges currently operating in the health services
5. Reflect on how their education programme has prepared them to take up their role effectively in the health services
6. Identify personal and professional areas of development which are required to work effectively in the health services
7. Analyse how the learning from college can transfer to the workplace
8. Feel better equipped as potential employees entering the workplace

Programme Format

This programme will have two components: a) a self-directed learning package and b) one two-hour interactive session.

a) Self Directed Learning Package

Much of the material in the self-directed learning package is information will be drawn from existing resources e.g. HSE intranet, corporate induction etc and the aim is to provide access to quality information about the public health services in Ireland.

b) Interactive Session

The aim of the two-hour interactive session is to facilitate students to reflect on their experiences on clinical placements and their experiences of the implementation of change in the health services e.g. move to interdisciplinary, interagency, development of primary care and early intervention teams, integrated services etc. In this session students will also reflect on their learning during their university-based programmes, they will identify their own signature strengths and development needs required for entering the workplace and will develop a personal action plan for how the above can be transferred to the workplace.

Following receipt of expressions of interest the following sessions were organised and delivered.

Date	Time	Venue	Disciplines
5 th March 2010	11 – 1	NUIG	(SLT/OT)
24 th March 2010	11 – 1	TCD	OT
15 th April 2010	9 - 12	University of Limerick	SLT/OT/Physio
28 th April 2010	11 - 1	UCC	OT/SLT
13 th May 2010	2 – 4	RCSI	Physio

Unfortunately due to logistical constraints it was not possible to accommodate requests from two other courses in the pilot phase.

THE OUTCOME

All five sessions went ahead as planned and were well attended. A brief outline of the format for the session is included in appendix 1. A copy of the content of the self directed learning materials is included at appendix 2. The resource materials are available on line in interactive format at <https://pnd.hseland.ie/corp/healthandsocial/collegetowork.html>. Feedback from the activities during the interactive session and overall session feedback was gathered in respect of each of the five venues from participating students. In the following section, summary feedback is included on the following aspects:

- Overall feedback on the College to Work Programme
- Summary data from the expectations exercise
- Summary data from concerns identified by students
- Summary data of students perceptions of opportunities and challenges in the health services following their placement experiences

Overall feedback on the College to Work programme

The overall feedback was overwhelmingly positive. Three of the five sessions were interdisciplinary and this worked very well from both the students and facilitators point of view.

There was strong feedback in relation to the following areas:

- **Timing** –the timing was ideal, at the end of formal college commitments, exams etc. is the most suitable for final year students.
- **Information** - on the HSE, Transformation Programme, the integrated services model and the practical focus on service developments and HSELandD were well received. Information on the national recruitment service, panel system and recruitment contact details were also welcomed. One participant was quoted as saying it was the first time they heard how the system works. Participants were also interested in the influence of legislation on the workplace.
- **Reflection** - The opportunity to reflect on their practice education placement experiences, focus on and remember some of the positive things that are happening as well as an opportunity to talk about concerns was highlighted.

- Participants were pleased to hear that their feedback would be used and taken back to the HSE.

The Main suggestions for improvement included:

- **Targeted Audience:** the importance of targeting final year students at a time when college assignments are finished
- **Venue:** having a suitable room for the interactive work,
- **Length of Session:** a little longer time where there are greater numbers of participants
- **Recruitment Information:** additional input in relation to preparing for interview and employer expectations of new graduates.
- **HEI Preparation:** some feedback indicated that it was essential that students were fully informed of the specific purpose of the sessions, in one instance they were under the impression that the session was all about recruitment, interviews etc.

MESSAGES FROM STUDENTS

Summary feedback on student Expectations

Students were asked to reflect on 'their **hopes and concerns** for their first job in the health service'.

Hopes.

- To be part of multidisciplinary teams that work well
- To work in a service and team where they are supported
- To have access to regular supervision and support from more experienced clinicians / managers
- To have opportunities for continuing professional development
- To have opportunities for rotational posts to allow them to gain experience across a broad range of clinical areas
- To have manageable caseloads
- To have a job and have some job security and to be reasonably paid
- To have some choice regarding the location of the job
- To work in a well resourced therapy service with access to the necessary equipment required
- To have their role respected
- To work in a service that is open to change

Concerns

- Not living up to expectations of managers and being in a work situation where they are out of their depth
- Not getting a job
- Being isolated, in a job without adequate supervision and without time to settle in and learn the job.
- Concern was expressed in one session about primary care posts with very broad remits and caseloads.
- Working in an environment not open to change and new ways of working
- Working where team roles are not understood and there is a lack of clarity re roles and responsibilities
- Working in an area where the profession is not understood or valued,
- Fears around National Recruitment and the panel system – lack of choice, end up in a job don't really want, starting in a more specialised area, being pigeon holed
- Lack of funding, resources and equipment
- Red tape
- Unmanageable caseloads and lack of preparation time for caseload
- Losing skills gained if not in work and how to maintain skills

- Gaps in their skills / training if haven't had placements in all areas of practice

The students were then asked to consider their most recent placement and discuss the 'opportunities' and 'challenges' that they experienced in the workplace.

Below is a summary feedback of the responses.

The student perceptions/observations are based on practice placements in wide range of services (acute, community, paediatric, rehabilitation, elderly, disability and mental health).

Opportunities

- Access to in-service training, CPD, journal clubs, sharing knowledge, interdisciplinary learning, good learning environments
- Interdisciplinary teams, good team working, good multidisciplinary relationships, valuing and recognition of other disciplines
- Good relationships between services and interagency working
- Team meetings and team based decisions
- Sharing the workload
- Access to mentoring and supervision, peer supervision, feedback on therapy
- Implementation of Fair Deal, Vision for Change, Assessment of Need
- Access to rotational posts to allow development of skills across different clinical areas
- Waiting list initiatives
- More health promotion and preventative care
- Welcome for students
- Embracing new technologies and approaches, more flexibility –moving away from 9 – 5 service
- Staff grades working in primary care
- Evidence of parent/client contact, home visits etc being valued over numbers
- System for recycling equipment

Challenges

- Understaffing, unfilled posts, client needs not being met, huge and increasing caseloads
- Working longer hours, staff feeling overworked, stressed, there is a lot of pressure and frustration
- Limited resources and funding and lack of space for therapy
- Lack of integration between agencies, overlap of services
- 'Fighting for position' between professions and agencies
- Pay cuts, unions, industrial action, strike action
- Poor equipment, lack of equipment and out of date equipment, negative attitude to recycled equipment.
- Growing waiting lists
- Not working as a team, poor multidisciplinary team working, role conflict, lack of respect and understanding and appreciation of roles, stepping on others roles
- Bullying
- Perceived mistreatment of clients
- Lack of supervision from professional colleagues
- Lack of standardisation
- Students seen as an extra stress on top of heavy caseloads
- Access to continuing professional development, training needed to do the job, time for development and upskilling
- Service led instead of client led, clients stressed also
- Admin, statistics, paperwork, lack of clerical support and protected time for same

- Inefficiencies
- Job security
- Plans in existence (i.e. PCT, goal setting with parents, Vision for Change protocols etc) but what about the capacity to deliver on these
- Medical model strong in some services, some services institutionalised, ethos
- Staff morale

Throughout the interactive session, participants were given current, accurate information on the HSE and the delivery of healthcare through the integrated services programme. There was a formal presentation if the information to be covered hadn't come up as part of the above sessions.

The final part of the interactive workshop facilitated the participants to work with another participant that they know well to give feedback with regard to personal strengths and areas for development in preparation for the workplace.

SUMMARY

It is clear from the feedback and outcomes that the programme as developed was well received and perceived to be of value and relevance both in terms of its content, duration, delivery and timing. The broad based data collection at the outset of this project and the makeup of the subgroup which included each discipline and HEI, Therapy Manager, Professional Body representation was key to achieving this positive outcome.

Resource pack

It was intended to collect feedback on the online resource pack also but, despite the briefing note and link for the material that was circulated in advance, students attending indicated they were not aware of it or did not have information on it. However, having attended the interactive session students were interested to have the link and follow up on the materials themselves later. Interestingly, HEI representatives who saw the resource pack before it was put on HSELandD thought that it was very useful and requested early access to a Word version to pass on to 2009 graduates who were preparing for interviews. The resource pack document was sent to the Heads of each therapy programme.

Delivery of interactive session

The subgroup also reviewed the delivery of the interactive session and concluded that the criteria for selecting facilitators proved useful.

Selection Criteria for Facilitators

- Should have a clinical background
- Have experience with students
- Have identified facilitation skills/experience working with groups
- Have good understanding of the health system as a whole
- Be removed from the academic setting, i.e. be based in a healthcare setting
- Selection also needs to take into account the location of the sessions required

Having a minimum of two facilitators with one from an Organisation Development (OD) background and one with a clinical management background worked very well. Based on experiences it was important to have one facilitator with good experience of how current services are delivered and, including primary care. The OD input was important as they are very aware of the whole system and can bring the bigger picture view. It is also felt to be important for both facilitators to be able to provide containment for any anxieties that arise as a result of the discussions and bring understanding to the student's experiences. For facilitators it is particularly important that they are tuned into the health system overall and specifically to the recruitment system just prior to delivering the sessions. Facilitators got an update from recruitment and were able to provide up to date and

accurate information to the students. A clear facilitative style, non defensive approach and comfort working with another facilitator as part of a team were all identified as essential qualities in facilitators for this programme. The facilitators themselves reported that the structure of the interactive session worked well and that the overheads prepared were useful also though in all sessions there was a lot of discussion and interaction. In one instance a representative from the University's careers office asked to sit in on an interdisciplinary session and provided further feedback describing the session as a very positive experience and a really innovative development from an employer.

Student experience

In addition to the information gathered on the programme itself the data gathered from the exercises in the interactive sessions provides some very useful insights in terms of the students hopes and concerns. All this information gathered is also a source of feedback to the health services in terms of what the students observed and perceived whilst on placement. There are many positives in the opportunities the students identified following reflection on their placements however there are issues that need to be considered and looked into by the relevant stakeholders in the challenges they identified.

One of the important elements of the recent HSE report on Education, Training and Research was the need to develop further insight among students in all health disciplines of the changing context of health care provision. This development deepens the understanding of the policy perspective of providing healthcare through community based multi-disciplinary teams and is an important step in preparing for a smooth transition from college to work. The report also recommends that the HSE take a leadership approach to ensuring that education, training and research are matched to health service priorities and patient need through developing strong partnerships with external bodies charged with providing education and training to healthcare professionals. This 'College to Work' pilot project is one such example of the beneficial outcomes of partnership.

IMPLICATIONS

In reviewing the data overall a range of issues arise which could be followed up on and explored further by some of the key stakeholder groups. The issues have been grouped under the most relevant stakeholder below:

- Human Resources
 - Preparation for the application and interview process
 - Concerns about the national recruitment process, the panel system and benefits of up to date accurate information
 - Access to ongoing continuous professional development opportunities
 - Opportunities to ensure maintenance and development of skills
 - Rotational posts for new entrants
 - Support for team development and interdisciplinary working, role clarification
 - Implementation of Dignity and Work and Trust in Care policies
 - Employee engagement, change management and morale
 - Ongoing implementation of this initiative, ensuring it remains current and expands to other groups
- Therapy Managers
 - Consideration of the items identified in the feedback from students
 - Need for support and supervision structures for new entrants
 - Support the opportunity for rotational posts for staff grade therapists
 - Facilitating ongoing professional development opportunities for staff

- Development of team working across all health sectors
- Maintaining staff morale and value
- The importance of induction and role clarification
- To be open to change and new ways of working
- HEI
 - Positive feedback from students on the session and huge interest in health service organisation information
 - Facilitate access to programme in future
 - Timing of session and suitability of venue
 - Opportunity for those in education to access standardised, accurate and up to date information from informed facilitators with wide health sector knowledge
 - Opportunity for interprofessional learning
 - Positive reflection on learning and transition to world of work
- Professional bodies
 - The feedback could be used as a potential topic for managers group discussion in terms of what it means for services
 - Support ongoing implementation of the programme
 - Encourage interdisciplinary approach to working and learning where appropriate
 - Sustainability, potential for linkage to CPD officer role

RECOMMENDATIONS

1. The report should be circulated to all relevant stakeholder groups together with a recommendation that they consider the document in the context of the implications for their individual services.
2. The College to Work programme should be offered again in 2011 with consideration given to making it available to wider groups of healthcare students on an interdisciplinary basis.
3. In that regard the report should be shared with the H&SCP Education and Development Advisory Group for consideration.
4. Plans need to be developed to ensure the sustainability and currency of the programme. Additional potential facilitators, who meet the criteria set out, need to be identified with a view to increasing capacity.
5. A process of ongoing review and monitoring of both the information provided and the implementation of the project to ensure it remains up to date and has continuous improvement.
6. Where individual HEIs have in place systems to help students prepare for job applications and interviews consideration might be given to linking these two initiatives.
7. Ensure that therapy managers are aware of the programme and that new graduates may have attended.
8. Consideration should be given to providing an open session for anyone who did not have an opportunity to avail of the programme – i.e. where the college was not in a position to offer the session, the student missed the session or trained in another jurisdiction.
9. Further consideration should be given to how best to promote the integration of the two elements of the package – self directed learning materials and the interactive session. The advertising and up take of the on line learning material needs to be considered and monitored.

The subgroup recommends that a process be put in place to ensure the planned implementation of this development.

Subgroup Members

- Rena Lyons, Head of Speech and Language Therapy, NUIG
- Aine Clyne, Occupational Therapy Managers representative
- Fiona McGrath, ISCP
- Patricia Tully, Chair of Galway Local Implementation Group
- Libby Kinneen, Head of Organisation Development and Design, HSE West
- Jackie Reed, HSCP Education and Development

Facilitators

- Fiona McGrath
- Aine Clyne
- Libby Kinneen
- Judy Colin
- Edel Dunphy
- Vera Kelly

Briefing Note

Objective of Programme

The overall objective of the project is to assist students in the transition from college to work in the health services. The outcomes will focus on the knowledge, skills and attitudes that will prepare students for the transition, while acknowledging and reinforcing learning gained throughout the therapy course.

This programme will have two components: a self-directed learning package and one two-hour interactive session which will be delivered by experienced HSE employees with a clinical background. Much of the material in the self-directed learning package is information will be drawn from existing resources e.g. HSE intranet, corporate induction etc. and the aim is to provide access to quality information about the public health services in Ireland.

The self-directed learning package may be accessed on www.hseland.ie. Students will need to register with hseland first using their university email address, do this by clicking on the 'enrol here' button in orange text on the login page. Once logged in the materials may be accessed using the following link <https://pnd.hseland.ie/corp/publications/healthandsocial.htm> or by clicking on *Corporate* (in the Performance and Development box on the bottom right of the front page), then *Supports and Resources*, *Health and Social Care Professionals* and finally *College to Work*.

The aim of the two-hour interactive session is to facilitate students to reflect on their experiences on clinical placements and their experiences of the implementation of change in the health services e.g. move to interdisciplinary, interagency, development of primary care and early intervention teams, integrated services etc. In this session students will also reflect on their learning during their university-based programmes, they will identify their own signature strengths and development needs required for entering the workplace and will develop a personal action plan for how the above can be transferred to the workplace

Aims of the Workshop

- Outline key strategic issues, direction, policies in the Irish Health Services
- To appraise opportunities/challenges entering the workplace
- To reflect on how your education has prepared you for work
- To help you identify personal and professional areas for development to work effectively
- To help you feel better equipped as potential employees entering the workplace

From College to Work Interactive Workshop

Agenda

- *Welcome and Introduction*
- *Starting Work: expectations exercise*
- *Feedback*
- *Workplace experience to date*
- *Feedback*
- *Bringing college experience in the workplace*
- *Debriefing exercise*
- *Evaluation of workshop*
- *Evaluation of resource pack*

We look forward to meeting you



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From College to Work in the Health Services

Introduction

The college to work project aims to provide support to newly qualified therapists in the transition from the role of student to the role of qualified therapist. This resource pack provides self directed learning materials that compliment the 'College to Work' workshop that you may have participated in before joining the Health Services. The learning material is also designed to enhance your learning and support during this transition from 'College to Work' when you do start working.

For some of you, gaining employment within the Health Services may have posed difficulties or may not have been as straight forward as it might have been in the past due to national economic factors. However, the 'College to Work' project is an innovation driven by a commitment to quality and an acknowledgement that learning supports can be useful to both prepare you for the transition and to help you when you start to work. The experience of working in the Health Services will bring many opportunities for personal and professional growth which will enhance your confidence and competence.

To help you orientate yourself to the work setting, it provides information on how the Health Services are organized. It also gives an overview of the main policies and legislation that impact on your practice and on the lives of the people with whom you work. There are many useful learning resources available to support your continuing professional development which are included in the menu section.

Together with support and learning from your team and through professional supervision, the college to work project should give you a firm foundation for starting in your first post within the Health Services.

The following is a listing of resource materials that have been selected to form part of the 'From College to Work in the Health Services' programme which is being offered to final year therapy students. The content of these resources together with the two hour interactive session are designed to assist you to achieve the learning outcomes identified for this programme. The learning outcomes are set out below for your convenience.

Learning outcomes

At the end of the programme students will:

- Access accurate and up-to-date information on the health services including recruitment procedures
- Give an overview of the public health service in terms of its history and current structure, function and culture as it relates to provision of therapy services
- Outline the key strategic issues, direction, and policies and the changing context of the current system
- Critically appraise the opportunities and challenges currently operating in the health services
- Reflect on how their education programme has prepared them to take up their role effectively in the health services
- Identify personal and professional areas of development which are required to work effectively in the health services
- Analyse how the learning from college can transfer to the workplace
- Feel better equipped as potential employees entering the workplace

For ease of access the resources have been divided into the following categories:

- **The Health Services – Structure and Function**

This section will help you to gain a better understanding of the reform of the health services, creation of the HSE and the current developments happening through the HSE Transformation Programme.

- **Strategic and Policy Framework**

This section will give you an outline of the main strategy documents which set the direction for health service policy.

- **Relevant Legislation**

This section will give you a list of the relevant legislation and where you can access it.

- **Professional Development**

This section contains resources to help you plan your continuing professional development.

- **The Recruitment Process**

This section will give you some useful information in relation to the recruitment process.

Much of the material referenced here is on the HSE and DOHC websites which can be accessed at <http://www.hse.ie/eng/> and <http://www.dohc.ie/>

Specific signposts to the information are included in each section.

The Health Services – Structure and Function

The information listed below contains information about the reform of the health services and creation of the HSE and the further development of the HSE through the Integrated Services Programme.

- A great deal of information about the HSE in terms of how it is structured and functions and the services it provides is available under the following headings on the HSE website.
<http://www.hse.ie/eng/>
 - About the HSE
 - Healthstat
 - HSE FactFile
 - Publications – Annual Reports and Service Plans
- Publicly funded health services are also provided by large number of voluntary agencies and hospitals. Many of the voluntary organisations providing disability services are members of the Federation of Voluntary Bodies or the Disability Federation of Ireland. Links to their websites are included below together with other publicly funded hospitals:
 - www.fedvol.ie
 - www.disability-federation.ie
 - <http://www.beaumont.ie/>
 - <http://www.amnch.ie/>
 - <http://www.mater.ie/>
 - <http://www.stvincents.ie/>
 - <http://www.stjames.ie/>
 - <http://www.olhsc.ie/>
 - <http://www.cuh.ie/>
- The Health Service Reform Programme 2003
<http://www.lenus.ie/hse/bitstream/10147/46728/1/1785.pdf>

- HSE website section titled 'About the HSE' http://www.hse.ie/eng/About_the_HSE/
- An Integrated Health System for Ireland <http://www.lenus.ie/hse/bitstream/10147/45850/1/9392.pdf>
- Updates of the Integrated Services Programme from Health Matters the HSE newsletter
 - Autumn 08 issue p4
http://www.hse.ie/eng/Publications/corporate/Health_Matters_Newsletter/Autumn_2008_Edition.html
 - Spring 09 issue p6
http://www.hse.ie/eng/Publications/corporate/Health_Matters_Newsletter/Spring_2009_Edition.html
 - Summer 09 issue p15
http://www.hse.ie/eng/Publications/corporate/Health_Matters_Newsletter/Summer_2009_Edition.html

Supplementary reading

A number of reports were commissioned by the Minister for Health and Children and Department of Health and Children which fed into the development of the Health Service Reform Programme and subsequent establishment of the HSE.

- The Brennan Report <http://www.lenus.ie/hse/bitstream/10147/46721/1/1776.pdf>
- The Prospectus Report <http://www.lenus.ie/hse/bitstream/10147/42913/2/9833.pdf>
- The Hanley Report <http://www.lenus.ie/hse/bitstream/10147/46569/1/1680.pdf>

Strategic and Policy Framework

The following documents give an overview of the key strategic documents which set the direction for health service policy.

- National Health Strategy – Quality and Fairness: A Health System for You, 2001
<http://www.lenus.ie/hse/bitstream/10147/46392/1/1317.pdf>
- The Transformation Programme 2007 – 2010
<http://www.hse.ie/eng/services/Publications/corporate/transformation.pdf>
- HSE Corporate Plan 2008 – 2011
http://www.hse.ie/eng/services/Publications/corporate/HSE_Corporate_Plan_2008-2011.html
- National Strategy for Service User Involvement 2008 – 2013
<http://www.lenus.ie/hse/bitstream/10147/45923/1/9606.pdf>
- See also the Integrated Services Programme references in the Health Services – Structure and Function section

Key national reports

- The Commission on Patient Safety – Building a Culture of Patient Safety 2008
http://www.dohc.ie/publications/building_culture_patient_safety.html
- A Vision for Change 2006 http://www.dohc.ie/publications/vision_for_change.html
- A Strategy for Cancer Control in Ireland 2006
http://www.dohc.ie/publications/cancer_control_2006.html?lang=en
- Primary Care: A New Direction 2001
http://www.dohc.ie/publications/primary_care_a_new_direction.html
- National Children's Strategy – Our children...their lives
http://www.dohc.ie/publications/national_childrens_strategy.html

Supplementary reading

- Protected Disclosures of Information
http://www.hse.ie/eng/staff/HR/Policies,_Procedures_and_Guidelines/Protected_Disclosures_of_Information.html
- Code Practice for Integrated Discharge Planning
http://www.hse.ie/eng/services/Publications/services/Hospitals/Code_of_Practice_for_Integrated_Discharge_Planning.html
- HSE Complaints Policy / Procedure – “Your Service Your Say”
http://www.hse.ie/eng/services/Publications/Your_Service,_Your_Say_Consumer_Affairs/Strategy/Customer_Service_Strategy.html
http://www.hse.ie/eng/services/Publications/Your_Service,_Your_Say_Consumer_Affairs/Policies/Feedback.html

- Trust in Care 2005
[http://www.hse.ie/eng/staff/HR/Policies, Procedures and Guidelines/Trust in Care.html](http://www.hse.ie/eng/staff/HR/Policies,_Procedures_and_Guidelines/Trust_in_Care.html)
- Children First – National Guidelines for the Protection and Welfare of Children 1999
http://www.dohc.ie/publications/children_first.html
- The Agenda for Children's Services: A Policy Handbook
[http://www.omcya.ie/viewdoc.asp?fn=%2Fdocuments%2FChild Welfare Protection%2FAgenda for Childrens Services_061008.htm&mn=chiv&nID=4](http://www.omcya.ie/viewdoc.asp?fn=%2Fdocuments%2FChild_Welfare_Protection%2FAgenda_for_Childrens_Services_061008.htm&mn=chiv&nID=4)

Relevant Legislation

The following is a list of some of the legislation relevant to working in the health services. All of the pieces of legislation mentioned may be found on the Irish Statute Book website <http://www.irishstatutebook.ie/>

- Child Care Act 1991
- Children's Act 2001
- Data Protection Act
- Data Protection (Amendment) Act 2003
- Disability Act 2005
- Education for Persons with Special Educational Needs Act 2004
- Employment Equality Act 1998
- Equal Status Act 2000
- Equality Act 2004
- Ethics in Public Office Act 1995
- Freedom of Information Act 1997
- Freedom of Information (Amendment) Act 2003
- Health Act 2004
- Health Act 2007
- Health and Social Care Professionals Act 2005
- Mental Health Act 2001
- Protection of Persons Reporting Child Abuse Act 1998
- Safety Health and Welfare at Work Act 2005
- Standards in Public Office Act 2001

Professional Development

The following resources will help you to plan your continuing professional development.

- Therapy Project Office Competencies
 - Occupational Therapy Competencies <http://www.lenus.ie/hse/handle/10147/65275>
 - Speech and Language Therapy Competencies <http://www.lenus.ie/hse/handle/10147/65256>
 - Physiotherapy Competencies <http://www.lenus.ie/hse/handle/10147/65276>
- Therapy Project Office CPD Tools
 - Individual CPD Planning Tool <http://www.lenus.ie/hse/handle/10147/65279>
 - Departmental CPD Planning Tool <http://www.lenus.ie/hse/handle/10147/65278>
- Links to professional body websites
 - Association of Occupational Therapists of Ireland <http://www.aoti.ie/>
 - Irish Society of Chartered Physiotherapists <http://iscp.ie/>
 - Irish Association of Speech and Language Therapists <http://www.iaslt.com/>
- Hseland <http://www.hseland.ie/tohm/default.asp>
 - PDP
 - Induction
 - Employee handbook
 - Other resources and programmes
- Keep up to date through www.hse.ie and www.hsenet.ie, Health Matters etc.
- HSE Libraries on line <http://www.lenus.ie/hse/>

Supplementary

- H&SCP Act 2005 (see details of where to find this in the legislation section)
- The Education and Development of Health and Social Care Professionals in the Health Services 2009-2014 <http://www.lenus.ie/hse/handle/10147/83537>
- OHM Competencies for H&SCP Managers (available on Hseland)

The Recruitment Process

- General information on careers in the HSE, vacancies etc. <http://www.careersinhealthcare.ie/>
- Information in relation to the code of practice for recruitment and selection process information. Information about the selection process is included on page 6 of the document in this link. http://www.careersinhealthcare.ie/searchapply/Code_of_practice.doc
- Preparing for interview – the following link to www.publicjobs.ie has some useful information to help prepare for an interview http://www.publicjobs.ie/publicjobs/en/advice/prepare_interview.do