

Brief Intervention Training for undergraduate nurses in Cheshire & Merseyside: A three year evaluation report 2009 - 2012

Summary report

The final evaluation report to assess the impact of a ChaMPs led project to embed brief intervention training into the under graduate nursing curricula across Cheshire and Merseyside is now completed. The vision for the project was to ensure that newly qualified nurses deliver health messages as part of routine health care which were standardised and consistent and ultimately help to reduce the burden of ill health.

The project was a partnership between ChaMPs and the four universities of Chester, Liverpool, Edgehill and John Moores. A strong collaborative approach enabled academic differences to be put aside in order to produce a common teaching resource that was delivered over a period of three years. Training will ensure that the nursing workforce of the future are empowered to support healthy lifestyles, around smoking, alcohol, sexual health, physical activity and healthy eating.

The work won an award at the 2010 North West public health conference and a three year evaluation report conducted by Manchester Metropolitan University has demonstrated clear value in this whole workforce approach to building public health capacity in the health care system. Just under 1,000 student nurses from all branches of nursing took part in the study over the course of the three years and academic tutors fed back their own experiences of participating in the project.

Students and academic tutors were involved in the three year study that looked at the processes involved in the planning and delivery of the project and most importantly, the students own views regarding their confidence and competence to provide brief interventions in clinical practice as student nurses.

Evaluation data were obtained via participative questionnaires and focus groups and non participant observation of the planning process over a three year period from September 2009 until May 2012.

The final report concluded that as a result of the additional training students were more able to recognise opportunities for brief interventions and that the training should be supported. Students also reported that they would have valued formal

assessment of the learning at the end of year one – which was an unexpected finding.

The report also concluded that student confidence increased and that the inclusion of all teaching staff and all branches of nurse education was likely to contribute to a positive experience for universities and students alike.

The report provided really useful insight that can be applied when looking at doing similar capacity building projects with other branches of the workforce such as undergraduate allied health professionals or the post graduate workforce in health and social care. The report concluded that development of an agreed curriculum may be as effective as specific lesson plans and teaching materials and that pocket sized clinical aide memoirs for students would be really helpful to assist students delivering brief interventions. This is certainly an important consideration for any further work to add healthy lifestyle training into existing training / curricula.

96% of respondents agreed that health promotion was a fundamental role of the nurse and by year three of the study students were increasingly aware of their role as promoters of health.

In conclusion it is clear from this report that the relationship between health promotion and clinical care and the clinical environment was consolidated.

One of the areas that this study does not address is whether or not this learning has transferred into clinical practice by newly qualified nurses, though brief intervention training does appear to have had a positive impact on the student nurse health promotion role in clinical practice.

For a full copy of the report please [click here](#).

For further information regarding the original project or evaluation report please contact alison.farrar@champs.nhs.uk

Evidence:

**Choosing Health DH (2004); Wanless (2004); Darzi (2008); Modernising Nursing Careers: DH (2006); NICE Guidance on Behaviour Change: (2007); Commissioning and Behaviour Change: The Kings Fund (2008); Commissioning Training for Behaviour change interventions: University of Chester (2008)*