

Wessex Advanced Nurse Practitioner Pilot Programme in Mental Health

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Introduction

- What, why and who?
- Curriculum development and organisation
- Where we are now



What?

Definition of Advanced Clinical Practice (HEE, 2017)

Advanced clinical practice is delivered by experienced, registered health and care practitioners. It is a level of practice characterised by a high degree of autonomy and complex decision making. This is underpinned by a master's level award or equivalent that encompasses the four pillars of:

- clinical practice,
- leadership and management,
- education,
- research,

with demonstration of core competencies and **area specific clinical competence.**

Advanced clinical practice embodies the ability to manage clinical care in partnership with individuals, families and carers. It includes the analysis and synthesis of complex problems across a range of settings, enabling innovative solutions to enhance people's experience and improve outcomes.

Three Year Pilot
programme

3-6 monthly
collaboration with Trust
service providers

Funding for:

- ❖ Educational
Supervision sessions
- ❖ Monthly Development
Day
- ❖ Nurse Lead



Why

- The shape and skill of the workforce need to meet the needs of services and service users (5YFVMH)
- A National desire to enhance the career development of clinicians who wish to remain clinical
- Local recruitment challenges



Who



Starting with Nurses

Experienced practitioners

Nominated by Trusts

Completed or close to completing:

- Advanced History taking and physical examination
- Non medical prescribing

Curriculum development resources

NHS

Multi-professional framework for advanced clinical practice in England



"New solutions are required to deliver healthcare to meet the changing needs of the population. This will need new ways of working, new roles and new behaviours."



Learning Outcomes

Advanced Practice Competency (APC)	
	Pillar 1 - Clinical
1	History and Examination
2	Diagnosis and Formulation
3	Risk Assessment
4	Investigation
5	Treatment
6	Legal
7	Record Keeping
8	Communication
9	Team Working
10	Time and Problem Management
11	Working with the patient, their support network and communities
12	Professionalism
	Pillar 2 – Leadership and Management
13	Quality Improvement
14	Clinical Governance
15	Leadership
	Pillar 3 - Education
16	Lifelong Learning
17	Reflective Practice
18	Developing Others
	Pillar 4 - Research
19	Research and Critical Review

Aim

Undertake analysis of complex, incomplete or contradictory evidence/data to construct formulations of patients' problems that include an appropriate differential and hierarchical diagnoses.

Knowledge

- Summarise the typical signs and symptoms of the following psychiatric disorders: affective; neurosis; psychosis; personality; substance misuse; eating disorders; organic disorders and cognitive impairment in adults.
- Compare the diagnostic classification systems – ICD10 or DSM5.
- Evaluate the biological, psychological, and social factors involved in the predisposition to, the onset of, and the maintenance of psychiatric disorders in each patient.
- Propose the prognosis of psychiatric disorders in the context of the individual patient and their presentation.
- Explain diagnostic overshadowing and cognitive bias in relation to the advanced nurse practitioner considering differential diagnoses and formulation.

Skills

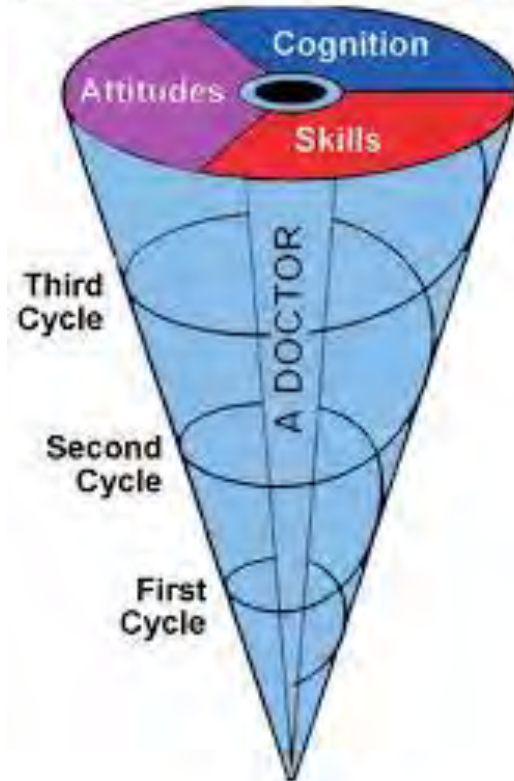
- Synthesise information from multiple sources, the history, mental state and physical examinations, to make appropriate, evidence-based diagnoses and a formulation.
- Use a diagnostic system to construct a differential diagnosis, providing evidence for and against each diagnosis suggested.

Behaviour

- Propose an explanation to the patient and their support network of the diagnosis and formulation which enables a constructive working relationship to improve the patient's health and well-being.
Show an awareness of the advantages and disadvantages of using a diagnostic system for the patient and their support network and health and social care professionals.

Learning

A Spiral Curriculum and the Bologna Process



- Assessed and supervised in practice
- Monthly Development Days
- E learning
- Reflection
- Portfolio submission
- Annual Review of Progress

Sign Off

Stage 1: Novice

The Novice or beginner has no experience in the situations in which they are expected to perform. The Novice lacks confidence to demonstrate safe practice and requires continual verbal and physical cues. Practice is within a prolonged time period and he/she is unable to use discretionary judgement.

Stage 2: Advanced Beginner

Advanced Beginners demonstrate marginally acceptable performance because the nurse has had prior experience in actual situations. He/she is efficient and skilful in parts of the practice area, requiring occasional supportive cues. May/may not be within a delayed time period. Knowledge is developing.

Stage 3: Competent

Competence is demonstrated by the nurse who has been on the job in the same or similar situations for two or three years. The nurse is able to demonstrate efficiency, is coordinated and has confidence in his/her actions. For the Competent nurse, a plan establishes a perspective, and the plan is based on considerable conscious, abstract, analytic contemplation of the problem. The conscious, deliberate planning that is characteristic of this skill level helps achieve efficiency and organisation. Care is completed within a suitable time frame without supporting cues.

Stage 4: Proficient

The Proficient nurse perceives situations as wholes rather than in terms of chopped up parts or aspects. Proficient nurses understand a situation as a whole because they perceive its meaning in terms of long-term goals. The Proficient nurse learns from experience what typical events to expect in a given situation and how plans need to be modified in response to these events. The Proficient nurse can now recognise when the expected normal picture does not materialise. This holistic understanding improves the Proficient nurse's decision making; it becomes less laboured because the nurse now has a perspective on which of the many existing attributes and aspects in the present situation are the important ones.

Stage 5: The Expert

The Expert nurse has an intuitive grasp of each situation and zeroes in on the accurate region of the problem without wasteful consideration of a large range of unfruitful, alternative diagnoses and solutions. The Expert operates from a deep understanding of the total situation. His/her performance becomes fluid and flexible and highly proficient. Highly skilled analytic ability is necessary for those situations with which the nurse has had no previous experience.



Where are we now

- Full curriculum and handbook in place
- Evaluation ongoing
- 11 starters, 8 remain
- Ongoing conversations with provider Trusts
- End of Year One assessments complete
- Appetite for second cohort to start September 2019
- Conversations with RCPsych

THANKYOU...

QUESTIONS?

