DEVELOPING AND SUPPORTING THE NURSE PRACTITIONERS OF THE FUTURE:
AN EVALUATION OF A WORK BASED INTEGRATED STUDY PROGRAMME IN UNPLANNED CARE

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Wirral WIC’s: Victoria Central Hospital opened June 2000 Arroewe Park Hospital opened Dec 2000

Walk in Centres quickly became a highly acceptable option for patients who did not want to attend A&E or their own GP.

Last year 87,500 patients seen in Wirral Walk in Centres [1:3 population of Wirral]

Staffed by Nurse Practitioners with a wide professional and educational background
WHY WORK-BASED LEARNING?

- WBIS programme was developed in partnership with University of Chester with an aim to support the development of experienced staff nurses during their transitional phase in their career into Nurse Practitioner roles.

- The main aim of the module is to produce competent and confident practitioners who are supported in the workplace to develop their skills using both experiential learning with academic support and guidance.
WHY WORK-BASED LEARNING?

- This course adopts a traditional systematic approach to clinical examination but it also has a high emphasis on the application of learning in relation to local guidelines and pathways.

- Work-based learning supports the personal and professional development of students who are already in workforce and focuses the learning and development towards the priorities of both the employee and the organisation (Brennan & Little, 2006).
WHY LEVEL 6?

- Professional demands to develop a competent and academically credible Profession

- Standards for Advanced Nursing Practice – NMC and RCN recommendations

- Motivations of Post-Registered Nurses

- Academic experience and confidence of Post-Registered Nurses must be taken into account when level of study is determined.
Clinical Examination and diagnostic skills

Treatment using local Prescribing Guidelines or Patient Group Directions

Referral using local referral pathways and guidelines

BENEFITS :- BESPOKE COURSE
FURTHER BENEFITS:

- Programme designed to incorporate normal working patterns and service provision e.g. Holidays
- Strategic Health Authority Funding for Shell modules available through Post Qualification framework (PQF)
- Flexibility in ever changing times!
THE UNIVERSITY PERSPECTIVE

Pauline Alexander
Lecturer
University of Chester
RESPONDING TO LOCAL PCT NEEDS

- The module is a 30 credit Level 6 module.
- An approved work based learning shell module is utilised to maximise the benefits of SHA, Post Qualification Framework (PQF) funding.
- The module is taught collaboratively with practising Nurse Clinicians within the workplace 3 hours per week over a six month period.
PROGRAMME CONTENT:

- Legal and Professional Issues
  - Head injury and NICE guidelines
  - Eye examination
  - Neurological examination

- Reflective Practice
  - Wound assessment and wound closure

- History taking and consultation
  - Abdominal examination
  - Ear Nose and Throat examination
  - Chest examination

- Minor Injuries-
  - Upper and lower limb examination
LEARNING OUTCOMES

1. Establish through effective communication a negotiated therapeutic partnership with patients and/or carers which respects their individuality and dignity.

2. Develop a systematic problem solving approach resulting in competent history taking and clinical examination.

3. Logically demonstrate the advanced physical assessment skills required for the examination of patients within the practice setting.
LEARNING OUTCOMES

4. Critically analyse the use of evidenced based literature and justify the decision making process during clinical assessment and management.

5. Critically appraise the ethical and legislative frameworks in relation to individual professional accountability, record keeping and clinical governance.

6. Critically appraise the health assessment techniques used within the practitioners clinical practice setting and reflect upon the application to practice.
ASSESSMENT Section 1:
REFLECTIVE PORTFOLIO OF LEARNING

- Student Profile / CV
- Professional Qualifications/Past Academic Learning
- Previous Working Experiences
ASSESSMENT Section 2 Module Outcomes in University and Practice Based Learning

- Independent Study Record
- Module Outcomes by Page - one significant piece of evidence for each learning outcome,
- Reflective Diary Template (optional use)
- Pre course Learning Needs Analysis
- Relevant case histories
- Testimonials
- Reflective accounts
- Critical incidents analysis
- 3000 to 3300 words maximum
ASSESSMENT OF PRACTICE:

- Clinical log of clinical practice activity verified by the mentor indicating a minimum of 150 hours practice

- OSCE including 2 x 20 minute stations one minor injury and one minor illness

- Completion of the clinical competences signed by the mentor in practice
RESULTS

- Six students at Wirral due to complete their course at end of November 2009
- Expressions of interest from potential students who want to do the course next year in Wirral from Walk in Centre and other first contact Community Services
- 12 students at St Helens successfully completed the course in April 2009
- 13 Students at St Helens due to complete the course in December 2009
- 12 Students at St Helens registering for February 2010
Evaluation:

- The module aims to support the development of competent and confident practitioners who are supported in the workplace to develop their skills using both experiential learning with academic support and guidance.

- The added benefits of the application of learning in relation to local guidelines and pathways is paramount.
Evaluation:

- The benefits of delivering bespoke educational interventions targeted at motivated and ambitious staff cannot be overestimated.
- Work based learning as a creditable form of developing novice practitioners into confident, competent and proficient Advanced Practitioners.
Thank you for listening!

Any Questions?
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References: