

COURSE OVERVIEW for CLINICAL AGENCIES

This document provides managers and potential Clinical Teaching and Supervision team members with information about the NP program at the University of Melbourne (MC_ANPNP). It is essential that managers and clinicians understand the program and the expectations of the student and the organisation before making this commitment.

Course overview

Course title	Master of Advanced Nursing Practice (Nurse Practitioner)
Course code	MC_ANPNP
Duration	2 years
Study load	Part-time
Delivery mode	Dual delivery (campus - Parkville campus) Clinical practice placements
School	Department of Nursing, School of Health Sciences
Contact	Department of Nursing Email: nursing_enquiries@unimelb.edu.au Tel no: 03 8344

Course aim:

The aim of the Master of Advanced Nursing Practice (Nurse Practitioner) program is to produce advanced practice nurses capable of providing a high standard of clinically focused care of varying levels of complexity and in a variety of contexts to improve outcomes for people, their families and the community. This program aims to develop clinical leaders with the capacity to lead practice and service development, influence healthcare service and policy and contribute professionally to their specialty and discipline. Nurse practitioners' practice across five practice domains: direct and comprehensive care, support of services, education, research, publication and professional leadership. The program learning outcomes, curriculum and assessments are designed to address capability in each of these domains.

This course will prepare graduates to meet the NMBA Nurse Practitioner Standards for Practice. Furthermore, on completion of the program they will be educationally prepared for endorsement as a nurse practitioner with the Nursing and Midwifery Board of Australia (see section titled *Professional Accreditation* for more details).

Course structure

The program is conducted part-time over two years using a range of delivery modes. Students will attend workshops on campus, use a range of online resources to support their learning and will

undertake clinical practice throughout the course to link theory to practice. The teaching faculty include clinicians and academics, expert in their area of teaching.

The course is designed to minimise the impact on clinical agencies; on-campus classes are allocated in blocks where-ever possible to support rostering, classes are recorded for students unable to attend and clinical commitments can be negotiated with the agency to ensure that they meet student and employer needs.

Clinical practice

The clinical practice component of the nurse practitioner (NP) program is comprised of Integrated Professional Practice (IPP) placements and the student's employed clinical practice (ECP); the sum of which will provide students with the necessary clinical learning environment and practice opportunities to graduate as a capable advanced practice nurse able to meet the NMBA Nurse Practitioner Standards for Practice (2021).

The student's role must be in their chosen clinical field and be considered advanced practice to be eligible for the program. The total clinical commitment of the student during the course is an average of 38hours/fortnight (ECP + IPP) during which students must have access to clinical support and the opportunity to develop their practice. Students must complete a total of 300 hours of IPP during the program (IPP is described more detail below).

Students will require the support of expert clinicians during their employed clinical practice and their integrated professional practice placements. These experts will make up the students Clinical Teaching and Supervision (CTS) Team.

Advanced practice

The NMBA states:

Advanced practice is where nurses incorporate professional leadership, education, research and support of systems into their practice. Their practice includes relevant expertise, critical thinking, complex decision-making, autonomous practice and is effective and safe. They work within a generalist or specialist context and they are responsible and accountable in managing people who have complex healthcare requirements. Advanced practice in nursing is demonstrated by a level of practice and not by a job title or level of remuneration.

Advanced practice may be visible in nurses employed in nurse consultant roles, clinical nurse specialist roles, case managers etc. Nurses in a range of positions are therefore eligible for this course. Prospective students will be asked to provide a curriculum vitae and may be asked for a job description to illustrate how their role meets this definition.

Integrated Professional Practice

IPP is supernumerary practice which enables the student to develop and demonstrate the NMBA Nurse Practitioner Standards for Practice in their clinical field. The aim is to integrate new knowledge into practice, engage across disciplines and focus on developing advanced and extended clinical capability. The emphasis is on learning rather than service delivery to meet key performance indicators; hence it is supernumerary practice. A more comprehensive explanation of supernumerary

IPP is provided by ANMAC in an explanatory statement, which is attached. This document articulates the intent of IPP and defines what is considered supernumerary practice for this purpose.

Students must complete a minimum of 300 hours of IPP over the program. These hours are spread across clinical subjects in first and second year and students will negotiate with clinical agencies to identify a schedule for completion of these hours. Most of these hours will be completed in their service. However, students are also expected to complete 40 hours in alternative and complementary placements. This may be within the same organisation but within a complementary clinical service or it may be with another agency. The aim of which is to provide students with exposure to their patient/client population at a different point in their health care trajectory. It is intended that this will give students a deeper appreciation of the health care needs and priorities of their patient/client group and an understanding of how their advanced practice skills can be applied more generically to their patient/client cohort e.g. beyond their service.

Clinical governance

Students enrolled in this course must have a signed employer and IPP agreement form in place which must be signed prior to enrolment, each year of enrolment and if the student changes employer or their clinical teaching and support team membership changes. The purpose of this agreement is to ensure that the student's employer understands the expectations of the student and the commitment that the agency make to the enrolled student. Students will focus on developing new skills which may be beyond their current scope of practice. The IPP hours are an opportunity to work towards a demonstration of the NMBA NP Standards of Practice. This will require that the student has adequate Clinical Teaching and Supervision during this program to support learning and safe practice.

IPP quality framework

The Course Coordinator is responsible for governance of the IPP experience which in summary means that the coordinator will review and approve placements, prepare the CTS team members for their role, monitor the quality of the experience of the student and negotiate strategies for improvement where there are concerns.

Clinical Teaching and Supervision

Students must be supported during their clinical experience by a Clinical Teaching and Supervision Team (CTS Team). The CTS Team is comprised of clinical experts from the student's clinical field. The team should include a minimum of two clinicians; one of which should be a prescriber (e.g. NP or physician) and another ideally from a different discipline. If the prescriber is not an NP the team must also include a nurse leader e.g. nurse consultant, nurse service manager, nurse educator to provide the student with nursing leadership. The team provides clinical teaching and support, provides feedback, undertakes clinical assessments and provides professional and clinical mentoring.

More details describing employed clinical practice, IPP and the CTS Team composition, criteria for eligibility and responsibilities are available in the *Clinical Experience - Information for CTS Team Members*.

The CTS Team are supported by the Course Coordinator who review and support students to negotiate appropriate IPP arrangements, clinical objectives and strategies for achievement. The coordinator will provide guidance to the CTS team regarding assessments and work with them to support and guide students who are challenged by the clinical expectations of the course. The Course Coordinator will also take responsibility for the clinical review process for students who are unable to meet the accepted standards and work closely with the CTS Team to develop and implement an appropriate development plan in these circumstances.

Responsibilities

The responsibilities of the student, the University course coordinator, the members of the CST team and the employing organisation are listed below.

Student

- Collaborate with CTS Team members to identify clinical learning needs, set objectives & establish strategies including an IPP Support & Development plan to achieve objectives.
- Document & submit IPP Support & Development Plan to course coordinator for approval
- Appropriately prepare for IPP experience & reflect on clinical feedback received from CTS Team members
- Schedule clinical assessments with CTS Team members & provide relevant documentation.
- Identify concerns about clinical experience, support &/or progress & raise with CTS Team member &/or NP Course Coordinator.
- Resubmit CTS Team Member Agreement Form & the Clinical Agency: Employment & IPP Agreement form annually or sooner if employment or clinical support arrangements change.

University - Course coordinator

- Review the appropriateness of employment, IPP experience & CTS Team composition prior to offer, & thereafter annually or following a change.
- Support the student to negotiate appropriate IPP experience & IPP Support & Development Plans
- Oversee & support the Clinical Performance Development Cycle, which includes objective setting, negotiating & reviewing IPP support & development plans & clinical assessments.
- Monitor IPP completion & achievement of objectives via completed IPP Support & Development Plan
- Respond to CTS Team/organisational concerns about student's performance & manage the clinical performance review process.
- Implement the IPP Quality Framework which involves: preparation of CTS Team members to provide support & supervision & assessment of student performance, student quality of experience survey & implementation of strategies to address concerns about placement quality

Organisation

- Reasonably commit to maintaining current employment during the 2 year program
- Provide opportunity for the student to complete the IPP requirements of the program in their clinical area & in other complementary services within the organisation to ensure exposure to a case-mix & service delivery model that supports the student to achieve the objectives of the program.

- Commit the resources to provide adequate clinical support to assist the student to meet the clinical requirements of the program & the Nurse Practitioner Standards for Practice.
- Ensure that appropriate support & governance is in place to enable the student to practice or simulate advanced practice & clinical decision-making, while maintaining patient safety.

Clinical Teaching and Supervision team

- Understand the course aims, the clinical requirements of the student & the roles of the CTS Team & the Course Coordinator.
- Support the student to identify clinical learning needs, document objectives & strategies to address learning objectives
- Negotiate an appropriate plan to support the student to complete 300 hours of supported & supervised IPP experience.
- Allocate adequate time to support, supervise & assess the student.
- Provide clinical teaching (formal & informal), support & supervision of the student (directly & indirectly)
- Provide feedback to support the clinical development of the student.
- Undertake regular assessments of the student, including patient assessments & clinical performance appraisals
- Contribute to clinical governance to ensure patient/client safety while providing an appropriate learning environment for the student
- Liaise with NP Course Coordinator regarding student performance, role expectations or other concerns

Professional accreditation

Nurse Practitioners in Australia are registered nurses endorsed by the Nursing and Midwifery Board of Australia (NMBA) under section 95 of the Health Practitioner Regulation National Law. To achieve this endorsement applicants must meet several requirements*, one of which is successful completion of a postgraduate nursing master degree approved by the NMBA or a program that is substantially equivalent to an NMBA approved program of study.

Programs are approved by the NMBA following review and recommendation by the Australian Nursing and Midwifery Accreditation Council (ANMAC). The Council is an independent body responsible for establishing the standards for and reviewing nursing and midwifery registration and endorsement education programs and making recommendations to the NMBA. The ANMAC NP Accreditation Standards are available from ANMAC [website](#) and programs assessed as meeting these standards and approved by the NMBA are recorded on the NMBA [website](#).

Applicants who have successfully completed an approved program of study will apply for endorsement via Pathway 1. Applicants applying for endorsement having completed a program that is not an NMBA approved program will apply via Pathway 2 and will therefore be expected to provide evidence that the program completed is substantially equivalent. Advice about the format that this should take should be sought from the NMBA before committing to a non-approved program of study.

The NP program offered by the Department of Nursing at the University of Melbourne was first assessed and accredited by ANMAC and approved by the NMBA in 2013. The NP program has most recently been reviewed and accredited by ANMAC --- insert relevant date and has been accepted by the Board as an NMBA accepted program of study for the period – insert dates. Graduates of this program will meet the education requirements of NP endorsement and will therefore be eligible to apply for endorsement via pathway 1.

* NMBA endorsement requirements are:

1. current general registration as a registered nurse in Australia with no conditions or undertakings relating to unsatisfactory professional performance or unprofessional conduct
2. The equivalent of three years' full-time experience (5,000 hours) at the clinical advanced nursing practice level, within the past six years, from the date when the complete application seeking endorsement as a nurse practitioner is received by the NMBA.
3. Successful completion of a an approved program of study or a program that is substantially equivalent as an NMBA approved program
4. Compliance with the NMBA's Nurse practitioner standards for practice.

Further details regarding NP endorsement can be found on the [NMBA website](#).

ANMAC explanatory definition: Supernumerary



Australian
Nursing & Midwifery
Accreditation Council

www.anmac.org.au

EXPLANATORY NOTE

Interpretation and explanation of supernumerary integrated professional practice for nurse practitioner students

This explanatory note has been prepared to help education providers, professional practice providers and students of nurse practitioner programs of study understand the interpretation of supernumerary integrated professional practice in the context of nurse practitioner education. This explanatory note provides clarification relating to the interpretation of supernumerary for integrated professional practice as it must apply in nurse practitioner programs of study.

The *Nurse Practitioner Accreditation Standards* (2015) define supernumerary as:

Where the student undertakes supervised practice outside their employed position or when they are not counted in the staffing roster.

Integrated professional practice

Integrated professional practice in the context of nurse practitioner students is undertaken:

- by registered nurses who are either employed or self-employed and are required to undertake 300 hours of professional practice to enable learning and demonstrate achievement of the Nursing and Midwifery Board of Australia's *Nurse practitioner standards for practice*
- in preparation and practice for their future role as a nurse practitioner, the students apply advanced levels of knowledge, skills and experience to perform clinical skills or episodes of care considered to be advanced practice
- under supervision of an appropriately qualified and experienced supervisor and for the duration of the integrated professional practice event, the student is supernumerary.

Integrated professional practice should provide a supported learning environment for the development of clinical skills and capability in episodes of care, including but not limited to those described in the *Nurse practitioner standards for practice*:

1. Assesses using diagnostic capability
2. Plans care and engages others
3. Prescribes and implements therapeutic interventions
4. Evaluates outcomes and improves practice

Supernumerary in context of integrated professional practice

Nurse practitioner students can obtain supernumerary integrated professional practice in one, or a combination of three ways:

- 1. Undertaking scheduled and supervised integrated professional practice in the clinical setting where they are employed, but not rostered at that time.**

Nurse practitioner students undertaking supernumerary integrated professional practice in the clinical setting where they are employed do so with supervision for the tasks they are undertaking and are in addition to the usual complement of staff in the healthcare setting. The service provided in the healthcare setting could continue to be delivered without the nurse practitioner student's presence.

- 2. Undertaking unscheduled, opportunistic and supervised integrated professional practice in the clinical setting where they are employed and counted in the roster of the clinical setting.**

During a rostered shift there may be an opportunity for the nurse practitioner student to become supernumerary. If the clinical workload at the time allows them to undertake the advanced practice under supervision, this can be counted as integrated professional practice time. In this circumstance the normal provision of rostered duty care cannot be compromised.

- 3. Undertaking supervised practice in a clinical setting where they are not employed.**

Nurse practitioner students may visit another clinical setting within their own employment setting or health service or visit another clinical facility to undertake supernumerary integrated professional practice.

Management of supernumerary integrated professional practice

In principle, the duration of each block of supernumerary practice can vary and should be organised into periods that are manageable by the student and the health care provider. The sessions should be of sufficient duration to comprehensively develop skills and capabilities required of a nurse practitioner. The full 300 hours of supervised integrated professional practice is documented to provide evidence the student has achieved the *Nurse practitioner standards for practice* as approved by their clinical supervisor(s) and education provider.

The nurse practitioner student is responsible for negotiating a plan to meet their integrated professional practice requirements in a way that minimises disruption to the clinical setting.

Version number	Date	Short description of amendment
V1.0	April 2018	First explanatory note

Accreditation Services
17 April 2018