

Clinical Requirements SNNP01

Roles of the Clinical Mentor and Clinical Support Team

Introduction

Your healthcare organisation has been requested to provide support for a Master of Nursing (Nurse Practitioner) applicant at Charles Darwin University (CDU). As part of the admission process to study with CDU, the applicant must provide proof a) that the organization will provide opportunity to undertake 300 hours of supernumerary integrated professional practice and b) they will have access to a Clinical Mentor (CM) and Clinical Support Team (CST) throughout the duration of their course. The following information outlines the requirements of this support, as well as forms confirming that these can be provided.

The CST must at a minimum cover nursing, medicine and pharmacology. Suitable members of the CST are a nurse practitioner, medical practitioner and pharmacist. Allied health professions can be included if there is an identified need for it e.g. physiotherapist.

The clinical mentor (CM) is either a nurse practitioner (NP), with at least one-year full time experience as a nurse practitioner, or a medical practitioner with a specialisation in a relevant clinical field.

All CST members, including the clinical mentor, should be employed at a minimum of 0.5 full time equivalent (FTE). Casual staff members are not eligible to be clinical mentors or clinical support team members.

It is desirable that the CM and other members of the CST have at least one of the following: educational training, experience from supervision of NP students, experience of supervising registrars or medical students.

The role of the clinical support team is pivotal in the development of the nurse practitioner student's practice. The nurse practitioner student will be working closely with their team to expand their clinical skills, critical thinking, decision-making, diagnostic reasoning, client management, and professional practice.

NP's work in close collaboration with other health professionals; hence it is important that this collaboration, with a multi-disciplinary clinical support team is present throughout the course with the aim to prepare these students for the role.

The purpose of this guide is to provide the whole clinical support team, including the clinical mentor, with sufficient information about the roles of both the University and the clinical support team and the mentor, to facilitate the collaboration that will aid the success of the NP student. Students are been asked to provide us with the CST's contact details, so that CDU can be in direct contact with the CM and the CST.

If this applicant is successful in receiving an offer and completing the course with CDU, the course will lead to eligibility for endorsement as an NP by the Nursing and Midwifery Board of Australia (NMBA). The NMBA is a National Board under the Australian Health Practitioners Regulatory Agency (AHPRA).

Integrated Professional Practice (IPP) requirements in the course

It is expected and common that most NP students will continue working in their clinical area of specialty while undertaking their studies. The course includes a requirement for a minimum of 300 hours supernumerary* integrated professional practice (IPP) be undertaken by each student during the course. These hours will provide the student opportunity to further develop their skills and professional practice and grow into the expanded role of an NP with the guidance of their CST and CM. The 300 hours have been spread over their whole course; see below, to support the student in their professional growth.

Year 1 Semester 1	50h
Semester 2	100h
Year 2 Semester 1	20h
Semester 2	130h

TOTAL **300 hours**

* Definition Appendix I

Most students will be combining part-time study with work and the clinical requirements of the units in which they are enrolled. Because of their previous work experience, students will have varying levels of expertise in different aspects of the course. This means that some units in the course may be relatively easy and others less so, if the material differs from their usual practice. The CST along with the unit coordinator should be ready to assist and students are therefore encouraged to not delay the identification of any difficulties with content, clinical application or time management.

if at any time a student has difficulty in meeting the clinical requirements of the course, it is their responsibility to raise this as soon as practical with the course coordinator so that a resolution to any issues can occur with the relevant clinical area.

The focus of the IPP hours is on the student 'growing into the role' under the supervision and guidance of their CM and CST. Students will be a registered nurse (Division 1), so do have the capacity to work unsupervised in their normal role, however the intent of the IPP hours is on developing their practice, apply acquired advanced and expanded skills that allow the student to meet the outcomes of the course. This may be achieved by working with the CM or member of the CST to observe, assist with, practice with supervision, or independently undertake particular clinical skills that meet the demands of the course.

It is expected that during these hours, the CST and CM provide teaching support in the way of demonstration, discussion, questioning, guidance, advice and feedback to the student. The student is also requested and encouraged to reflect on their practice in discussion with their CST.

The Clinical Support Team including Clinical Mentor

Role of the Clinical Mentor

The CM is an experienced clinician, committed to the education of NP's that undertakes to support and guide the NP student in their clinical environment. The CM takes a leading role of the NP student's CST.

The CM will be responsible for the supervision of the NP student but does not have to work for the total specified clinical IPP hours that the NP student is required to undertake.

The responsibilities of the CM are to:

- Provide clinical advice as it applies to the student's context of practice;
- Assist the student with the development of his/her personal clinical goals and competency for expanded practice;
- Provide an assessment to the university of the student's ability and capability to demonstrate to be safe and competent in his/her expanded practice;
- Participate in the assessment of the student as required by the specific unit/s.

Role of Clinical Support Team members

The CST takes a multi-disciplinary approach and may consist of physicians, surgeons, medical officers, general practitioners, qualified nurse practitioners, pharmacists, senior advanced practice nurses or other expert health professionals who can give timely and appropriate advice and guidance to the student.

This is covered in case management, patient assessment, diagnostic procedures including radiology, pharmacological management of patients and ongoing care of patients and their families.

Members of the CST, with the mentor, assist the NP student in the following ways:

- Being accessible to the student.
- Conducting regular case reviews with the NP student.
 - Discussion and assessment of clinical decisions
 - Recommendations for future patient care.
 - Identification of learning needs and resources.
- Supporting the student to develop the NP role in their clinical environment.
- Encouraging a reflective approach as the student works into the role of NP.
- Working with the NP student to identify learning needs.
- Clinical teaching.
- Patient management in collaboration with the NP student.
- Providing ongoing formative feedback.
- Assessment in collaboration with the University.

The SNNP01 course uses the Subjective, Objective, Assessment and Plan (SOAP) format for all patient documentation and case study presentations/Vivas, therefore it is expected that students would become familiar with discussing and presenting patients using SOAP.

Role of College of Nursing& Midwifery, Charles Darwin University (CDU) the Education provider

The Course Coordinator for the SNNP01 monitors the academic progress of each NP student.

The responsibilities of the unit coordinator and course coordinator are to support the CST and CM by:

- Ongoing support for the student, CM and CST in the clinical setting through regular contacts.
- Working with student to develop learning approaches as they work into the expanded role.
- Identification of learning needs with student.
- Planning learning activities with student.
- Collaborating with the mentor and CST to identify an 'at risk' student.
- Planning and supporting the mentor and CST with assessment of a student.

Regards Haakan
Associate Professor Haakan Strand
Course Coordinator

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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:

Text

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.

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

Accreditation Services
17 April 2018



Master of Nursing (Nurse Practitioner) MNNP

Letter of Support Healthcare organisation

Executive Director of Nursing (or equivalent)

I, _____
(Print full name)

in the position of _____
(Executive Director of Nursing or equivalent)

On behalf of _____
(Organisation)

agree to support _____
(Students full name)

undertaking the Master of Nursing (Nurse Practitioner) course with the Charles Darwin University, College of Nursing & Midwifery should he/she be accepted.

I acknowledge that I have read the attached Integrated Professional Practice Requirements of the Course information and confirm that the organisation is committed to supporting the studies of this student by providing opportunities for a minimum of 300 hours of supernumerary integrated professional practice (IPP) during the program and the Clinical Support Team requirements.

I certify that I have kept a copy of this document for my records.

Signature: _____

Date: _____

Address: _____

Phone: _____

Email: _____



Master of Nursing (Nurse Practitioner) MNNP

Clinical Support Team Agreement

D Clinical Mentor
D Clinical Support Team Member
(Tick a relevant box)

I, _____,

registered with Australian Health Practitioner Regulatory Agency (AHPRA), hereby state that I have read the provided documentation regarding the role and responsibilities of the Clinical Mentor (CM)/ Clinical Support Team (CST) for a Nurse Practitioner student.

I agree to be a member of the CST (see above) for _____

undertaking the Master of Nursing (Nurse Practitioner) course with the Charles Darwin University, College of Nursing & Midwifery as long as he/she is enrolled in the MNNP course.

Signature: _____

Position: _____

Date: _____

AHPRA registration no: _____

Qualifications:

Educational qualifications and/or previous experience mentoring/ supervising student e.g. NP, medical, registrar:



Master of Nursing (Nurse Practitioner) MNNP

Contact information. (Student to complete)

Please provide the details of your Executive Director of Nursing (or equivalent) and your clinical support team members (additional pages can be added if required):

Executive Director of Nursing (or equivalent):

Name: _____
Position: _____
Organisation: _____
Address: _____
Email: _____
Phone: _____

Clinical Mentor

Name: _____
Position: _____
Organisation: _____
Address: _____
Email: _____
Phone: _____

Clinical Support Team Member 1

Name: _____
Position: _____
Organisation: _____
Address: _____
Email: _____
Phone: _____

Clinical Support Team Member 2

Name: _____
Position: _____
Organisation: _____
Address: _____
Email: _____
Phone: _____