Developing and Maintaining Competence to Prescribe

Dr Deborah Robertson
Programme Leader NMP
University of Chester
Scope of Presentation

• Ensuring you have the history-taking, clinical assessment and diagnosis skills to prescribe appropriately and effectively
• Keeping your prescribing knowledge up-to-date: accessing education, training and resources
• Demonstrating competence to prescribe
• Coaching and mentoring for current and aspiring non-medical prescribers
Introduction

• What is a competency?
  – Knowledge, skills, motives & personal traits

• What is a competency framework?
  – Collection of competencies thought to be central to effective performance
Background

• Demonstrating competence is familiar to HCP’s
• Benner- ‘Novice to Expert’
• The apprenticeship model ‘see one, do one, teach one?’
• Skills development


   Menlo Park: Addison-Wesley, pp. 13-34.
But WHY?

• To pass assessments?
• As part of performance/development review?
• To get a new/better job?

• To maintain safety and improve care?
Prescribers’ competency framework

- Been around for a while, in different guises
- Nurses competencies?
- Pharmacist/AHP competencies?
- Medics/Dentists?

- Unified professional framework
  - NPC Single Competency Framework 2012
Domains of Competence

• *What good prescribing looks like*
• 3 domains
  – *The consultation*
  – *Prescribing effectively*
  – *Prescribing in context*

• Each has 3 dimensions of competency (9 in total)
GOOD PRESCRIBING

The Consultation

- Knowledge
- Options
- Shared decision making

Prescribing

- Prescribing in context
- Information
- The Healthcare system

Prescribing effectively

- Safe
- Professional
- Always improving
Purpose of the framework

A tool to:

• Facilitate good prescribing practice by all health care professionals who can prescribe.
• To help ensure that patients receive the same high quality of care irrespective of the professional background of the prescriber.
Uses of the framework

• Curricula development
• Support CPD
• Training needs assessment
• Preparation to prescribe
• For further development by professional organisations / professional groups
• By individual prescribers, managers or professional bodies

(NB – there is a Word version that can be used to insert comments / evidence)
Developing Competence

• NMP students come to university course with varying levels of competence in different area
• Use of Learning Needs Analysis to identify areas of strength and areas for development
• Develop competence through
  – Theoretical Underpinning
  – Clinical Application
  – Reflection
• Nomination process and entry criteria ensure appropriate people accessing NMP training
Key Areas

• Consultation and Examination
• Diagnostics
• Clinical Decision Making
• Monitoring and Review
• Pharmacological Knowledge
• Safe, Professional Prescribing
Assessing Competence

- Use of Single Competency Framework in Clinical Practice
- Theoretical Assessment to test knowledge
- Development of Portfolio of Prescribing Practice
- OSCE- skills assessment

- Ongoing Performance development and review
Maintaining Competence

• Ongoing Performance development and review

• Use of ‘a’ framework
  – The single competency framework can easily be used as an appraisal tool
  – Clinical and theoretical applications
  – Allows for informal assessment in practice
  – Can be a self assessment process for individuals
The Importance of CPD

- Professional and Regulatory Body requirement of practice and continued registration
- Employer requirement as part of annual reviews
- Professional accountability of the individual
- MANY resources available
- NO specific prescribing requirements
Accessing Training and CPD

- Higher Education Institutions
- Trusts and employers
- Conferences, seminars, workshops
- Drug Company sponsored events
- Private CPD companies
- Online CPD- many Journals offer this
Coaching and Mentoring

• ‘Buddy scheme’ advocated by DH and many HEIs
• Increasing number of NMPs in practice to be ‘buddies’
• Support for DMP/NMP Mentor
• Help facilitate clinical supervised practice
Tips on using the framework to identify strengths and development areas

• Approach the framework one competency at a time
• Spend some time thinking about how the statements apply to your individual prescribing context

• Reflective questions
  – In your view, what are the most important behaviours and skills that prescribers use, and need to maintain, to be good prescribers? Why?
  – Reflect on a recent ‘prescribing’ encounter that you had with a patient that you felt did not go well, or resulted in an error — what happened? How might it have been prevented?
  – Reflect on a recent ‘prescribing’ encounter that you had with a patient that you felt went well — what happened?
Summary

- This framework was developed for you
- Break it down into chunks
- Celebrate & share your good prescribing experiences
- Learn from episodes that didn’t go so well
- Spread the word!
References


Suggested Reading

- NPC/NICE site: [http://www.nice.org.uk/mpc/](http://www.nice.org.uk/mpc/)
- Professional Regulatory Body Websites

Thanks

- Jane Brown who was Associate Director, National Prescribing Centre and project lead