Developing the role of the ANP/ACP within Hospital @ Night

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Aims

• Starting competency base of hospital at night team
• To explore the journey from coordinator to practitioner
• To explore the journey from practitioner to advanced clinical practitioner
• Governance
  – Competencies
  – National ACP & Credentialing
• The future
Hospital @ Night

• Night Co-Ordinator

• Nurse Practitioner

• Advanced Nurse Practitioner/Advanced Clinical Practitioner
JOB TITLE
Career Framework Level 9
People working at level 9 require knowledge at the most advanced frontier of the field of work and at the interface between fields. They will have responsibility for the development and delivery of a service to a population, at the highest level of the organisation.
Indicative or Reference title: Director

Career Framework Level 8
People at level 8 of the career framework require highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as the basis for original thinking and/or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable clinical and/or management responsibilities, be accountable for service delivery or have a leading education or commissioning role.
Indicative or Reference title: Consultant

Career Framework Level 7
People at level 7 of the career framework have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative, and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment.
Indicative or Reference title: Advanced Practitioner

Career Framework Level 6
People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and/or have management and leadership responsibilities. They demonstrate initiative and are creative in finding solutions to problems. They have some responsibility for team performance and service development and they consistently undertake self development.
Indicative or Reference title: Specialist/Senior Practitioner

Career Framework Level 5
People at level 5 will have a comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge. They are able to use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self development. They may have responsibility for supervision of staff or training.
Indicative or Reference title: Practitioner

Career Framework Level 4
People at level 4 require factual and theoretical knowledge in broad contexts within a field of work. Work is guided by standard operating procedures, protocols or systems of work, but the worker makes judgements, plans activities, contributes to service development and demonstrates self development. They may have responsibility for supervision of some staff.
Indicative or Reference title: Assistant/Associate Practitioner

Career Framework Level 3
People at level 3 require knowledge of facts, principles, processes and general concepts in a field of work. They may

Career Framework Level 2
People at level 2 are expected to work within the knowledge base of the field and to develop a range of skills to support the delivery of services. They are expected to contribute to service development.
Indicative or Reference title: Apprentice/Trainee

Career Framework Level 1
People at level 1 are expected to work within the knowledge base of the field and to develop a range of skills to support the delivery of services. They are expected to contribute to service development.
Indicative or Reference title: Learner

Career Framework Level 0
People at level 0 are expected to develop their knowledge and skills in the field of work and to contribute to the delivery of services.
Indicative or Reference title: Learner

Career Framework Level -1
People at level -1 are expected to develop their knowledge and skills in the field of work and to contribute to the delivery of services.
Indicative or Reference title: Learner
Sepsis: recognition, diagnosis and early management

NICE guideline [NG51]  Published date: July 2016  Last updated: July 2016  Uptake of this guidance

1 high risk criterion

Arrange immediate review by senior clinical decision maker (person authorised to prescribe antibiotics, such as CT3/ST3 and above or advanced nurse practitioner).

- Cyanosis of skin, lips or tongue
- Non-blanching rash of skin

- Signs of potential infection, including redness, swelling or discharge at surgical site or breakdown of wound

2 or more moderate to high risk criteria

- OR
- SBP: 91-100 mmHg

Clinician review

Clinician to review person’s condition and venous lactate results within 1 hour

Carry out venous blood test for the following:

- Blood gas including glucose and lactate measurement
- Blood culture
- Full blood count
- C-reactive protein
- Urea and electrolytes
- Creatinine
- Liver function test
Advanced Practice

- Misunderstanding
- Non-Medical Prescribing
- Training & Development
- Titles / Pay Grade
- Competencies
- MSc
H@N Development

Nurse Co-ordinator
• Call taker
• Triage
• H@N Oversight
• Job Allocation
• Patient Reviews**
• Clinical Skills
  – Venepuncture/Cannulation
  – Catheterisation

Nurse Practitioner
• Nurse Co-ordinator +
• Clinical Skills
• Patient Assessment
• Clinical Reasoning
• Diagnostic Reasoning
• Initial Prescribing
• Refer to Doctor...
Sister Grigg Booth was not a Beverly Allitt or a Colin Norris in that her actions were almost entirely open. She recorded what she was doing in clinical records, prescription charts, notes. We think it unlikely that she deliberately set out to harm patients. She was utterly convinced of her own clinical prowess; we have no doubt that on occasions she went well beyond the boundaries of acceptable nursing practice at that time and beyond the boundaries of her own clinical understanding. We are satisfied that she acted unlawfully from time to time.

From the mid 1990s senior night nursing staff were working as Night Nurse Practitioners (NNPs). Sister Grigg Booth was the most senior. The purpose of the NNPs’ role was to reduce the workload of junior doctors. Thus they took on additional tasks so that junior doctors could get more rest at night. The four NNPs whose practice we looked at closely all administered intravenous opiates. So did other NNPs. This was against official hospital policy. They did so for years. The Board was unaware that this was going on. Senior managers knew or should have known it was going on. They did nothing about it.
Governance

• Job Description
• Practice Framework / Scope or Licence to Act
• Competencies
• Mentorship
• Appraisal
• Line Management
Advanced Practitioner

MSc / PhD

High level Decision-making

Clinical Examination Skills

Diagnostic Reasoning

Non-Medical Prescribing

Expert Practitioner

Knowledge Supports Role

Consultant Mentorship

Clinical Supervision

Advanced Skills & Competencies

Leadership

Education

Biochemistry Hematology Interpretation

Radiology Ordering & Interpretation
Health Education England (2017) Definition

“Advanced Clinical Practice is delivered by experienced registered healthcare practitioners. It is a level of practice characterised by a high level of autonomy and complex decision-making. This is underpinned by a masters level award or equivalent that encompasses the four pillars of clinical practice, management and leadership, education and research, with demonstration of core and area specific clinical competence.

Advanced Clinical Practice embodies the ability to manage complete clinical care in partnership with patients/carers. It includes the analysis and synthesis of complex problems across a range of settings, enabling innovative solutions to enhance patient experience and improve outcomes”
4 Pillars of Practice

Advanced Practice

Clinical Practice
Management & Leadership
Research
Education
Advanced Practice

• Educational Programme
  – MSc Advanced Practice

• Job Description / Job Plan

• Competency Framework
  – Common competencies
  – Clinical curriculum (Major, Acute and Practical Procedures)

• Mentorship
  – Clinical/Educational Supervision
  – Coaching

• Credentialing
Competent  Proficient  Expert  Mastery

Dreyfus model of skill acquisition (1980)
Scope of Practice

• Autonomy
• Supported by Framework & Job Description
• Competencies
• Supportive mechanisms
  • Care Pathway, Policies & Protocols
Education

• MSc Pathway
• MSc Advanced Practice
• PhD
• Minimum of PGDip

• Considering Grandmother/Grandfather Rights
  – First Advanced Practitioners
  – Pioneers of Practice
Competency

• A course is not competence
• Competence v Proficiency
• Competency Framework
• Sign Off
• Log Book format
Mentorship

• An engaged Consultant Colleague
  – Selected v Self-Selected

• Clinical Supervisor
• Educational Supervisor

• Develop advanced clinical skills and professional development.

• Shadow shifts, Training and OSCE practice
Clinical Supervision

- Peer Review with Mentor
- 360°
- Action Learning Sets
- Documented
- To do list!
Self Development

- Coaching
- 360° feedback
- Critical Reflection
  - What, So What, Now What?
Health Education England (2017)

- ACP Definition – January 2017
- ACP Framework – November 2017
Summary

• There is a place for H@N Advanced Practice – but it will take time to develop!

• A ‘Job Title’ isn’t Capability or Competence

• Job Descriptions need to support practice

• Governance & Frameworks are essential

• Remember a Course is not Competence

• Credentialing is happening.
Any Questions?
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