



## Advanced Practice Development (APD) module

Narrated lecture 2023

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## Post-Reg Team (Advanced Practice Development)

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QUEEN'S  
UNIVERSITY  
BELFAST



**QUB: PMY7107 (Advanced Practice Development)**

**UU: PHA748 (Advanced Pharmacy Practice Development)**

A joint 20-credit module delivered by the  
Northern Ireland Centre for Pharmacy  
Learning & Development (NICPLD)

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## Narrated lecture – outline:

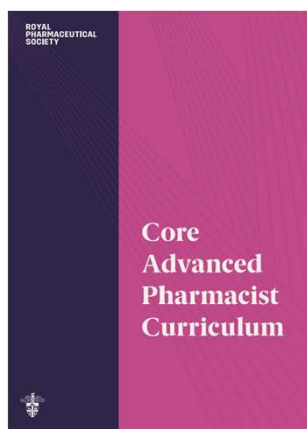
### Advanced Practice

- Background

### APD module specifics

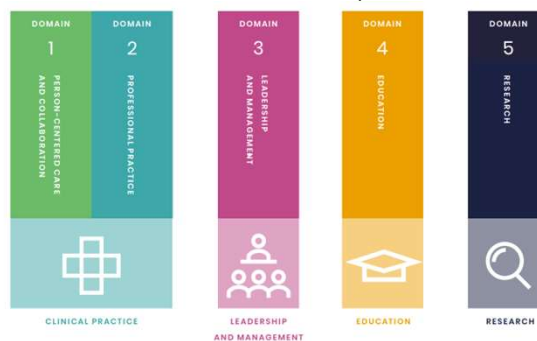
- eWorkshops
- Practice activities
- Online portfolio
- Assessments

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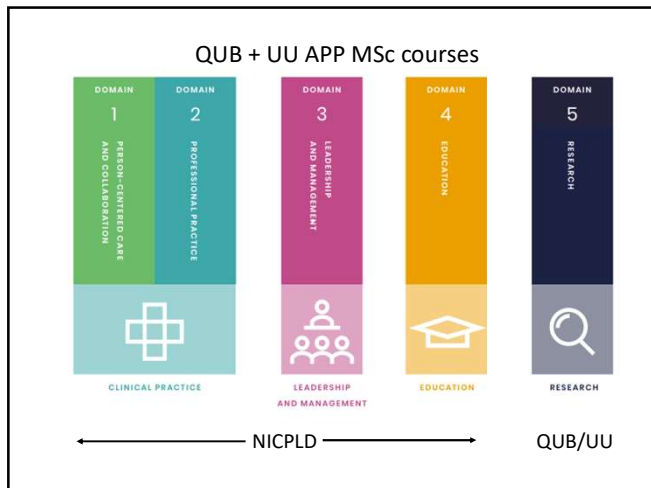


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## 5 x RPS domains + 4 x pillars



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**QUB + UU APP MSc courses**

Aimed at patient-focused pharmacists who have completed:

- Post-reg FP (or equivalent) AND
- IP

60-credit course delivered over 2 years:

- **Year 1** (30 credits):
  - Advanced Practice Development (20 credits) – delivered by NICPLD
    - Sept-Dec – eWorkshops; May – portfolio submission; June – oral assessments
  - Research Methods (10 credits) – delivered by QUB/UU
    - Jan/Feb – eWorkshops; March/April – research proposal submission
- **Year 2** (30 credits):
  - Research Project (30 credits) – delivered by QUB/UU
    - Sept-Dec – data collection; Jan/Feb – writing up; March/April – paper/poster submission

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NHS

**Multi-professional framework for advanced clinical practice in England**

"New solutions are required to deliver healthcare to meet the changing needs of the population. This will need new ways of working, new roles and new behaviours."

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**HEE definition: Advanced Clinical Practice**

'Advanced clinical practice is delivered by experienced, registered health and care practitioners. It is a level of practice characterised by a high degree of autonomy and complex decision making. This is underpinned by a master's level award or equivalent that encompasses the four pillars of

1. clinical practice,
2. leadership and management,
3. education and
4. research,

with demonstration of core capabilities and area specific clinical competence.'

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ROYAL PHARMACEUTICAL SOCIETY

**A Competency Framework for Designated Prescribing Practitioners**

PUBLISHED: DECEMBER 2019  
REVIEW DATE: NOVEMBER 2022

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N3 Centre for Pharmacy Learning & Development

Enhancing Patient Care through Training

EL Experiential learning

FTY Foundation training year

FP Post-reg Foundation

IP Independent Prescribing

AP Advanced Practice

PT Pharmacy Technician

OL Open learning

WS Workshops / webinars

NS News

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## APD eWorkshops (via Zoom)

Tuesday 12 <sup>th</sup> September 2023	Induction (morning only)
Tuesday 19 <sup>th</sup> September 2023	Delivering advanced holistic person-centred care Half day – Case-based Discussions (CbDs) (EITHER morning session OR afternoon session)
Tuesday 26 <sup>th</sup> September 2023	Managing complex patients as part of the MDT Half day – Case-based Discussions (CbDs) (EITHER morning session OR afternoon session)

Enrol online at [www.nicpld.org](http://www.nicpld.org)

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## Clinical eWorkshops

### TUTORS:

- Consultant Pharmacists (hospital)
- Experienced Clinical Pharmacists (GPP)
  - Focus of CbDs:
    - Application of clinical knowledge and skills to deliver person-centred care for individuals with complex needs

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FACTORS CONTRIBUTING TO COMPLEXITY	
<b>1. Clinical</b> <ul style="list-style-type: none"> <li>• presence of very severe illness or rare and serious diseases</li> <li>• presence of multiple morbidities, where one or more illnesses impact on treatment options of others</li> <li>• presence of conditions with limited/ambiguous evidence base for treatment</li> <li>• presence of significant mental illness</li> <li>• polypharmacy</li> <li>• presence of genetic variability that alters treatment options</li> <li>• cognitive impairment</li> <li>• involvement of/management by multiple teams across system interfaces</li> </ul>	<b>2. Socio-economic</b> <ul style="list-style-type: none"> <li>• Lack of access to healthcare, shelter, financial means or other support</li> <li>• Low educational attainment</li> <li>• Absences of a safe and supportive home/social network</li> </ul>
	<b>3. Cultural</b> <ul style="list-style-type: none"> <li>• Language barrier</li> <li>• Requirements for alternative care in line with cultural/religious needs</li> <li>• Presence of distrust of healthcare provision</li> </ul>
	<b>4. Readiness to engage</b> <ul style="list-style-type: none"> <li>• Presence of distractions/distress</li> <li>• Behavioural barriers, uninterested in change to harmful behaviours</li> </ul>

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## Clinical eWorkshops

### PREPARATION:

Underpinning knowledge in core clinical areas:

- Respiratory
- Diabetes
- Cardiovascular
- Antimicrobials
- Cancer

Sources of underpinning clinical knowledge:

- QUB Advanced Therapeutics module (PMY7040)
- FP2 Proficient Patient Care (PPC) reading list
- Any other relevant learning

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### Post-reg Foundation Programme (FP2)

Proficient Patient Care (PPC) – reading list.

<b>CbDs A: Respiratory disease pre-reading:</b> Asthma e-learning course: <a href="https://www.nicpld.org/online/asthma/#m0-introduction">https://www.nicpld.org/online/asthma/#m0-introduction</a> COPD e-learning course: <a href="https://www.nicpld.org/online/copd/#m0-introduction">https://www.nicpld.org/online/copd/#m0-introduction</a>
<b>CbDs B: Diabetes pre-reading:</b> Managing Type 1 diabetes e-learning course: <a href="https://www.nicpld.org/online/diabetes-type1/#m0-introduction">https://www.nicpld.org/online/diabetes-type1/#m0-introduction</a> Managing Type 2 diabetes e-learning course: <a href="https://www.nicpld.org/online/diabetes-type2/#m0-introduction">https://www.nicpld.org/online/diabetes-type2/#m0-introduction</a> Long-term complications e-learning course: <a href="https://www.nicpld.org/online/diabetes-complications/#m0-introduction">https://www.nicpld.org/online/diabetes-complications/#m0-introduction</a>
<b>CbDs C: Cardiovascular disease pre-reading:</b> Cardiovascular risk e-learning course: <a href="https://www.nicpld.org/online/cv_risk/#m0-introduction">https://www.nicpld.org/online/cv_risk/#m0-introduction</a> Heart failure e-learning course: <a href="https://www.nicpld.org/online/heart_failure/#m0-introduction">https://www.nicpld.org/online/heart_failure/#m0-introduction</a>
<b>CbDs D: Antimicrobials pre-reading:</b> Common infections e-learning course: <a href="https://www.nicpld.org/online/antimicrobial_common_infections_18/#m0-introduction">https://www.nicpld.org/online/antimicrobial_common_infections_18/#m0-introduction</a> Stewardship e-learning course: <a href="https://www.nicpld.org/online/antimicrobial_stewardship/#m0-introduction">https://www.nicpld.org/online/antimicrobial_stewardship/#m0-introduction</a>
<b>CbDs E: Cancer pre-reading:</b> Supportive Medicines in Cancer recorded webinar Part 1: <a href="https://vimeo.com/manage/videos/478144769/cccc3afdc04">https://vimeo.com/manage/videos/478144769/cccc3afdc04</a> Supportive Medicines in Cancer recorded webinar Part 2: <a href="https://vimeo.com/manage/videos/480840994/936618167">https://vimeo.com/manage/videos/480840994/936618167</a>

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## Education eWorkshops (via Zoom)

Thursday 12 <sup>th</sup> October 2023	Facilitating learning & supporting learners (all day)
Thursday 9 <sup>th</sup> November 2023 * *Encompass goes live @ SEHSCT	Microteaching activities Half day – small group teaching sessions to 'trainees' (EITHER morning session OR afternoon session)
Thursday 16 <sup>th</sup> November 2023 ** **SEHSCT students only (9)	Microteaching activities Half day – small group teaching sessions to 'trainees' (EITHER morning session OR afternoon session)

Enrol online at [www.nicpld.org](http://www.nicpld.org)

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## Education eWorkshops

### TUTORS:

Brian McGowan

Lecturer in Higher Education Practice, Ulster University

- Children's ICU Nurse
- Course Director: Education for Healthcare Professionals (PgCert)

Louise Shephard

Teacher Practitioner Pharmacist

- Northern HSC trust
- NI University Network

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## Leadership & Management eWorkshops (via Zoom)

Tuesday 21 <sup>st</sup> November 2023	Leaders as role models ( <i>all day</i> )
Wednesday 22 <sup>nd</sup> November 2023	Leaders as change agents ( <i>all day</i> )
Tuesday 5 <sup>th</sup> December 2023	Leaders as influencers ( <i>all day</i> )

Enrol online at [www.nicpld.org](http://www.nicpld.org)

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## Leadership & Management eWorkshops

### TUTOR:

Margaret Murray

Senior Training Consultant, HSC Leadership Centre

- The practical application of tools and techniques relevant to implementing improvement change projects within the health service
- Current issues facing the pharmacy profession
  - New pharmacy department at the Ulster hospital

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## Clinical practice activities

	Clinical PAs	Forms
<b>Extended case study</b>	Prepare a case study of a complex patient you have managed (to be presented at oral interview)	Case study guidance Summary of complex case
<b>CWR reflective record</b>	Write a reflective record of your MDT experience	CWR reflective record
<b>Observation of clinical practice</b>	Your clinical practice should be observed on three occasions (and documented on a mini-CEX or DOCS form)	Mini-CEX form DOCS form
<b>SPE</b>	Write a summary of your clinical professional experience	Clinical SPE form
<b>PDP</b>	Develop an individualised Personal Development Plan (PDP) for your self-directed learning	Clinical PDP

PLUS demonstration of underpinning knowledge in the core clinical areas:

- EITHER QUB transcript for Advanced Therapeutics (PMY7040)
- OR Summary Education table (clinical)

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### Advanced Practice Development

#### SUMMARY EDUCATION TABLE (CLINICAL)

Name:

Core clinical area:

Date	Description of learning activity	Organising body	Time taken	Key learning points

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## Education practice activities

	Education PAs	Forms
<b>Training session</b>	Plan and deliver a training session for healthcare staff in your workplace and write a reflective record of your experience	Training session reflective record
<b>Mentoring</b>	Mentor another learner and write a reflective diary of your experience	Mentoring reflective diary
<b>SPE</b>	Write a summary of your Education professional experience	Education form
<b>PDP</b>	Develop an individualised Personal Development Plan (PDP) for your self-directed learning	Education PDP


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## L&M practice activities

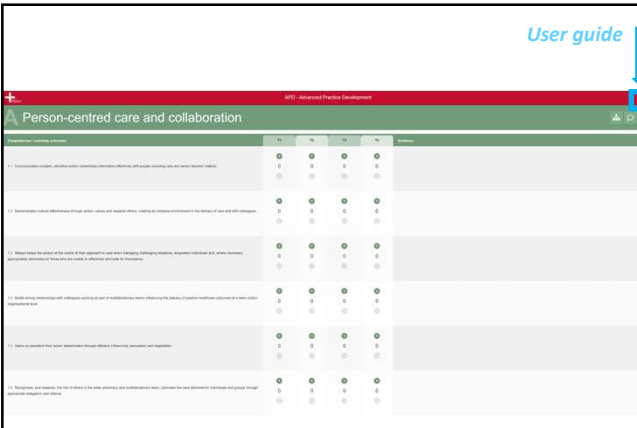
L&M practice activities		Forms
<b>Service improvement</b>	Plan and implement a service improvement using the tools and techniques covered in the eWorkshops and write a reflective record of your experience	Service improvement reflective record
<b>SPE</b>	Write a summary of your L&M professional experience	L&M SPE form
<b>PDP</b>	Develop an Individualised Personal Development Plan (PDP) for your self-directed learning	L&M PDP

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4 x RPS domains (NOT research) and associated outcomes

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A rating of 4 at T4 AND a minimum of ONE piece of evidence mapped to each outcome

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## APD assessments

APD assessments	Date
<b>Submission of Practice Portfolio (50%)</b> <ul style="list-style-type: none"> <li>3 x assessors (Clinical; Education; L&amp;M)               <ul style="list-style-type: none"> <li>Have outcomes been achieved (4 domains)?</li> </ul> </li> </ul>	Wednesday 15 <sup>th</sup> May 2024
<b>Oral interview assessment (via Zoom) (50%)</b> <ul style="list-style-type: none"> <li>Clinical assessor + NICPLD chair/moderator               <ul style="list-style-type: none"> <li>Oral assessment of extended case study</li> </ul> </li> </ul>	June 2024 (date TBC)

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## Questions?

Register online for APD Induction webinar

- 10am on Tuesday 12<sup>th</sup> September 2023

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