

Educational preparation for Advanced Clinical Practice

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Chair of Association of Advanced Practice Educators (AAPE) UK

www.aape.org.uk

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Association Of Advanced Practice Educators

- Established 2001
- Modelled on US National Organisation of NP Faculties
- Supportive network
- 2015 broadened remit
- 31 HEI's in current membership
- Executive committee
- Annual conference [March]
- Lobbying at all levels
- Expert resource
- Affiliate international membership

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More than a set of tasks

- Comprehensive assessment
- Investigations
- Clinical Reasoning
- Establish or review diagnosis
- Apply clinical judgment
- Assess risk
- Initiate therapeutic interventions
- Prescribe
- Patient education
- Follow-up, review

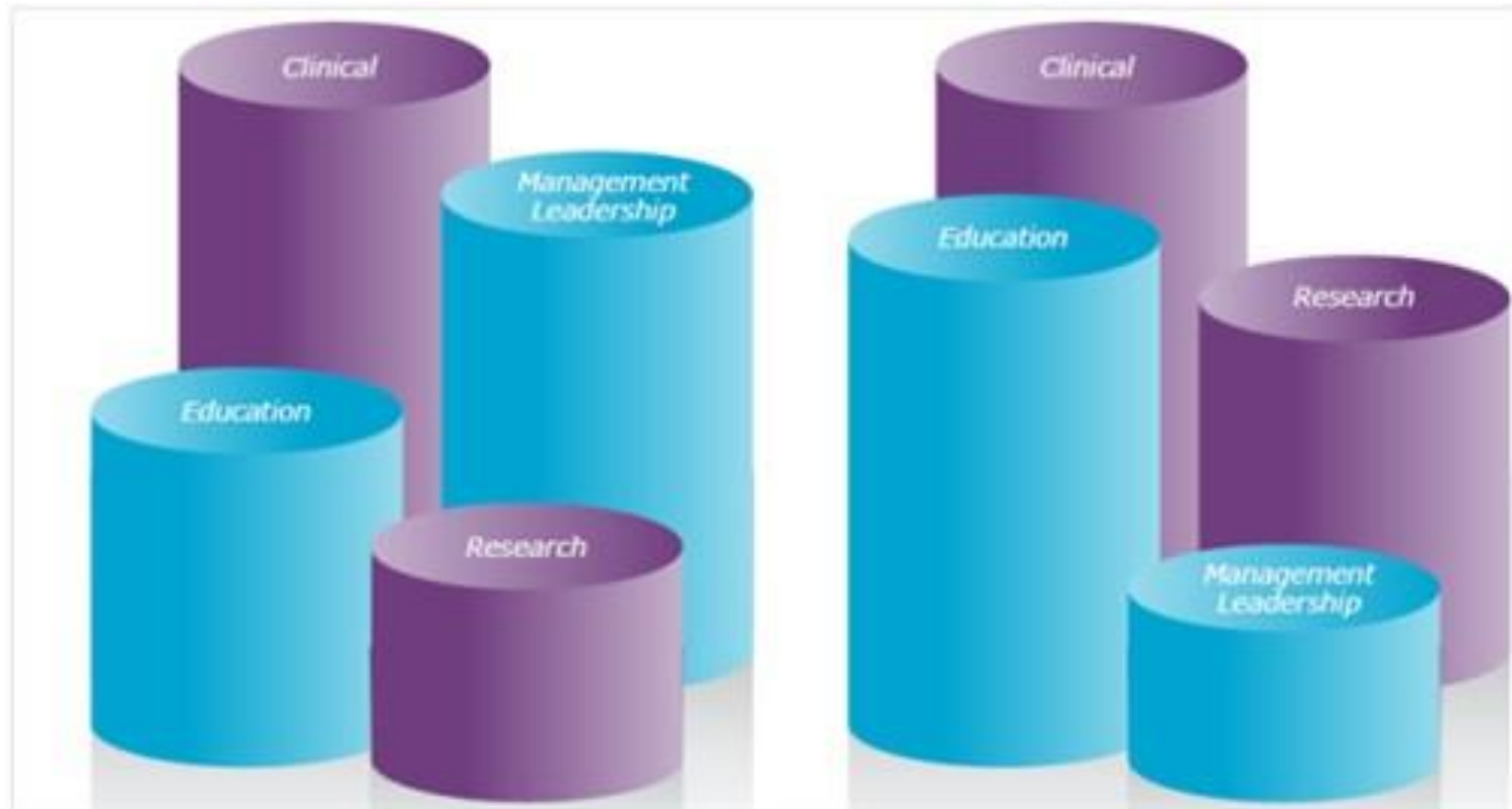
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Managing Complexity: Four Pillars



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Developing high level capability

- Optimising autonomy
- Case management
- Vigilance – rescue events
- Anticipatory care
- Expertise
- Organisational “know how”
- Leadership
- Service evaluation and redesign
- Development people & teams
- Research
- Guidelines
- Quality improvement

Masters degree graduates:

- ✓ In-depth, broad knowledge (general & specific)
- ✓ Critical awareness current issues
- ✓ Inquiring mind-set
- ✓ Analytical skills
- ✓ Critical appraisal
- ✓ Reflection in action
- ✓ Synthesis
- ✓ Application in unfamiliar situations
- ✓ Originality of thought and actions

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How do HEI's enable this?

Substantial success in postgraduate curriculum design & delivery for advanced clinical practice

- ✓ Pace and sequencing of learning activity
- ✓ Utilise mixed student groups
- ✓ Credible teaching team
- ✓ Supported challenge eg case based learning
- ✓ Use range of rigorous assessment strategies

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How do HEI's enable this?

- ✓ **Education not an isolated individual activity**
- ✓ Working with organisations
 - from selection through to graduation
- ✓ Learning environment and opportunities
- ✓ Practice based learning supervision and support
- ✓ Scheduled individual/group support for evolving level of practice and responsibility

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Current discussion

- Strategies for meaningful Patient involvement
- Linking education with Country specific and Professional Body requirements (eg Royal College of Emergency Medicine, Royal College of Nursing etc)
- Implications of HEE national ACP framework

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