UNIVERSITY OF PLYMOUTH
Faculty of Health

Faculty of Health

MSc Advanced Professional Practice (Clinical Practitioner)
&

MSc Advanced Clinical Practice Apprenticeship Degree

CLINICAL SUPERVISOR / MENTOR'S HANDBOOK 2021-2022

Core Specific Clinical Modules

APP 710 - Advanced Assessment for Clinical Practice

APP 711 – Managing Clinical Complexity

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DISCLAIMER

PLEASE NOTE:

All the information in this Handbook is correct at the time of printing. Courses are regularly reviewed and updated so details may change. Occasionally, a module listed in the Handbook may be replaced or withdrawn.

The University of Plymouth is proud of its teaching and research and it undertakes all reasonable steps to provide educational services in the manner set out in this Handbook and in any documents referred to within it. It does not, however, guarantee the provision of such services. Should industrial action or circumstances beyond the control of the University interfere with its ability to provide educational services, the University undertakes to use all reasonable steps to minimise the resultant disruption to those services.

All students undertaking programmes delivered by the Faculty of Health are reminded that any alteration to University documentation, including (where relevant) practice portfolios, involving forgery/falsification of a mentors' comments or signature/initialling will be investigated. In the case of professionally accredited programmes, this investigation could lead to disciplinary action, which may lead to a student's being unable to achieve professional registration or accreditation.

INTRODUCTION

Thank you very much indeed for agreeing to be a clinical supervisor / mentor for a student on the MSc Advanced Professional Practice (Clinical Practitioner) Pathway or the MSc Advanced Clinical Practitioner Apprenticeship Degree Programme. The aim of this handbook is to give you some ideas about your role as a mentor in what is a demanding but rewarding programme for the student.

It is anticipated that students will need a clinical supervisor's / mentor's support in clinical practice for the first two years of the programme (at which point they will have completed the Post Graduate Certificate and Post Graduate Diploma stages). In the third year, the Master's phase, the student will have an academic supervisor for their research project and dissertation

It is likely that you will already know the student concerned quite well. This should be helpful to both of you as you negotiate the student's learning needs, as you will already have an understanding of the student's knowledge base and skills.

As a first step, you will need to negotiate a learning contract with the student (see appendix 1). The student has access to a digital template of this on their Digital Learning Environment (DLE) site. The learning contract will allow you to focus on specific areas to be developed, as well as the amount of time you can commit to helping your student with their personal, professional and clinical skills' development.

A significant part of your mentoring role for this module is likely to be about supporting your student's development of clinical skills, so it is important that you are available to work clinically with them, and that this is negotiated **_early_** in the programme. The student is required to complete a selection of written clinical logs of observed clinical examinations as part of their overall assessment. These examinations may be undertaken whilst being observed by

another qualified clinician, but you are requested to oversee the completion of the logs and their overall clinical skills development.

You are not required to formally assess a student on this programme; rather, to provide formative support and guidance. The overall goal of this programme is for the student to attain their MSc in Advanced Clinical Practice therefore enabling them to use the title Advanced Clinical Practitioner (ACP) on completion and practice at that advanced level. Until they achieve their MSc award, we would advise using the title Trainee ACP.

You are asked to provide formative feedback in a written format for the student and this will be submitted to the teaching team to ensure that students are being adequately supported and guided through learning new clinical skill. Studying at Masters Level (Level 7) is challenging and hard work. The team assure you that we are here to provide continuous support to you and the student. The student has access to a wide and extensive range of learning materials at the University of Plymouth, both online and in our large modern library on the main campus.

Please do not hesitate to contact us or any member of the team for any further information.

Best wishes

The Advanced Clinical Practice Team

Helen Wenger (APP710 Lead), Dr Colin Roberts (APP711 Lead), Jo Amy Brancher (Programme Lead), Dr Victoria Taylor-St Ruth & Tim Ayers

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- **Year 1 - Postgraduate Certificate**

To achieve a postgraduate certificate, students will need to obtain 60 credits by completing the three core modules below

Core modules

APP701 Advancing Practice in Context 20 Credits

APP710 Advanced Assessment for Clinical Practice 20 Credits

APP758 Advanced concepts in research: methodology and methods 20 Credits

- **Year 2 - Postgraduate Diploma**

To achieve a postgraduate diploma, students will have first completed the PgCert and need to obtain an additional 60 credits (to give 120 credits in total). This must include the core module and two optional modules of their choice.

Core module

APP711 Managing Clinical Complexity 20 Credits

Optional modules

Optional modules can be two 20 credit modules or one 40 credit module. Most students will required Non-Medical Prescribing as part of their clinical role. If students already have NMP at level 7, they can APL/transfer this into year two. If they have NMP at level 6, they will need to attain 40, level 7 credits; optional modules can be chosen from the Masters level modules A-Z list (please see Appendix 2).

- **Final year - MSc**

To achieve a full master degree, you will have first completed the PgDip and need to obtain an additional 60 credits (to give 180 credits in total). This must include the core module and an optional module of your choice.

Core module

SPP702 Substantive Professional Project 40 Credits

Optional module

Optional module* 20 Credits (*Apprentices must take APP746 End Point Assessment (20 Credits)).

Optional modules can be chosen from the Masters level modules A-Z list (please see Appendix 2).

Every postgraduate taught course has a detailed programme specification document describing the programme aims, the programme structure, the teaching and learning methods, the learning outcomes and the rules of assessment.

The following programme specification represents the latest programme structure and may be subject to change:

There is an optional electronic portfolio that runs across year 1 and year 2 is offered to all students. This is to map their achievements and competencies gained over the 2 years against the Royal College of Nursing Advanced Practice Framework (RCN, 2012) and Framework for Advanced Nursing, Midwifery and Allied Health Professional Practice in Wales (NLIAH 2009) and underpinned by the Four Pillars of advanced Practice (NHS Scotland 2007).

Please see Appendix 3 for the MSc Advanced Professional Programme Pathway diagram structure and Appendix 4 for the MSc Advanced Clinical Practice Apprenticeship Degree diagram structure.

Pathway / Programme Specific Modules

The two modules below are the specific clinical modules which students will require a mentor in practice.

APP710	Advanced Assessment in Clinical Practice
APP711	Managing Clinical Complexity

1. Pathway Aims

The aim of the Clinical Practitioner pathway is to equip health professionals to advance knowledge and skills by:

1. Gaining a deeper understanding of the advanced clinical practice role and how this level of practice is used to enhance the patient journey whilst ensuring that the right care is delivered by the right clinician at the right time.

2. Developing a critical understanding of the contemporary issues that influence on service delivery and how the advancing level of practice influences the provision of high quality, patient centred care.

3. Developing a contemporary approach to health and social care through advancing and utilising knowledge and skills in professional practice.

4. Ensuring professional practice is underpinned by a focus on excellence and sustainability by developing a critical, analytical and creative approach.

5. Critically reviewing trends in theory, practice and management relating to practice;

6. Equipping individuals for lead roles in management, clinical practice and/or education.

7. Promoting an understanding of the philosophy and procedures involved in research and use of evidence.

8. Designing and undertaking research that will enhance and develop patient care and/or service provision.

9. Enabling experienced healthcare practitioners to develop cognitive and clinical skills with regard to the consultation process, clinical examination of major body systems and interpretation of diagnostic data.

10. Enabling practitioners to synthesise and implement knowledge into practice.

11. Developing competence, autonomy and professional accountability in the development of managing clinical complexity. Using a systematic approach to make sound judgements in the absence of complete data demonstrating expertise in complex decision-making.

2. Pathway Intended Learning Outcomes

Please see individual module handbooks for mapping of Intended Learning Outcomes against those modules and the level required.

2.1. Knowledge and understanding

On successful completion graduates will have developed:

1. A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.
2. A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
3. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry used to create and interpret knowledge in the discipline.
4. Knowledge gained from advanced study to professional practice
5. A deeper understanding of the advanced clinical practice role and how this level of practice is used to enhance the patient journey whilst ensuring that the right care is delivered by the right clinician at the right time
6. A developed a deeper understanding of the influences, drivers and polices that inform the level of advanced practice.
7. Additional systematic and structured history taking assessment and physical examination skills, in order to integrate advanced assessment findings into clinical decision making.
8. An ability to accurately recognised illness through clinical history taking, observation and examination and formulated a working diagnosis and management plan for patients presenting with undifferentiated/undiagnosed complaints.

2.2. Cognitive and intellectual skills

On successful completion, graduates will have developed the ability to:

1. Critically analyse policy, research and theoretical literature
2. Synthesise arguments and results from varying sources including research, policy and theoretical literature
3. Critically reflect on professional practice and incorporate knowledge to enhance practice
4. Develop critical arguments around research, policy and theory

5. Apply knowledge gained from advanced study to professional practice
6. Develop one's own capabilities relating to, and embed the principles of, the four- pillars of advanced practice into the clinical arena.
7. Use critical thinking skills relating to the professional, political, legal and ethical demands of working within the context of advanced practice as an autonomous practitioner in an integrated service sector.

2.3.   Key and transferable skills

On successful completion, graduates will have developed the ability to:
1. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
2. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level; non-specialist audiences.
3. Accept responsibility for their own professional practice applying ethical, legal and professional principles.
4. Deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences

2.4.   Employment related skills

On successful completion, graduates will have developed the ability to:
1. Exercise initiative and personal responsibility
2. Employ the skills for decision-making in complex and unpredictable contexts; and the independent learning ability required for continuing professional development
3. Demonstrate sound understanding of the importance and relevance of evidenced based practice to the delivery of safe effective patient/client care.
4. Evaluate the context of risk and development of quality, patient/client safety and clinical governance agenda critically reflecting upon student's individual development.
5. Develop a contemporary evidenced based proposal for research that will inform practice.

2.5. Practical skills

On successful completion, graduates will have developed the ability to:
1. Facilitate the provision of an environment of care in which the uniqueness of each individual is valued and is a commitment to fair and anti-discriminatory practice.
Proactively adopt appropriate strategies to enhance learning for patients and colleagues.
2. Propose and develop a researchable question and critically analyse the evidence from the research to fill a practice - theory gap
3. Undertake self-motivated research, critically appraise and present data
4. Utilise their clinical skills through simulated scenarios and enhanced competence in practice, including safe consultation and informed clinical decision making about diagnosis by a deeper understanding of the body systems and patho-physiology.
5. Practice with competence, autonomy and professional accountability in the development of managing clinical complexity, systematically and creatively; to make sound judgements in the absence of complete data demonstrating expertise in complex decision making.

Formal teaching normally takes place in two semesters, the first starting in September and completing in December, the second starting in January and in July.

The student will have a choice of optional modules from a selection of optional modules; this will vary from year to year and be based upon demand – see Appendix 2.

There is also the opportunity to APEL in 40 level 7 credits from a recognised Independent and Supplementary prescribing Programme or to self–fund and undertake the University of Plymouth Independent and Supplementary prescribing Programme which runs annually in September.

CHARACTERISTICS AND QUALITIES OF A CLINICAL SUPERVISOR / MENTOR

The terms clinical supervisor and mentor are used to denote the role of a healthcare professional that facilitates learning, supervises and assesses students in the practice setting. The Nursing and Midwifery council (NMC) has published a set of guidelines Standards to support learning and assessment in practice https://www.nmc.org.uk/standards/additional-standards/standards-to-support-learning-and-assessment-in-practice/ . Although this document is primarily designed to support undergraduate students of nursing the principles are useful and provide a sound basis for any mentoring relationship within the healthcare arena.

The   GMC   also   offer   guidance   for   mentors https://www.bma.org.uk/advice/career/progress-your-career/mentoring

Pre-requisites of the mentor's role for the MSc Advanced Professional Practice (Clinical Practitioner) include:

- **The mentor must want to be a mentor**
- **The mentor is a health care professional in a relevant clinical area and with the appropriate professional and clinical expertise**
- **It is suggested that the mentor for students should either be an Advanced Practitioner who has attended an approved programme of preparation, and a minimum of 2 years post qualification experience**
- **or**
- **Is a medical practitioner of Registrar level or above.**
- **You will also need to be working in an environment that will enable you to meet the programme learning outcomes.**

Ann Morton (2003) has written an excellent guide to mentoring, which is highly recommended. The following figures are adapted from this material

As Morton notes, the Manager, Assessor and Mentor may have similar interests, but the desired endpoint is different.

Manager	Assessor	Mentor
Sets objectives	Tests objectives have	Advises on goals
Identifies performance	been met	Promotes development
problems	Assesses performance	opportunities to improve
Promotes development	Assesses results	performance
opportunities via career	Assesses against	Aims to get job done
review process	standards	better tomorrow
Achieves task result	Monitors for quality	Concerned with career
today	Assessing Performance	aspirations and needs
Concerned with		Monitors for progress
standards, deadlines		Helping the mentee
Monitors for control		
Getting Things Done		

Morton (2003) identifies these concepts as being related to good mentoring:

Good mentoring usually requires...	Context might also demand...
Non-directive	Empathy
Coaching	Challenging
Support	Advice
Openness	Custom & practice
Honour	Shoulder-to-cry on
Reliability	Career advice
Induction	Development
Genuineness	Empowerment
Listening	Honesty
Guidance	Friendship
Sounding board	Shared values
Questioning	Role model
Confidentiality	

The following are usually largely outside the remit of the mentoring role: Contracts, Counseling, Solving problems, Appraising, Champion, Congruence, and Caring.

Mentoring usually involves some degree of change and development of the role during the period of mentorship. These are summarized thus (Morton, 2003)

Stages in mentoring

Kennington (1994)	Fletcher (1997)	Holloway et al (1994)
Alliance Assessment Analysis Alternatives Action Planning Application Appraisal (of the process)	Setting the boundaries Personal survival Alignment Consolidation Moving on	Getting together Getting to know each other Working together Learning together Saying goodbye

ADVISORY STANDARDS FOR MENTORS

There are currently no statutory requirements for a mentor/ mentee relationship attached to an advanced practice course. However, the standards as discussed earlier (NMC 2006) provide sound advice and suggestions to formulate an effective relationship between mentor and student. In addition, the mentor requires a sound understanding of:

1. Communication and working relationships enabling:
   - The development of effective relationships based on mutual trust and respect
2. An understanding of how students integrate into practice settings and assisting with this process
3. The provision of ongoing and constructive support for students
4. Facilitation of learning in order to:
   - Demonstrate sufficient knowledge of the student's programme to identify current learning needs
   - Demonstrate strategies which will assist with the integration of learning from practice and educational settings
   - Create and develop opportunities for students to identify and undertake experiences to meet their learning needs
5. Assessment in order to:
   - Demonstrate a good understanding of assessment and ability to assess
   - Implement approved assessment procedures (in MSc APP this is a formative, not summative, process)

6. Role modelling in order to:

    - Demonstrate effective relationships with patients and clients

    - Contribute to the development of an environment in which effective practice is fostered, implemented, evaluated and disseminated

    - Assess and manage clinical developments to ensure safe and effective care

7. Creating an environment for learning in order to:

    - Ensure effective learning experiences and the opportunity to achieve learning outcomes for students by contributing to the development and maintenance of a learning environment.

    - Implement strategies for quality assurance and quality audit

8. Improving practice in order to:

    - Contribute to the creation of an environment in which change can be initiated and supported

9. A knowledge base in order to:

    - Identify, apply and disseminate research findings within the area of practice

GOAL SETTING

The student will be required to develop learning contract, (see appendix 1) to set clear, measurable goals to aid their learning. A useful acronym to foster effective goal setting is SMART.

SMART stands for:

- Specific
- Measurable
- Achievable
- Relevant
- Time-framed

USEFUL WEBSITES FOR MENTORS

HEE (Health Education England) competency Framework
https://www.hee.nhs.uk/our-work/advanced-clinical-practice/multi-professional-framework

HEE Centre for Advancing Practice
https://advanced-practice.hee.nhs.uk

NMC Standards https://www.nmc.org.uk/standards/

NMC (2008) Standards to support learning and assessment in practice
http://www.nmc-uk.org/Documents/Standards/nmcStandardsToSupportLearningAndAssessmentInPractice.pdf

Useful site for NPs and mentors.
RCN Nurse Practitioner competencies (May 2017)

HCPC COUNCIL - https://www.hcpc-uk.org/resources/standards/standards-of-education-and-training/

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Crossely, T (2000) For and Against. Doctors and nurses should monitor each other's performance. *BMJ* 2000; 320:1070-1071 (15 April)

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Morton, A (2000): Mentoring. Continuing Professional development Series 2. York, LTSN Generic Centre. Available as E book via MOODLE

Bayley, H, Chambers, R (2004) *The good mentoring toolkit for Healthcare.* Oxford: Radcliffe.

Clynes, M. Ratfery, S (2008) Feedback an essential element of student learning in clinical practice. *Nurse Education in Practice.* 8(6):405-11

Dowie, C. Basford, P. (2003) *Mentoring in Practice: a Reader.* London: University of Greenwich.

Foster-Turner, J (2005) *Coaching and Mentoring in Health and Social Care: the essentials of practice for professionals and organisations.* Oxford: Radcliffe

Nagelkerk, J.M (2006) *Starting your practice: a survival guide for nurse practitioners.* Elsevier Health Science. St Louis.

Rose, M. Best, D. (2005) *Clinical Education, Professional Supervision and Mentoring.* London: Churchill Livingstone.

In addition, a search using the term Advanced Practitioner (paramedic, Nurse, physio etc) will give several sites where GP practices outline the services that their NPs provide.

APPENDIX 1 – EXAMPLE AND GUIDANCE ON LEARNING CONTRACT

STUDENT NAME		STUDENT ID NUMBER	Mentor's Name		
Clinical area:				**Dates:** **From:**	**To:**
Date	**LEARNING OBJECTIVES FOR THE PLACEMENT**	**LEARNING RESOURCES AVAILABLE**	**EVIDENCE TO BE PRESENTED TO DEMONSTRATE ACHIEVEMENT**	**Student Review dates/ Signed**	**Mentor Review dates/ Signed**
	In this section the student and the mentor identify and document what the student needs/would like to learn during the clinical experience, e.g. what skills does the student need to develop in practice, what specific learning experiences and opportunities are available. In addition, the student should review the modules and portfolio requirements for practice. Learning objectives are identified and agreed with the Mentor, and reviewed at regular intervals	The student and the mentor will discuss and identify the learning resources/opportunities that are available. Learning opportunities in other areas may be identified which will enable the student to meet the specified learning objectives. In this section, the student documents the resources that they will be accessing.	The student and mentor will discuss and agree which forms of evidence may be appropriate to demonstrate achievement of the learning objectives. The evidence should relate to the themes of the programme. The evidence may also relate to the competencies and the written evidence to be included in the Portfolio. Progress will be reviewed on a regular basis and the learning contract revised/updated as necessary and during formative assessment.		

APPENDIX 2 – OPTIONAL MODULES
For Link Click HERE.

- Advanced assessment for clinical practice
- Advanced clinical reasoning for the critical care patient
- Advanced clinical reasoning in musculoskeletal conditions
- Advanced concepts in research: methodology and methods
- Advanced critical reflection, risk and decision-making
- Advanced newborn and infant examination (APL)
- Advanced professional practice research dissertation
- Advanced psychosocial assessment and formulation
- Advancing knowledge of learning and teaching for practice
- Advancing practice in context
- Advancing the care and support of the person with dementia and their carer
- Advancing the management of long term conditions
- Advancing within general practice
- Advocacy and education for quality improvement in practice (A-EQUIP) full module
- Application of law and policy in safeguarding adults
- Applied qualitative research methods
- Applied quantitative research methods
- Applying evidence to practice
- Applying evidence to practice (distance learning)
- Assessing adult learners in their practice
- Assessment, management and escalation of the acutely ill adult

- CBT interventions for mental health professionals (psychosis)
- Children, young people and their families and the legal process
- Clinical assessment and management in neurology
- Clinical dietetics for infants and children
- Contemporary Leadership
- Critical care management - airway, breathing and circulation
- Critical care management - neurological, environmental and special patient groups
- Critical care of children and young people

- Developing expertise in clinical practice
- Diabetes mellitus
- Dissertation: empirical research or systematic review

- Embedding in general practice
- Emergency Nursing Care
- Enhanced maternal care
- Enhancing end of life care and palliative care practice
- Enhancing practice in paediatric palliative care
- Enhancing the care and support of the person with dementia and their carer
- Ethical and legal issues in healthcare practice

- Independent and supplementary non-medical prescribing
- Injection therapy for health professionals (corticosteroid)

- Innovation in an ever-changing marketplace - entrepreneurship for health and social care professionals
- International perspectives and practice requirements for health and social care practitioners

- Leadership and innovation

- Management of children and young people requiring urgent or emergency care
- Managing clinical complexity
- Mental health assessment in urgent, emergency and acute care
- Minor illness and injuries - the principles and practice of management for unscheduled care
- MSc Advanced Professional Practice research dissertation
- MSc Contemporary Healthcare dissertation

- Neonatal nutrition
- Non medical prescribing (see independent and supplementary non medical prescribing)
- Nutrition and dietetics in common paediatric disorders
- Nutrition and dietetics in infancy and childhood

- Occupation as a focus of contemporary practice

- Pathomechanics and rehabilitation of gait and balance
- Patient management in hazardous environments
- Perinatal mental health
- Preceptorship APEL
- Project design for research
- Public health and health promotion

- Recognition and reduction of risk to the lower limb in the patient with diabetes
- Rehabilitation: cognition, perception and behaviour
- Research methodology and application (Now APP758 - Advanced concepts in research)
- Retrieval and transfer of a critical care patient within special situations
- Risk enablement: creating a safe and effective patient-centred service

- Sociology of health and illness
- Substantive professional project
- Substance misuse and dual diagnosis
- Supervision of learning and assessment in practice
- Supported study modules for MSc Advanced Professional Practice
- Supporting adult learners in professional practice settings
- Supporting the needs of the frail older person
- Surgical first assistant
- Systematic review

- The child or young person requiring urgent or emergency care
- The child and young person with mental health needs
- The fundamentals of health assessment

- The role of the first contact practitioner within primary care
- Transition into general practice

- Work Based Learning
- Working with people with a diagnosis of personality disorder

PGCERT/PGDIP/MSC ADVANCED PROFESSIONAL PRACTICE (CLINICAL PRACTITIONER)

PROGRAMME STRUCTURE

APP 701 Advancing practice in Context (Core Module) 20 Credits	APP 710 Advanced Assessment for Clinical Practice (Core Specific Module) 20 Credits	APP 758 Advanced concepts in research: methodology and methods (Core Module) 20 Credits	**Post Graduate Certificate** **60 Credits**
APP 711 Managing clinical complexity (Core Specific Module) 20 Credits	Optional Module 20 Credits	Optional Module 20 Credits	**Post Graduate Diploma** **120 Credits**
Optional Module 20 Credits	SPP 702 Substantive Professional Project (Core Module) 40 credits		**MSc APP Clinical Practitioner** **180 Credits**

ADVANCED CLINICAL PRACTITIONER APPRENTICESHIP

PROGRAMME STRUCTURE

APP 701 Advancing practice in Context (Core Module) 20 Credits	APP 710 Advanced Assessment for Clinical Practice (Core Specific Module) 20 Credits	APP 758 Advanced concepts in research: methodology and methods (Core Module) 20 Credits	**Post Graduate Certificate** **60 Credits**
APP 711 Managing clinical complexity (Core Specific Module) 20 Credits	NMP702 Non-Medical Prescribing 40 credits Or 2 x 20 credit modules if already an NMP		**Post Graduate Diploma** **120 Credits**
SPP 702 Substantive Professional Project (Core Module) 40 credits	End Point Assessment (EPA) (Core Module to Apprenticeship) 20 Credits		**MSc Advanced Clinical Practitioner (Apprenticeship)** **180 Credits**