

Developing Advanced Practice Nurse Student Support in the UK(#3112)

Melanie Rogers, Anna Jones, Colette Henderson, Jonathan Thomas, Angie Banks



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Nurses together: a force for global health

Introduction

Robust supervision and support to develop as an Advanced Practitioner is considered to be fundamental to supporting role transition and practitioner development (Transforming Roles Advanced Practice Group (TRAPG) 2016, Health Education England 2021, Mallinson 2021).

In 2021, a small group of advanced practice educators from Universities across the United Kingdom collectively identified the need for support to be offered to students wishing to commence advanced practice programmes. The perceived need for pre-course support was agreed by faculty and the team developed a pre-course workbook which is currently housed on the Association of Advanced Practice Educators UK website [AAPE UK Handbook](https://www.aape.org.uk/wp-content/uploads/2016/10/Transforming-Roles-Advanced-Practice-Paper-June-2016.pdf). The workbook has been accessed by 3600 students and evaluated as an excellent resource.

As a result of the supportive collaboration and positive feedback, the team have consequently developed additional supportive resources including a new textbook (due for publication in 2024) and a regional aspiring advanced practice.

Methods

A regional "Aspiring Advanced Practice" programme was piloted by the team in 2022. Over 100 prospective students attended a course that focused on preparing the student and organisation. This included discussions about

- Demystifying the role of advanced practice
- Studying at Master's level and required skills for academic writing



Significance, Reach and Impact

The main aim of this work is to prepare students for commencement of advanced practice educational programmes. This ongoing Advanced Practice student support has been further developed and created from feedback. Faculty have subsequently benefitted from this collaborative approach. We have created a network of colleagues with whom we can engage in scholarly debate and research whilst creating supportive student resources. Some current projects include a participatory research day with aspiring Advanced Practitioners and UK wide OSCE research.

This robust collaboration supports benchmarking and a unified approach to resource development across professions and across UK countries. This approach aims to engender lifelong learning and demonstrate collaboration between and across professional associations and universities in the UK.

References:

Health Education England (2021) *Workplace supervision for advanced clinical practice: An integrated multi-professional approach for practitioner development* Available at: <https://advanced-practice.hee.nhs.uk/workplace-supervision-for-advanced-clinical-practice-2/> (Accessed 06.06.2023)

Mallinson, T. (2021) An exploratory study into the teaching of clinical examination skills in advanced practice *British Journal of Nursing* 30, 12, 712-720

Transforming Roles Advanced Practice Working Group (2016) *Summary and Recommendations* Available at: <https://www.aape.org.uk/wp-content/uploads/2016/10/Transforming-Roles-Advanced-Practice-Paper-June-2016.pdf> (Accessed 06.06.2023)

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Contact Details

Colette Henderson can be contacted via email at: c.m.j.henderson@dundee.ac.uk