Master of Nurse Practitioner

Application Checklist

Applicant name: _____

Commencing year: _____

Documents to be uploaded with the online transcript	Yes	No
1. Copies of my academic transcripts and awards including postgraduate qualification in clinical field.	☐	☐
2. Evidence of my current registration with the Nursing and Midwifery Board of Australia (NMBA)	☐	☐
3. Current resume, including evidence of have completed a minimum of two years full-time equivalent (FTE) as a registered nurse in a specified clinical field and two years FTE of current advanced nursing practice in this same clinical field	☐	☐
4. Completed Letter of Support from my Executive Director of Nursing (or equivalent)	☐	☐
5. Completed Clinical Support Team and Clinical Mentor information sheet	☐	☐
6. Clinical Mentor Agreement Form	☐	☐
7. Clinical Support Team Agreement Forms	☐	☐
Applicant Signature:	Date:	

This checklist should be signed and dated by you, and uploaded with all of your other documentation to your online application.

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CRICOS PROVIDER NUMBER 00025B

School of Nursing, Midwifery and Social Work

Master of Nurse Practitioner
Letter of Support

Executive Director of Nursing (or equivalent)

I, _____
(Print full name)

in the position of _____
(Executive Director of Nursing or equivalent)

on behalf of _____
(Organisation)

agree to support _____
(Students full name)

undertaking the Master of Nurse Practitioner program with the University of Queensland, School of Nursing, Midwifery and Social Work should he/she be accepted.

I acknowledge that I have read the attached Integrated Professional Practice Requirements of the Program information and confirm that the organisation is committed to supporting the studies of this student by providing opportunities for a minimum of 300 hours of supernumerary integrated professional practice (IPP) during the program and the Clinical Support Team requirements.

I certify that I have kept a copy of this document for my records.

Signature: _____

Date: _____

Address: _____

_____

Phone: _____

Email: _____

Master of Nurse Practitioner
Clinical Support Team Agreement

☐ Clinical Mentor

☐ Clinical Support Team Member

I, _____ ,
registered with Australian Health Practitioner Regulatory Agency (AHPRA), hereby state that I have read the provided documentation regarding the role and responsibilities of the Clinical Mentor (CM)/ Clinical Support Team (CST) for a Nurse Practitioner student.

I agree to be a member of the CST (see above) for _____
from The University of Queensland, School of Nursing, Midwifery and Social Work as long as she/he is enrolled in the Master of Nurse Practitioner Program.

Signature: _____

Position: _____

Date: _____

AHPRA registration no:

Qualifications:

Educational qualifications and/or previous
experience mentoring/supporting students. e.g NP
students, registrar, medical students

Master of Nurse Practitioner
Executive Director of Nursing, Clinical Mentor and Support Team

Information

Please provide the details of your Executive Director of Nursing (or equivalent) and your clinical support team members[1] (additional pages can be added if required):

Executive Director of Nursing (or equivalent):

Name: _____

Position: _____

Organisation: _____

Address: _____

Email: _____

Phone: _____

Clinical Mentor

Name: _____

Position: _____

Organisation: _____

Address: _____

Email: _____

Phone: _____

Clinical Support Team Member 1

Name: _____

Position: _____

Organisation: _____

Address: _____

Email: _____

Phone: _____

Clinical Support Team Member 2

Name: _____

Position: _____

Organisation: _____

Address: _____

Email: _____

Phone: _____

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[1] The CST must cover nursing, medicine and pharmacology. Suitable members of the CST are nurse practitioner, medical practitioner, pharmacist and other health professions can be included if there is an identified need for it e.g. physiotherapist, etc. The clinical mentor is either a nurse practitioner, with at least one-year full time experience as a nurse practitioner, or a medical practitioner with a specialisation in a relevant clinical area i.e. cardiologist or GP.

School of Nursing, Midwifery and Social Work

Master of Nurse Practitioner

Clinical Requirements & Assessment

Roles of the Clinical Mentor and Clinical Support Team

Pre-enrolment

University Provider Number 00025B

Roles and Responsibilities: Information for the Clinical Mentor and the Clinical Support Team

(For pre-enrolment information only)

Contents

Introduction

Welcome to the Master of Nurse Practitioner program (MNP) within the School of Nursing, Midwifery and Social Work, at the University of Queensland. Your clinical area is providing support for a Nurse Practitioner student who is enrolled in the accredited MNP program leading to eligibility for endorsement as a Nurse Practitioner (NP) by the Nursing and Midwifery Board of Australia (NMBA). The NMBA is a National Board under the Australian Health Practitioners Regulatory Agency (AHPRA). The School would like to thank Clinical Mentors and each member of the Clinical Support Team (CST) for this support.

The CST must at a minimum cover nursing, medicine and pharmacology. Suitable members of the CST are nurse practitioner, medical practitioner and pharmacists. Allied health professions can be included if there is an identified need for it e.g. physiotherapist.

The clinical mentor, is either a nurse practitioner, with at least one-year full time experience as a nurse practitioner, or a medical practitioner with a specialisation in a relevant clinical area i.e. cardiologist or GP.

All CST members, including the clinical mentor, should be employed at a minimum of 0.5 full time equivalent (FTE). Casual staff members are not eligible to be clinical mentors or clinical support team members.

The role of the clinical support team is pivotal in the development of the nurse practitioner model of care. The nurse practitioner student will be working closely with their team to expand their critical skills, critical thinking, decision-making, diagnostic reasoning, patient management, and professional practice.

At an early stage in the program students are encouraged to use their NP e-portfolio to identify what the different statements and cues in the Nurse Practitioner Standards for Practice means for them in their clinical context. Additionally, as students studying at masters' level, they will have to identify their own learning needs and suggest suitable learning strategies to achieve the required competencies requested in the statements. This activity should be done in collaboration with their CST and the result will be the student's individual 'learning contract'.

Nurse practitioners work in close collaboration with other health professionals; hence it is important that this collaboration, with a multi-disciplinary clinical support team is present throughout the program with the aim to prepare these students for the role.

The purpose of this guide is to provide the whole clinical support team including clinical mentor with sufficient information about the roles of both the University and the clinical support team and mentor, to facilitate the collaboration that will aid the success of your NP student. Your student has been asked to provide us with your contact details, so we will be contacting you on a regular basis. Where possible or needed we will schedule a visit.

Please contact the School of Nursing, Midwifery and Social Work via the details provided below, if we can be of any assistance throughout this and the following semesters during the program. Thank you once again for your support of your NP student and we look forward to a successful collaboration.

Professor Helen McCutcheon
Head of School
School of Nursing, Midwifery and Social Work

Role of the Clinical Support Team and Mentor

Integrated Professional Practice (IPP) Requirements of the Program

It is expected that most NP students will continue working in their clinical area of specialty while undertaking their studies, in order to meet the requirements of 300 hours supernumerary integrated professional practice (IPP) a requirement of the program. These hours will provide the student opportunity to further develop their skills and professional practice and grow into the role of an NP with the guidance of their clinical support team and mentor. NP students enrolled into NURS7002, NURS7003, NURS7004 and NURS7007 are required to undertake *supernumerary* supervised IPP (Table 1.) under direct and/or indirect supervision in their specialty clinical area

Table 1. Allocations of supernumerary Integrated Professional practice hours during the MNP program

Course	Name	Hrs/week	Total/course
NURS7002	Advanced Clinical Practice 1	8	96
NURS7003	Advanced Nursing Practice 2	8	96
NURS7004	Advanced Clinical Practice 2	8	96
NURS7007	NP development of Prof Care	1	12
		Total	**300**

Most students will be combining part-time study with work and the clinical requirements of the courses in which they are enrolled. Because of their previous work history, students will have varying levels of expertise in different aspects of the program. This means that some modules in courses may be relatively easy and others less so if the material differs from their usual practice. The clinical support team along with the academic mentor should be ready to assist and students are therefore encouraged to not delay the identification of any difficulties with content, clinical application or time management.

If at any time during enrolment in this program, a student has difficulty in meeting the clinical requirements of the course, it is their responsibility to raise this as soon as practical with their academic mentor so that a resolution to any issues can take place with the clinical facility.

The focus of the IPP hours is on the student 'growing into the role' under the supervision and guidance of their mentor and clinical support team. Students will be experienced registered nurses so do have the capacity to work unsupervised in their normal role, however the intent of the IPP hours is on developing their practice, apply acquired advanced and expanded skills that allow the student to meet the outcomes of the program. This may be achieved by working with the mentor or member of the clinical support team to observe, assist with, practice with supervision, or independently undertake particular clinical skills that meet the demands of the program.

It is expected that during this time, the clinical support team and mentor provide teaching support in the way of demonstration, discussion, questioning, guidance, advice and feedback to the student. The student is also requested and encouraged to reflect on their practice in discussion with their CST.

At an early stage of the program the student will have to identify the learning needs they require to meet the "Nurse Practitioner Standards for Practice". Students will use an electronic portfolio 'Nurse Practitioner ePortfolio' to support this process. The portfolio is built around the four standards for practice: Integrated with the four domains of Clinical, Education, Research and finally Leadership. Each standard has a number of Statements which can be met by different cues. The students', in collaboration with their CST, must identify

how each statement can be applied to their clinical context. Once this is done, the next step is to evaluate if the student meets the statement under the relevant standard. Where the standard/statement is met, evidence should be provided. Where standard/statement is not met, learning strategies for reaching them should be identified. As students meet each statement, evidence should be provided and students should write a reflection on the process and the outcome.

Clinical Support Team

The CST should at a minimum cover nursing, medicine and pharmacology. Suitable members of the CST are nurse practitioner, medical practitioner and pharmacists.

The clinical mentor is either a nurse practitioner, with at least one-year full time experience as a nurse practitioner, or a medical practitioner with a specialisation in a relevant clinical area i.e. cardiologist or GP.

All CST members and clinical mentors should be employed at a minimum of .5 Full Time Equivalent (FTE). Casual staff is not eligible to be clinical mentors or clinical support team members.

It is desirable that members of the CST have at least one of the following: educational training, experience from supervision of NP students, experience of supervising registrar or medical students

Role of the Clinical Mentor

The Clinical Mentor is an experienced clinician, committed to the education of nurse practitioners that undertakes to support and guide the NP student in their clinical environment. The mentor takes a leading role of the NP student's clinical support team.

The Clinical Mentor, in conjunction with the NP student's Academic Mentor, will be responsible for the supervision of the Nurse Practitioner student but does not have to work for the total specified clinical IPP hours that the Nurse Practitioner student is required to undertake.

The responsibilities of the Mentor are to:

- Provide **clinical advice** as it applies to the student's context of practice;
- Assist the student with the **development of his/her personal clinical goals** and competency for expanded practice;
- Provide **an assessment to the university of the student's ability and capability to demonstrate safe and competent** in his/her specialist and expanded practice;
- Participate in the assessment of the student as required by the specific course/s.

Role of the Clinical Support Team

The CST takes a multi-disciplinary approach and may consist of physicians, surgeons, medical officers, general practitioners, qualified nurse practitioners, pharmacists or other expert health professionals who can give timely and appropriate advice and guidance to the student.

This is covered in case management, patient assessment, diagnostic procedures including radiology, pharmacological management of patients and ongoing care of patients and their families.

Members of the CST, with the mentor, assist the NP student in the following ways:

- Being accessible to the student.
- Conducting regular case reviews with the NP student.
  - Discussion and assessment of clinical decisions
  - Recommendations for future patient care.

- – Identification of learning needs and resources.
- Supporting the student to develop the NP role in their clinical environment.
- Encouraging a reflective approach as the student works into the role of NP.
- Working with the NP student to identify learning needs.
- Clinical teaching.
- Patient management in collaboration with the NP student.
- Providing ongoing formative feedback.
- Competency assessment in collaboration with the University.

The MNP program uses the Subjective, Objective, Assessment and Plan (SOAP) format for all patient documentation and case study presentations (viva), therefore it is expected that students would become familiar with discussing and presenting patients using SOAP. A copy of the SOAP can be provided from the student.

Role of The University of Queensland

Each NP student has been assigned an Academic Mentor, who is an experienced nurse practitioner able to assist the NP student and their CST in their clinical environment. In addition, the Program Lead, Master of Nurse Practitioner monitors the academic progress of each NP student. Contact details are supplied at the beginning of this document.

The responsibilities of the academic mentor and course coordinator are to support the CST and mentor by:

- Ongoing support for the student and mentor and CST in the clinical setting through regular contacts.
- Working with student to develop experiential learning approach as they work into the role.
- Identification of learning needs with student.
- Planning learning activities with student.
- Collaborating with the mentor and CST to identify 'at risk' student.
- Planning and supporting the mentor and CST with assessment of student

Management of Unsatisfactory Progress/Assessment

Student are deemed 'at risk' when feedback, assessment results or observation of practice from mentors, the clinical support team and or academic staff indicate that the student is not maintaining satisfactory progress in the course. It is expected that issues of unsatisfactory development of expanded practice and knowledge will be raised with the academic mentor and/or course coordinator as soon as practical and strategies established in line with the Risk Management Plan of the program will be developed.

Risk Management

Student are deemed 'at risk' when summative feedback, assessment results or observation of practice from mentors, the clinical support team and or academic staff indicate that the student is not maintaining satisfactory progress in the course. This flowchart indicates the management plan for 'at risk' students.

Formative or Summative feedback; Assessment results; Direct observation of practice; Reports from clinical field; Self-reporting by student:
May indicate student is not maintaining satisfactory progress in the course- "At risk of failure".

- Clinical learning environment (CLE) reviewed with NP line manager/ CST/ academic mentor
- Issues discussed with Student by academic / clinical mentor.
- Action to remedy unsatisfactory progress / CLE agreed in collaboration with student;
- Student placed on informal skills contract if issue is performance-related
- Timeline for review of progress determined in collaboration with student and mentors
- Academic Mentor advises course coordinator of actions and contract details

- Student performance reviewed according to informal learning contract
- Student assessed to be making satisfactory progress in the course
- Student advised of outcome
- Academic Mentor advises course coordinator and facility of outcome and files informal contract
- Future assessment outcomes monitored to ensure continuation of satisfactory progress

- Student's assessment / CLE remains unsatisfactory
- Issues discussed with all parties- strategies to resolve CLE problems agreed
- Formal learning contract is developed with student, mentor, facility and academic mentor that specifies action to remedy unsatisfactory progress / CLE
- Timeline for review of progress determined in collaboration with student and facility
- Contract filed by course coordinator

- Student performance reviewed according to formal learning contract
- Student's assessment indicates satisfactory progress in the course
- Student is counselled by mentor and academic course coordinator
- Future assessment outcomes monitored to ensure continuation of satisfactory progress in the course
- Outcomes recorded in student's file.

- Student performance reviewed according to formal learning contract
- Student's assessment remains unsatisfactory OR CLE issues unresolvable
- Student is counselled by mentor and academic course coordinator and withdrawn from the course OR CLE
- New CLE established if feasible and appropriate
- Clinical facility informed of outcome
- Outcomes recorded in student's file.

Assessments

Role of the Mentor / Clinical Support Team in Assessment

In general, the clinical mentor is the best person to provide feedback to the NP student about their progress and skills development. As they work alongside the student, it is expected that opportunities for clinical teaching and critical reflection will be used to give ongoing advice and guidance to the student.

NP students are assessed in a number of ways (Table 2) in the field: by completion of Physical Examinations, through oral presentations (Viva voce) of completed case study, and through formative assessment of their development as a Nurse Practitioner (NP ePortfolio). NP students also complete a number of written case-based assignments that are graded by the academic team.

Mentors are asked to assist in the clinical assessment of their NP student at several times throughout the semester. The requirements will vary from semester to semester; the following is a summary of expectations during the program. The Program Lead for the MNP is the official examiner of all assessment items even though CM or CST marks them.

Table 2. Overview of assessment in the program to be marked/assessed by clinical mentor (CM) and/or clinical support team members (CSTM)

NURS7001	NP e-Portfolio	CM / CSTM
NURS7002	PE X 4	CM
	Oral Viva	CM and/or CSTM
	NP e-Portfolio	CM and/or CSTM
NURS7003	Oral Viva	CM and/or CSTM
	NP e-Portfolio	CM and/or CSTM
NURS7004	NP e-Portfolio	CM / CSTM

Nurse Practitioner electronic Portfolio (NP ePortfolio)

Compulsory

The purpose of the NP ePortfolio is to provide the student, clinical mentor and academic mentor with opportunity to monitor the development of NP knowledge and expanded practice across the semester. For each course, there will be specific statements for the student to address. These are presented in the electronic course profile (ECP) that student easily can access via Blackboard or UQ webpage.

At an early stage of the course the student will have to identify what learning needs they have to meet the "Nurse Practitioner Standards for Practice". Students will use an electronic portfolio 'Nurse Practitioner ePortfolio' to support this process. The portfolio is built around the four standards for practice: Integrated with the four domains of Clinical, Education, Research and finally Leadership. Each standard has a number of Statements which can be met by different cues.

For the specified statements in the relevant course the students', in collaboration with their CST, are to identify how these statements can be applied to student's clinical context. Once this is done, the next step is for the student to choose one of the cues and then evaluate if the they meet the cue or not. Where the

statement is met, evidence should be provided and CST are to provide feedback and mark. Where cue or statement is not meet, learning strategies are to be identified that allow for the student to meet the cue. When student deem that they meet the cue they provide evidence, as a written part that can be accompanied with support document, and submit this to their CST or CM. After receiving feedback from CM or CST the student is expected to write a reflection on their learning experience and including the provided feedback from CM/CST. When reflection is completed the student submit the reflection to the course coordinator who then sign off that student meet the chosen cue under the relevant statement and standard specified for the course.

The clinical mentor along with other members of the CST and the student will have the opportunity to discuss outcomes and progress at each stage of assessment with the student's academic mentor and to decide on the student's overall progress. The NP ePortfolio comprise of four sections, NP standard for practice, Client log, IPP log and Diary. The CM/CST will be expected to mark in the standard for practice section a long with signing off on IPP hours. Below is listed the four Domains and the fours standard that make up the standard for practice section.

Domains

- Clinical
- Education
- Research
- Leadership

Standards

- Assesses using diagnostic capability
- Plans care and engage others
- Prescribes and implements therapeutic interventions
- Monitors outcomes to evaluate and improve practice

Criterion for the NP ePortfolio

Does not meet Standard/Statement

Advanced beginners are those who can demonstrate marginally acceptable performance, those who have coped with enough real situations to note, or to point out to them with guidance by a mentor, the recurring meaningful situational components. These components require prior experience in actual situations for recognition. Principles to guide actions begin to be formulated. The principles are based on experience. The student has knowledge or understanding of particular skill expected at this level, but needs frequent assistance, guidance, and/or review.

Needs Further Work

Competence develops when the nurse practitioner student begins to see his or her actions in terms of long-range goals or plans of which he or she is consciously aware. For the competent NP student, a plan establishes a perspective and is based on considerable conscious, abstract, analytic contemplation of the problem. The conscious, deliberate planning that is characteristic of this skill level helps achieve efficiency and organization. The NP student lacks promptness and flexibility but does have a feeling of mastery and the ability to cope with and manage the many contingencies of expanded clinical nursing. The NP student does not yet have enough experience to recognize a situation in terms of an overall picture or in terms of which aspects are most salient.

Standard/Statement Achieved

The proficient performer perceives situations as wholes rather than in terms of chopped up parts or aspects, and performance is guided by maxims. The NP student understand a situation as a whole because they perceive its meaning in terms of long-term goals. The NP student learns from experience what typical events to expect in a given situation and how plans need to be modified in response to these events. The NP student can now recognize when the expected normal picture does not materialise and alters the plan of care accordingly. This holistic understanding improves the decision-making; it becomes less laboured because the NP student now has a perspective on which of the many existing attributes and aspects in the present situation are the important ones. The NP student uses maxims as guides, which reflect what would appear to a student in the lower levels as unintelligible nuances of the situation; they can mean one thing at one time and quite another thing later. Once one has a deep understanding of the situation overall, however, the maxim provides direction as to what must be considered.