

A Snapshot of Clinical Educational Experiences of Advanced Nurses Worldwide





Education Subgroup 2016-2018

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Introduction

- Apprenticeship experience remained the hallmark of clinical practice in nursing when training, not education, was the rule well into the 20th century.
- With the closing of the Nightingale Schools in 1966, Norman noted changing times and trends in health and social care warranted new directions for nursing clinical education.
- One significant change was the emergence of the nurse practitioner role in the United States.

The Problem

- Sixty years later we still struggle to meet the challenge of educating advanced practice nurses (APNs) due to an exponential growth of APN roles worldwide; concurrent with increased demands for expert nursing care for diverse complex populations.
- A lack of clarity and consistency in nursing education further contributes to these challenges.

Purpose

- This presentation describes the diversity of clinical experiences required for APN education in select countries worldwide today.
- APN=the nurse practicing in an advanced clinical capacity (Schober, 2018)
- ANP=A more global term referring to advanced clinical nursing practice beyond the entry level (Dowling et al, 2013, Schober, 2018)

Objectives

- 1. Describe a brief historical overview of nursing education clinical experiences.
- 2. Examine the current differences and similarities of required APN clinical experiences globally.
- 3. Explore factors that influence the structure of clinical experiences globally.

Methodology/Process

- Using a survey technique with a convenience sampling of APN educators from **10** countries, we examined the issues in clinical education that encompass the knowledge, skills and competencies needed beyond the basic traditional nursing education for advanced nursing practice.
- A previous presentation reported those overall results. This presentation focuses on a secondary analysis of the actual required clinical experiences within each educational program examined.

Countries Represented

- Australia
- New Zealand
- Israel
- Saudi Arabia
- South Africa
- Spain
- France
- United Kingdom
- Canada
- United States

Results/Outcomes

- Variables examined: number of hours, types of experiences, variety of settings, criteria for supervision/mentorship, and the role of faculty and employers.
- Exemplars from select countries (Spain, U.S.A.) describe the required clinical experiences in more detail.

Table 1a: Identified Clinical Hours

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1. What amount, if any, prerequisite nursing experience is required prior to entering the advanced nursing program?	
Australia	Minimum of 3 years full time or 5000 hours advanced nursing practice within the last 6 years
Canada	Varies Average, 4500 RN Practice Varies from Province to Province- usual range is 4000-5000 hours (equivalent to 2-3 years full-time practice)
France	None to enter APN program but must have 3 years as RN prior to practice as APN
Israel	At least 2 years in area of expertise
New Zealand	Must have a minimum of 3 years
Saudi Arabia	2 years
South Africa	2 years
Spain	None
United Kingdom	No Prerequisite but 2 years post qualification as an RN to do prescribing course which is usually part of the ANP degree
United States	Varies: None to 2 years

Table 1b: Identified Clinical Hours cont.

Table 1b: Identified Clinical Hours	
2. How many hours of direct clinical experience are earned during the academic program?	
Australia	Varies but no set national requirement
Canada	Varies, the mandatory minimum clinical hours ranges 700 - 950, average 764.6 hours 700-780hr
France	2 required clinical placements during 4 semesters -one at least 2-month placement semester 2 and one at least 4-month placement 4 (2 total placements)
Israel	300-400, depending on specialization
New Zealand	500 hours
Saudi Arabia	Clinical placement semester 3 & again semester 4 but unknown # hours
South Africa	720 hours
Spain	1) <u>Nursing specialties</u> : 2 years non-academic internship in clinical practice 2) <u>MSc in APN</u> : no clinical experience earned during programs but advised to work in clinical area of interest
United Kingdom	No set hours
United States	Varies: Minimum 500 hours

Table 2a: Clinical Hours Oversight

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	AU	CA	FR	Israel	NZ
Are the clinical experiences required during the academic program employee driven?	yes	n/a Question not clear No	Question not clear	Question not clear Student works with Preceptor	Yes and No
Who is responsible for the clinical supervision of the student?	The Employer, direct line manager and the University	Combination APN & MD MD or NP	MD & Nurse (APN in the future)	In the best case scenario, it is an APN but since there are so few of them it is usually MD	Combination APN and MD
Who has the final responsibility for assessment /grading of the nursing student's clinical performance?	University Faculty	University Faculty ratify the decisions made by the Clinical Preceptors; Preceptor completes evaluation and submits to Faculty who review.	Committee composed of representatives of University and Tutors	The Preceptor. Most of our APN programs are not associated with a degree in the University but are post graduate certification programs.	University Faculty

Table 2b: Clinical Hours Oversight cont.

Table 2b: Clinical Hours Oversight continued					
	Saudi Arabia	South Africa	Spain	UK	USA
Are the clinical experiences required during the academic program employee driven?	NO	No	1) <i>Nursing specialties</i> : Yes 2) <i>MSc in APN</i> : No	No	No
Who is responsible for the clinical supervision of the student?	Nurses will be providing some but not clear if also MDs	(Combination	1) <i>Nursing specialties</i> : Mentors and other nurse specialists 2) <i>MSc in APN</i> : Does not apply	Combination	Mainly APNs, but can be in collaboration with MDs & other healthcare providers
Who has the final responsibility for assessment /grading of the nursing student's clinical performance?	Not known	University faculty	1) <i>Nursing specialties</i> : Mentor and evaluation committee – title given by Ministry of Health 2) <i>MSc in APN</i> : University teachers – Title given by Ministry of Education	Both but ultimately the University	University Faculty

Table 3: APN Academic Program Clinical Experience Description

TABLE 3	APN ACADEMIC PROGRAM CLINICAL EXPERIENCE DESCRIPTION
	What pathway provides authority to practice in the advanced role? degree, certification, licensure, combination, not applicable
Australia	MSc degree or board approved equivalent, National endorsement
Canada	Degree + licensing exam –However, authority to practice originates through the provincial/territorial regulatory body of nursing. In order to be eligible for licensure through the regulatory body, a potential NP must demonstrate appropriate educational credential (which varies across the country, the majority is MSc degree, however, diploma/degree do still exist).
France	Degree and certification, both are recognized by University
Israel	The student completes an APN certification program and then takes a licensing exam that is both clinical and theoretical
New Zealand	Degree and certification
Saudi Arabia	Unknown
South Africa	Combination
Spain	There is not an official pathway that provides authority to practice in advanced roles. APN role is not legally recognized at practice level
United Kingdom	Not applicable.
United States	MSc Degree required, Doctor of Nursing Practice (DNP) recommended, individual state licensure(varies if need separate APRN license from state to state), national certification required in most states

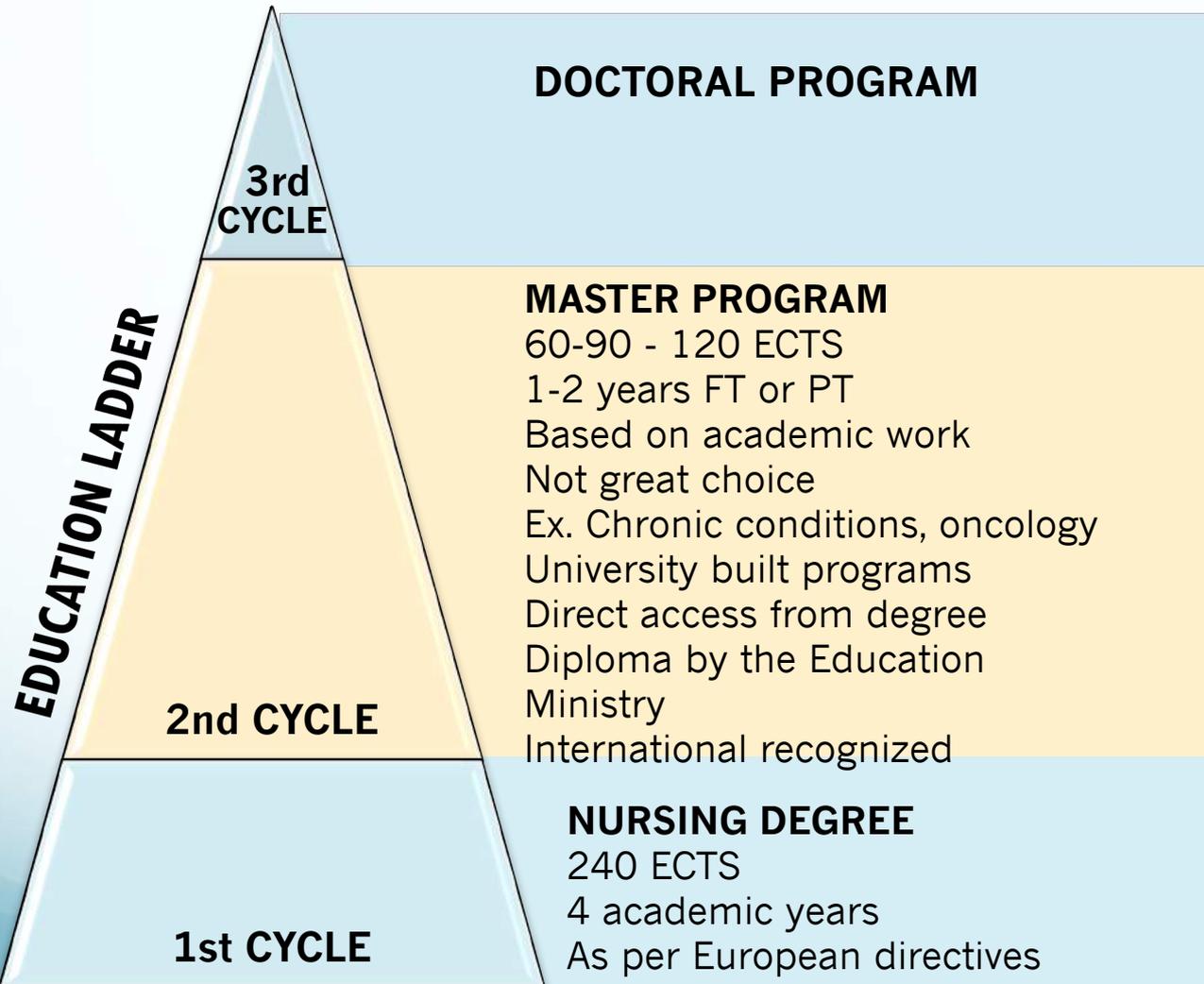
Table 4a APN Academic Clinical Experience Description

TABLE 4a	APN ACADEMIC PROGRAM CLINICAL EXPERIENCE DESCRIPTION
Nation	Please describe in 1 or 2 sentences the type of clinical experiences provided students in your academic programs.
Australia	Supervision is provided by either an experienced physician or a nurse practitioner and is individually adapted to the student NP specialty work. This is usually conducted within their place of work.
Canada	There are 27 different programs, with different focus areas (Neonatal, Acute Care, Primary Care etc). It would be difficult to summarize them all. Programs in Canada include Family-all-ages, Adult, Pediatric and Neonatal. The clinical experience is required to match the focus of the program. ie) Primary care for family-all-ages, NICU for neonatal. The pediatric and adult programs are typically hospital focused
France	Clinical activities mainly but also activities performed at team level to increase the quality of care provided to the patient (reflexive practice, continuous professional development activities, quality improvement project, ...)
Israel	The APN programs are not academic but are certification programs. The clinical experiences include health assessment courses and precepted experiences with either an APN or an MD
New Zealand	Students are employed at least part time in clinical settings during their tenure in the program. Their clinical hours are gained in such settings with an academic and clinical mentors

Table 4a APN Academic Clinical Experience Description cont.

TABLE 4b	APN ACADEMIC PROGRAM CLINICAL EXPERIENCE DESCRIPTION
Nation	Please describe in 1 or 2 sentences the type of clinical experiences provided students in your academic programs.
Saudi Arabia	unknown
South Africa	Students conduct clinical assessment of patients, diagnosis, and nursing interventions as guided by their scope of practice.
Spain	<p>1) The Nursing Specialties program gives priority to tutored self-learning in clinical practice, using educational methods that ensure active participation and learning based on experience. In order to integrate theoretical and practical knowledge, methods are used that involve active participation of the resident nurse in which they are combined: acquisition of theoretical knowledge, practical action on real or simulated problems, observation practice, reflective practice and the generation of new knowledge that allows to advance to more complex problems.</p> <p>2) The Masters of Science in Advanced Practice Nursing has no standardized national academic program. Some programs included 250 hours of clinical experience and no clinical experience at all.</p>
United Kingdom	Shadowing/ working under supervision of MDs/ ANPs but also able to visit other areas of interest to expand their learning.
United States	Direct care under the supervision of a preceptor/instructor clinical is tailored to the population of the specific APN program (pediatrics, adult geriatrics, family, etc) and the acuity of the population. Students rotate to several sites during their program to get a full exposure to the population in ambulatory setting for primary care programs and hospital setting for acute care programs.

Exemplar 1: Education ladder in Spain



NURSING SPECIALTIES
Non ECTS
2 years full-time internship
Exclusive funded contract
Based on learning by-doing
6 specialties: mental health, midwife, pediatrics..etc
Access by competitive exam
Diploma by the Health Ministry
Nationally recognized

Advanced education vs workforce in Spain

Advanced education in the second or third cycle is not related to clinical practice (Appleby & Camacho-Bejarano, 2014)

Despite educational advances, legal regulation or formal recognition of EPA has not been developed in clinical practice (Osakidetza, 2011). Innovative roles in practice have been developed due to:

- The implementation of new health programs
- The economic support of the industry in new innovative and efficient roles demonstrated internationally
- The support of medical teams, who through internal pacts, have mentored and shared competences.

Exemplar 2- United States: Clinical Experience

- More than 500 hours in direct, supervised advanced practice nursing care
- Precepted by an APN or MD (medical doctor) (one-to-one) employed by the clinical agency
- Usually rotate through several placement sites to have experiences with a variety of populations and care settings
- Usually maintain a log of encounters

United States:

Clinical Experience continued

- Structured simulation in preparation for practica
 - Low fidelity task trainers
 - High fidelity complex scenarios
 - Standardized patients
- Administration and oversight
 - The academic institution retains responsibility for the coordination, quality and integrity of the practica
 - Faculty member provides liaison and oversight and the grading of the student

Conclusions

- Sharing lessons learned and education pearls can serve to ensure quality, maintain standards, and establish best practices worldwide.
- More such dialogue is needed between those countries that have successfully navigated these APN issues and those countries in the early stages of APN role development and education.
- Consensus among international nursing academic institutions and professional organizations regarding what constitutes competency based clinical experiences is essential if we are to prepare nurses for global advanced practice.

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