Nurse/Midwife Prescribing Education

Preparing to Prescribe

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Presentation Outline

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A Spoonful of Sugar helps the Medicine go down

Narrative
A Spoonful of Sugar helps the Medicine go down
International Literature

* Patients level of satisfaction and self reports of intention to comply following consultation with nurses and midwives with prescriptive authority: A cross sectional survey. (Drennan et al 2011)
* Van Ruth et al, 2008
* Aarts and Koppel, 2009
* Ball, 2009
* Drennan et al, 2009
The Story so far - Key Developments

- Review of the Scope of Practice for Nursing and Midwifery (2000)
- Quality and Fairness National Health Strategy (2001)
- Health Service Executive Establishment (2005)
- HSE Transformation Programme (2006)
Review of Nurses and Midwives in the Prescribing and Administration of Medicinal products – Final Report (ABA & NCPDNM 2005)

Irish Medicines Board Act 2006

The Medicinal Products (Prescription and Control of supply Regulation 2007)

Practice Standards and Guidelines for Nurses and Midwives with Prescriptive Authority (ABA 2010)

Decision Making Framework (ABA)

Collaborative Practice Agreement for Nurses and Midwives for Prescriptive Authority (ABA 2007)


Independent Evaluation of the Nurse and Midwife Prescribing Initiative (UCD, 2009)

Guiding Framework for the Implementation of Nurse and Midwife Prescribing in Ireland (HSE, 2008)

Requirements and Standards for Education Programmes for Nurses and Midwives with Prescriptive Authority (2007)
The vision is to produce nurses and midwives that are competent and confident in their prescribing practice at the point of qualification and who embrace a philosophy of life long learning in order that they continue to deliver competent, responsive and flexible care in a variety of clinical settings.

(ABA 2007)
A collaborative Shared Vision developed in partnership encompassing common values and understanding of the desired outcomes

Key Partners

- An Bord Altranais
- Health Service Executive
- Office of Nursing/Midwifery Service Director
- University of Limerick Interdisciplinary Departments
Programme Design Team

- Collaboration (Nurse/Midwife curriculum development team) (Prescriptive Authority Education Committee)
- Stakeholders Director of Nursing
- HSE prescribing Officer
- Registered Nurse Prescriber
- Education Faculty Interprofessional Nursing/Pharmacy/Medicine
- Practice Site Coordinator
- Medical Mentor
- Librarian
- Clinical Skills Team
- AV technician (Blended Learning)
Programme design aimed to:

* prepare nurses/midwives as independent prescribers
* enabling them to provide patients with effective access to medications
* expands the role of nurses and midwives in a rapidly changing healthcare environment.
Curriculum was grounded in the culture of Patient Safety and Clinical Governance. (James, 2010)

Curriculum Design Model incorporated the core guiding principles of the Nursing Education Forum eclecticism, utility, evidence based, shared learning, flexibility and transferability.
Learning Outcomes

* Demonstrate a systematic understanding of the regulatory framework associated with prescribing including the legislation and professional guidelines, supporting safe prescribing.

* Critically utilise evidence based knowledge and skill of patient client assessment and consultation to achieve a holistic approach to patient/client care in the prescribing of medicinal products.
Apply expert skills in clinical decision making in relation to prescribing medicinal products.

Demonstrate a critical understanding of pharmacotherapeutics, pharmacodynamics and pharmacokinetics.

Demonstrate knowledge of the role of the multi-disciplinary team and effective communication processes involved in safe medication management.

(An Bord Altranais, 2007 p.10)
Educational Principles

* Students are required to integrate the theoretical content of the programme into the clinical setting and thereby demonstrate an understanding and proficiency in their prescribing role.

* Educational facilities for the theoretical component of the programme are world class within the university and meet the needs of the students. The clinical element of the programme is provided in the specific clinical practice area of individual students with instruction and supervision from a dedicated medical practitioner who will serve as supervisor for clinical practicum or engaged in clinical instruction for the duration of the programme.

* The ‘learning practice’ element of the course is integrated with the students own clinical specialty area spanning the duration of the course. The student must pass both the learning in practice assessment and the theoretical component in order to become accredited as a prescriber.
Application Process 3 Part Application

- Part 1: A 200 word statement demonstrating continuous professional learning
- Part 2: Experience to date
- Part 3: Site Declaration Form

Selection Team: Head of Department of Nursing and Midwifery/Course Director/Director of Nursing/HSE Prescribing Officer
6 month programme
168 hours of theory
96 hours of clinical supervision by medical mentor
## Programme Structure

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<th>Semester 1 Autumn</th>
<th>Semester 2 Spring</th>
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<tr>
<td>• Professional, Ethical, Legal and Inter-professional Dimensions to Nurse/Midwife Prescribing (9 ECTS Credits)</td>
<td>• Clinical Practicum in Nurse/Midwife Prescribing 2 (6 ECTS Credits)</td>
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<tr>
<td>• Drug Action and Prescribing (9 ECTS Credits)</td>
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<tr>
<td>• Systematic Assessment and Evaluation in Patient Care (9 ECTS Credits)</td>
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<tr>
<td>• Clinical Practicum in Nurse/Midwife Prescribing 1 (3 ECTS Credits)</td>
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Professional, Ethical, Legal and Interprofessional Dimensions to Nurse/Midwife Prescribing

* Typical Assessment Criteria: Two Part A and Part B written assignment


  Method: Part A Written assignment Word Count: Word Limit – 1,500 words + or - 10% Weighting: 50%

Part B: Individual placement Case Vignette

  Method: Written assignment
Drug Action and Prescribing

Typical Assessment Criteria:

Method: Exam consisting of 60 Multiple Choice Questions’ (MCQs) and Presentation of Log Book of Five Case Studies

Weighting: 60% for exam and 40% for Log Book of Case Studies.

The pass mark is 50%. To pass the module, student must achieve 50% or above in both the MCQ exam and Log Book of Case Studies.
Systematic Assessment and Evaluation in Patient Care

Typical Assessment Criteria: Three Part

Method: OCASE & Presentation of Log Book of 5 Case Studies

* Part A: Written Assignment (50%). Submit five log books of clinical case studies.
* Part B: Verbal presentation (10%)
* Part C: OCASE (40%)

  Multiple (9) station OSCE delivered in 6 minute stations with structured marking scheme for all examiners.
<table>
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<tr>
<th>Clinical Practicum in Nurse/Midwife Prescribing 1</th>
<th>Assessment Document for Clinical Practicum in Nurse/Midwife Prescribing 1 (Begins process/completion of 2 competencies)</th>
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<tr>
<td>Clinical Practicum in Nurse/Midwife Prescribing 2</td>
<td>Assessment Document for Clinical Practicum in Nurse/Midwife Prescribing 2 (completion of remaining 3 competencies)</td>
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Thoughts for the Future

* Collaboration: key component
* Medical Mentor Programme: essential
* Communication: among all stakeholders
* Evaluation: ongoing programme evaluation
* Research: to determine effects of nurse prescribing on patient outcomes
References available on request.

Thank you