

# Advanced Practice in Mental Health

## Curriculum and Capabilities Framework Launch

### 29 September 2020



Developing people  
for health and  
healthcare

# Housekeeping and welcome

## Beverley Harden, Allied Health Professionals lead

- This is a recorded event
- Please post questions in the chat box
- All resources will be sent out after the event.

# Overview of today

We will be:

- Talking through examples of what a development programme may look like
- Giving an example of working in the roles
- Discussing how we are going to roll out this programme

# Programme launch and experience to date

**Dr Paul Rowlands, Consultant Psychiatrist,  
Co-Lead**

# Thanks to many colleagues

- Initial meetings
- Steering Group
- Curriculum contributors
- Document review
- Consultation process
- Final revisions

Oh, and a pandemic...

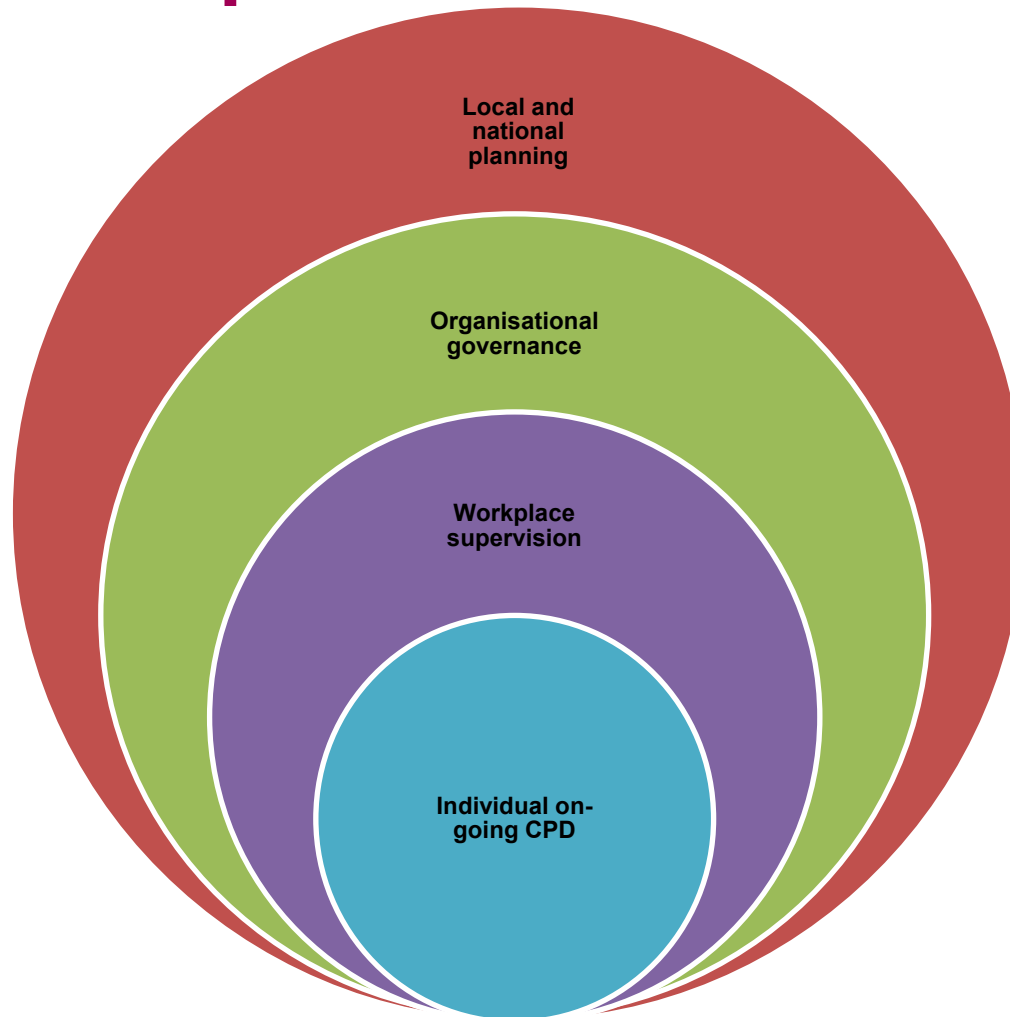
## ACPs as a ‘new’ workforce?

- Professionals working in ‘Advanced’ roles are not ‘new’
- But hitherto there has been a lack of agreed clinical curriculum and competencies for mental health
- Our framework aims to provide a map to allow ongoing collaborative development between providers and HEIs with support from HEE of appropriate approaches...

## Setting the scene

- Clinical competencies
- The broad model which is envisaged
- The importance of supervision and support
- The importance of assessment of competencies
- The importance of organisational governance

# Continuous improvement model

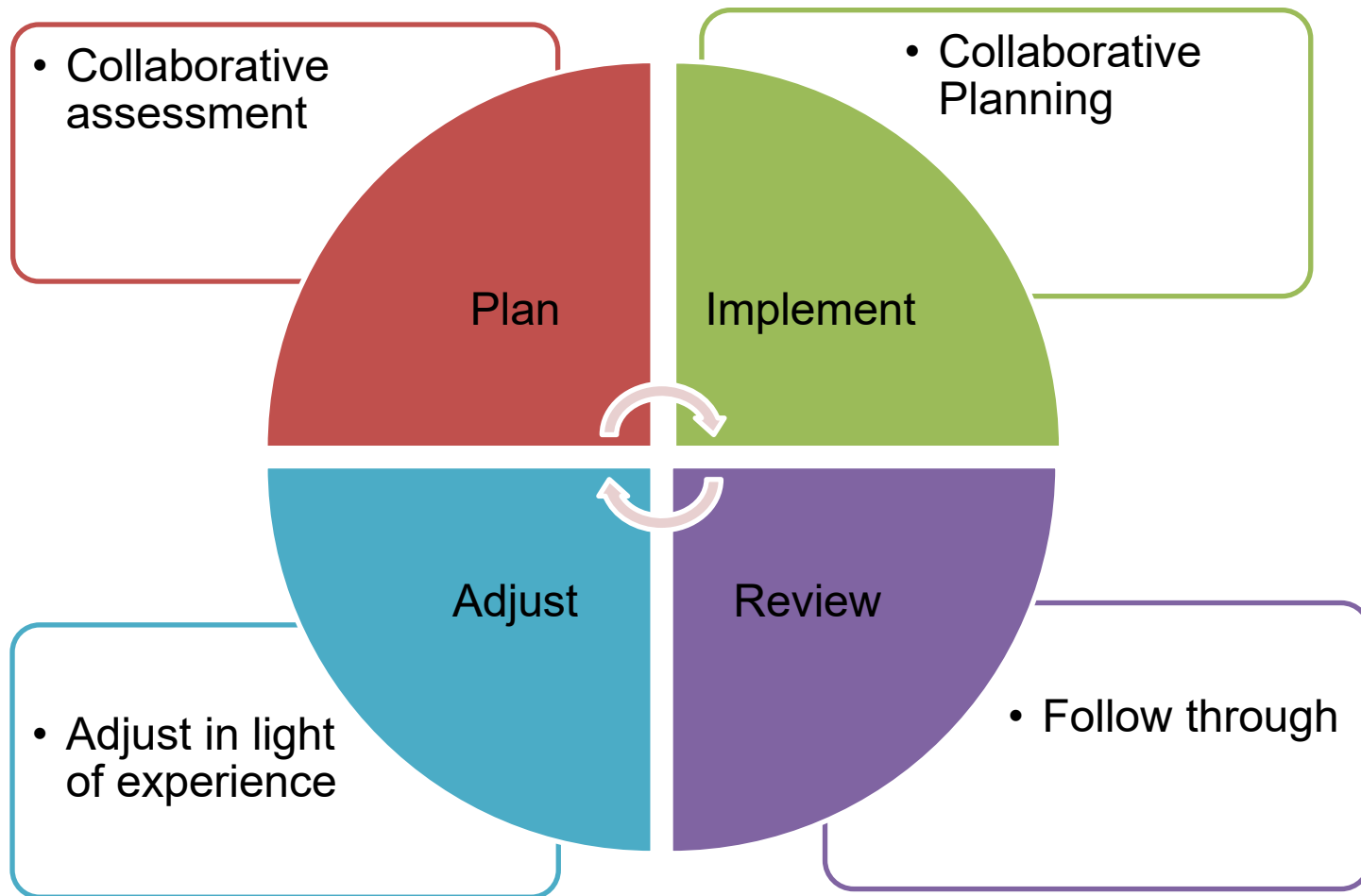




## The goals

- Ongoing improvements in delivery of safe, timely and effective care to our communities
- Creation of clear clinical career pathways for all professional groups
- Enrichment and development of existing services and workforces
- Development of new approaches to service delivery

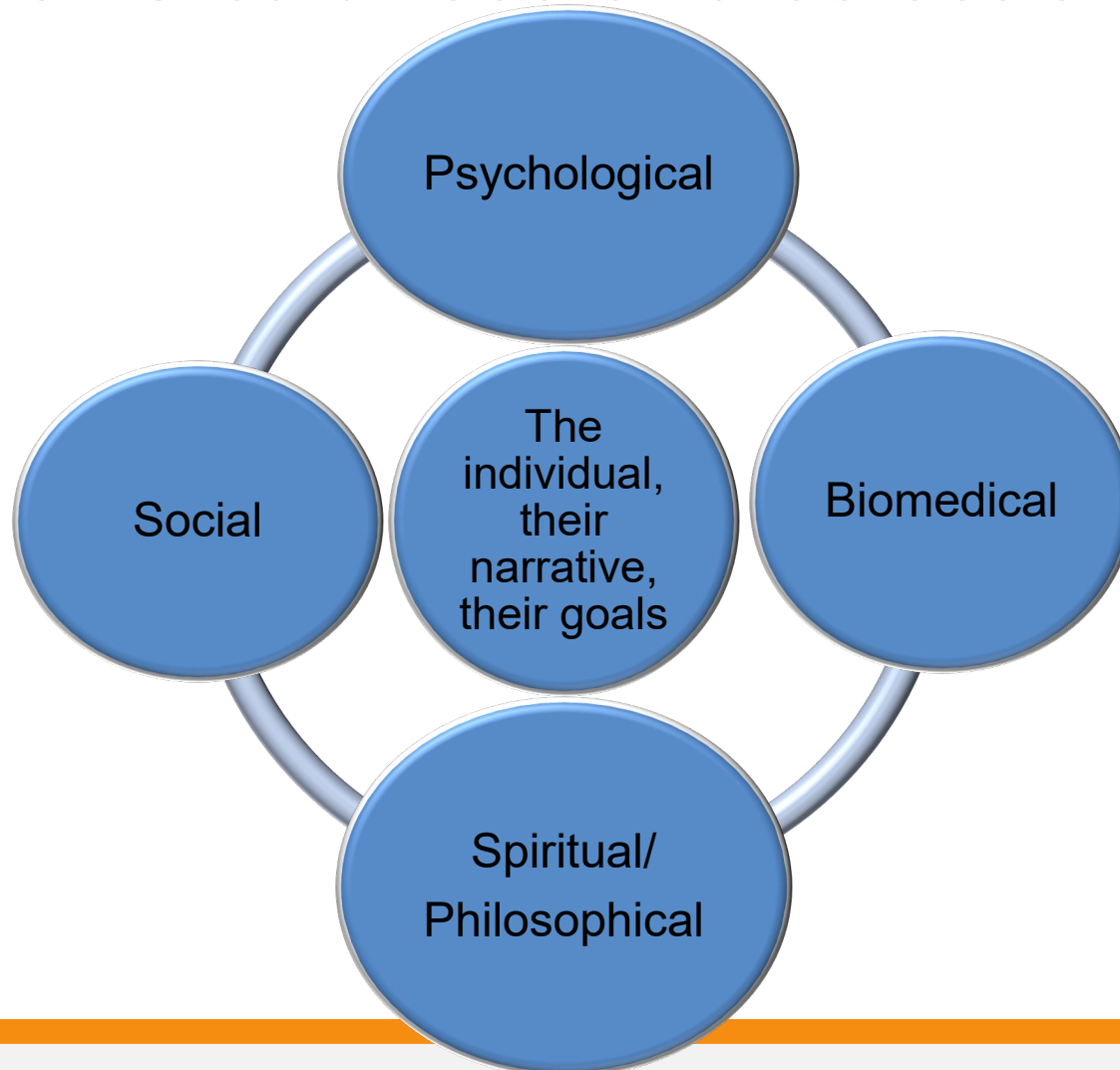
# Advanced clinical responsibilities



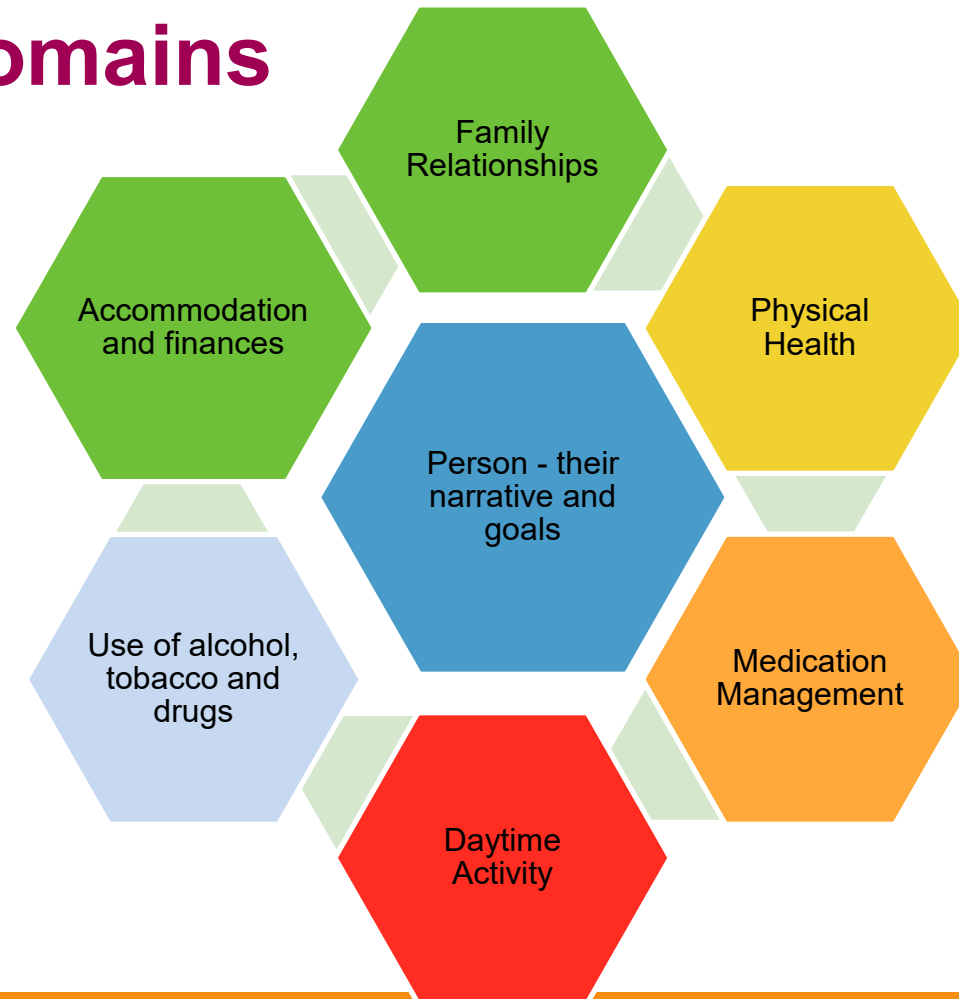
# Advanced level knowledge, skills and attitudes/behaviours

- Theoretical knowledge
- Practical experiential work-based training
- Relevant to the area of clinical practice
  
- Advanced clinical decision making
- Working with complexity, uncertainty and incomplete information
- Advanced Clinical Leadership
  
- A role model and educator, across professional boundaries
- Quality improvement
- Attention to research
  
- Exemplary professional attitudes and behaviours

# The model is balanced and eclectic...

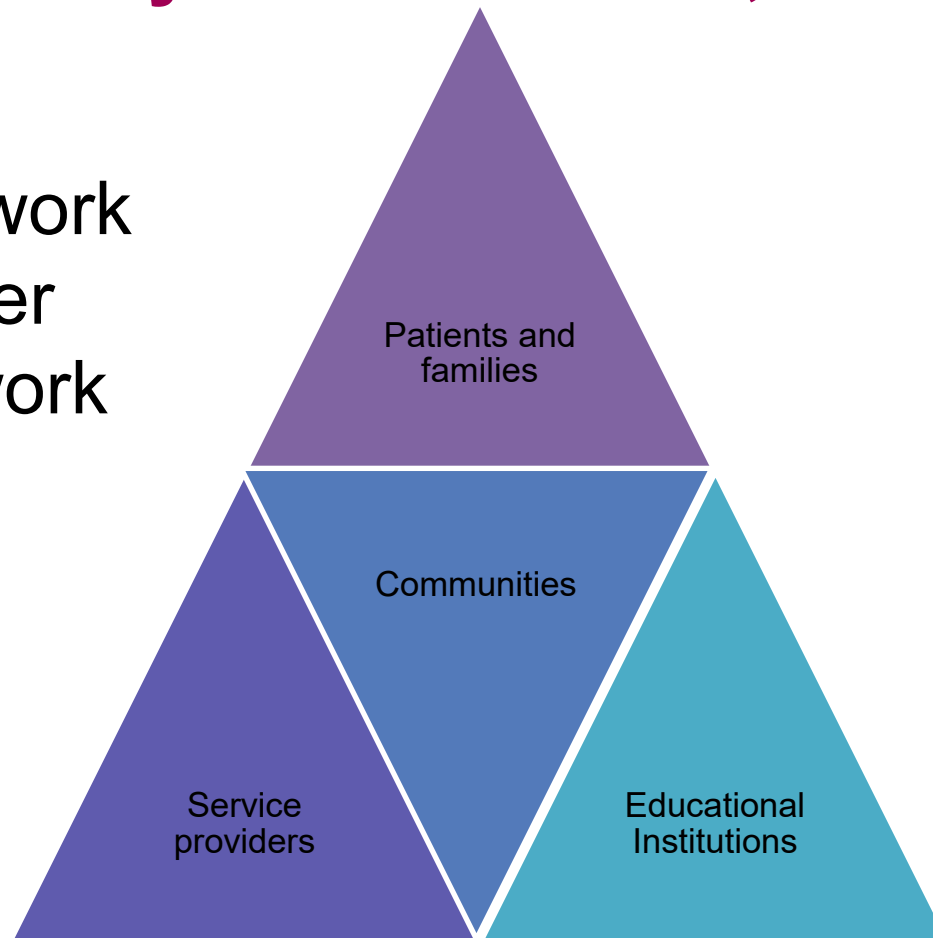


# ...taking a broad approach across multiple domains



# Not the start, maybe the middle, not the end...

...just a framework  
to enable further  
collaborative work



# Thank you

We are grateful for contributions from numerous professional bodies, organisations, groups and individuals. The shared expertise, insight, judgement and tenacity has been invaluable in building and developing the consensus required in order to publish this document.



# Advanced Practice in Practice

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Kay Roscoe  
29 September 2020



## What I'd like to cover...

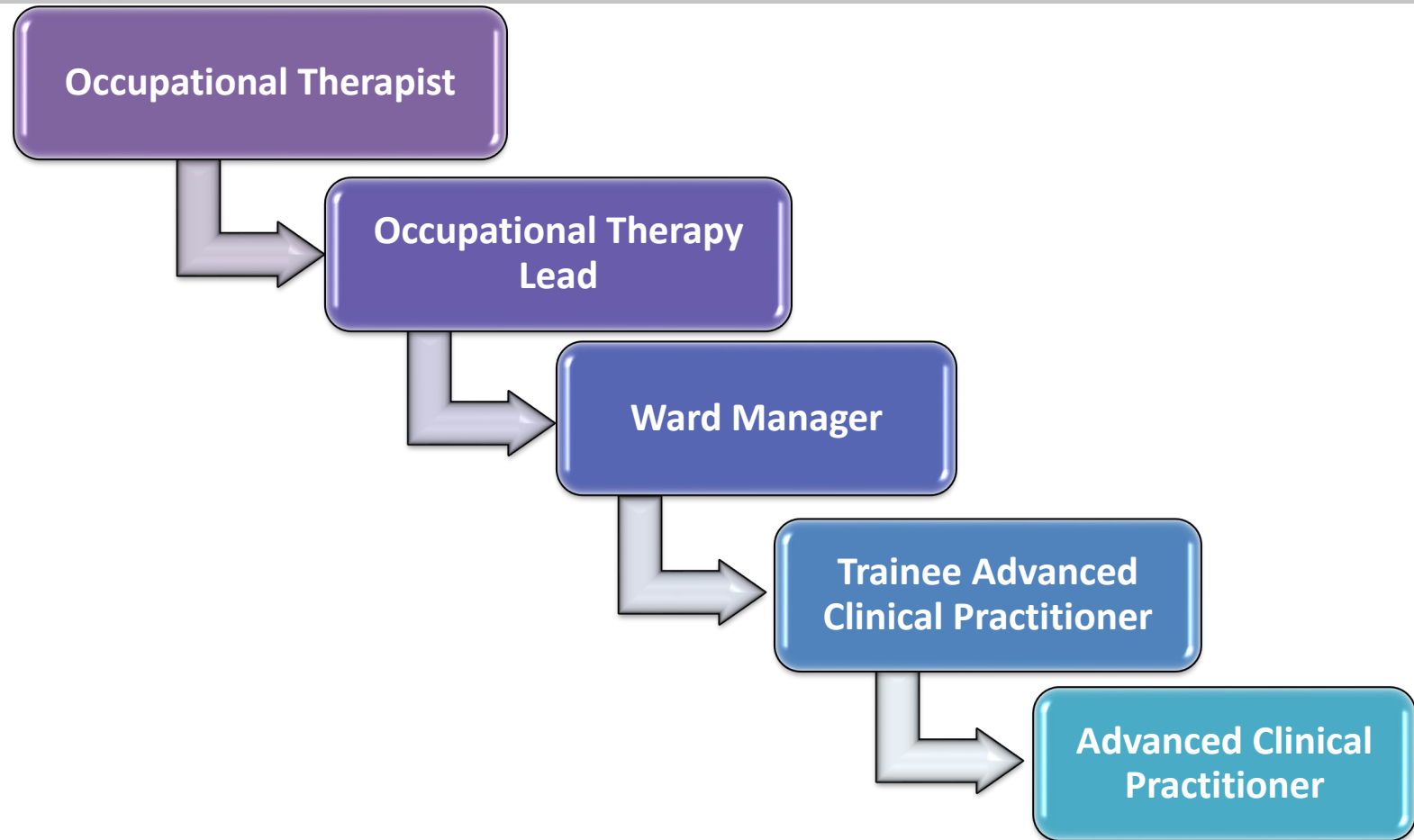
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- My Advanced Practice journey
- Mark's Story
- Benefits of Advanced Clinical Practitioners



# My Background

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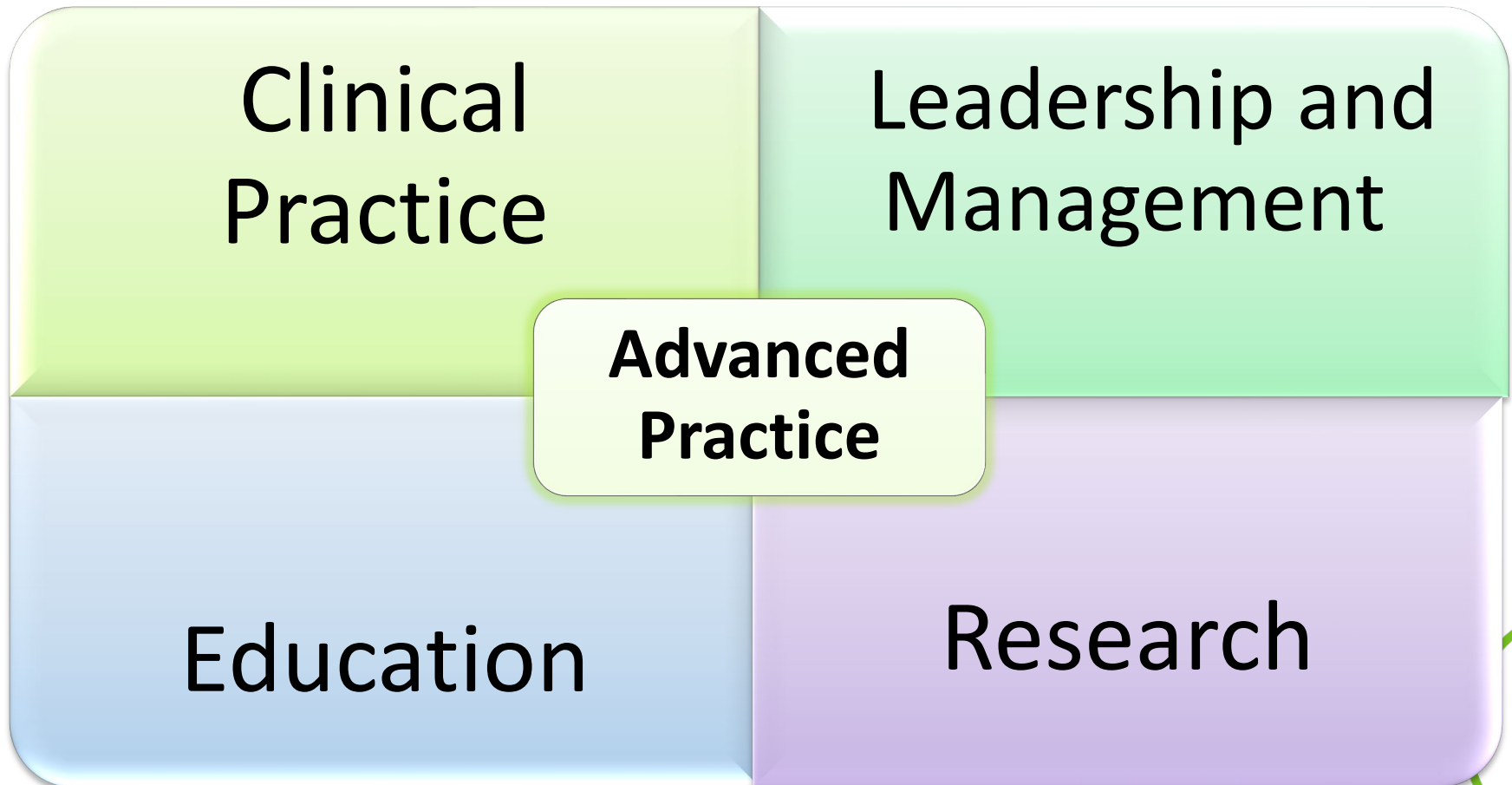
# Mark's Story

Male  
Age 36  
Extensive military history  
First contact with services  
Detained under Section 2 Mental Health Act  
Complex PTSD

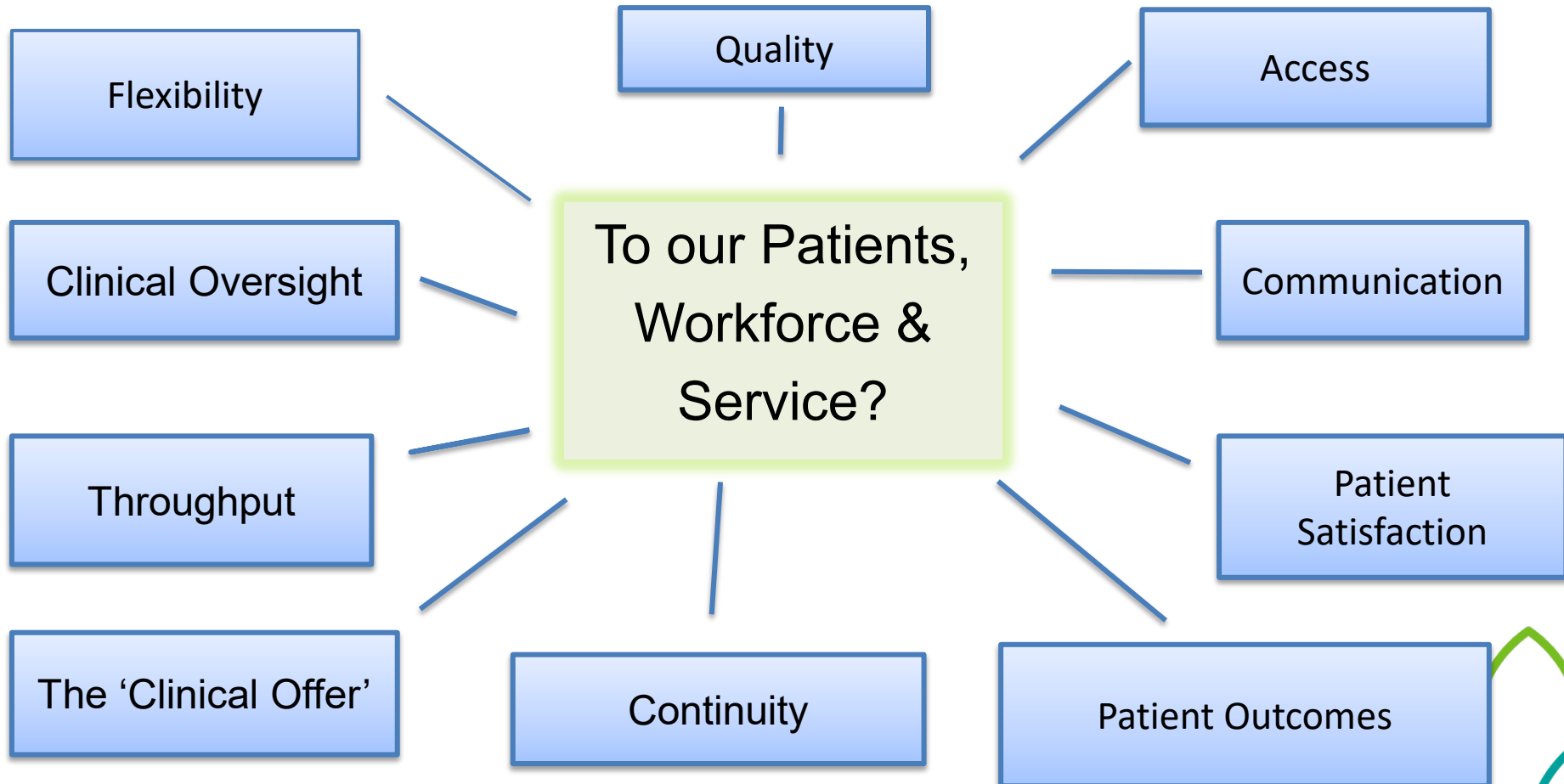
Motivated  
Determined  
Clear goals  
Interpersonal skills  
Self awareness



# Applying the Pillars of Advanced Practice



# What are the benefits of Advanced Clinical Practitioners...



# My Reflections of the role... So far

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- Draw on tacit knowledge
- Promoting the role
- Being visible
- Using supervision & reflection
- Adapting
- A journey not a destination!



# Thank you

[Kay.roscoe@nwbh.nhs.uk](mailto:Kay.roscoe@nwbh.nhs.uk)

Please post questions in the chat box; we will try to answer them at the end of the webinar but all questions will be collated, answered and sent out in our resource pack.



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## **Creating an ACP-MH academic pathway**

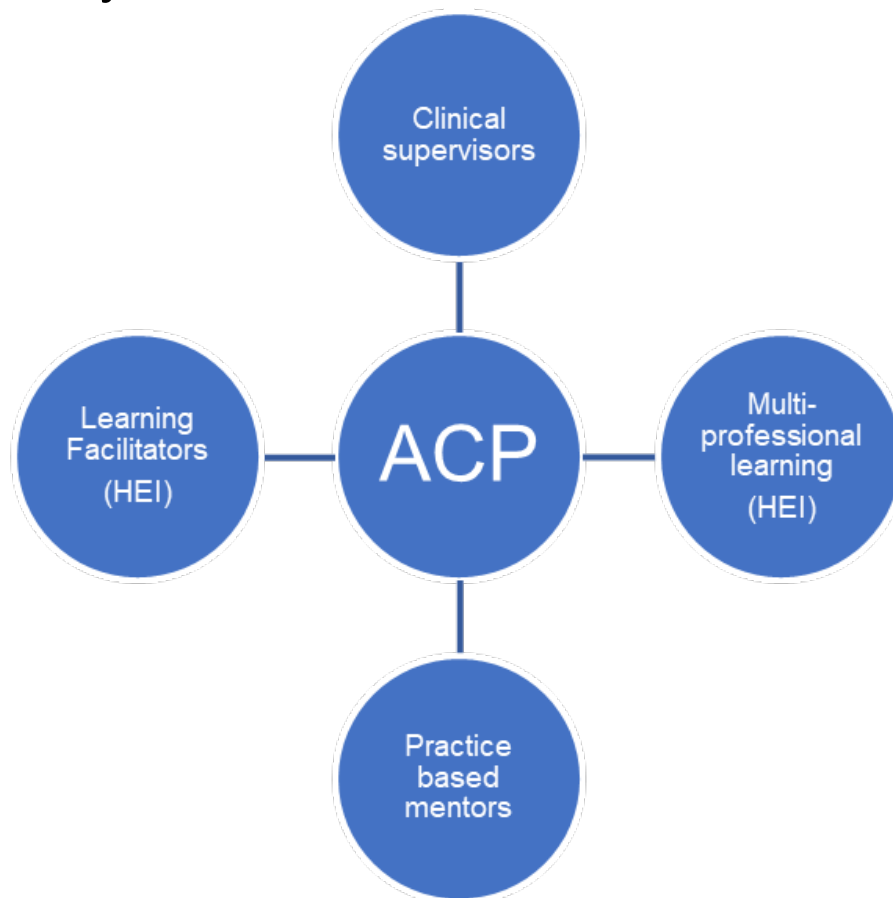
Annabella Gloster – Senior Lecturer / Programme Leader  
MSc Advanced Clinical Practice



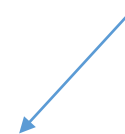


# Background

- Advanced Practitioners in Mental Health have been trained at University of Salford since 2005



Elements of Advanced Practice (UoS 2005)





## **Stakeholder & Framework analysis**

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- Angelina Chadwick (Lecturer) & Dr Neil Murphy (Senior Lecturer)  
Engagement with stakeholders: students, alumni – ACP Lead  
from local Trust, employers, MH team.
- Acute Mental Health Care Framework (NES 2010)
- Older People Framework (NES 2003)
- Multi-professional framework for Advanced Clinical Practice in  
England (HEE 2017)
- Advanced Nurse Practitioner competencies (NES 2004)



# Mental Health Pathway

Key area	Content
Diagnostics	To explore diagnostics approaches including ICD 11 & differentials
Formulation	Formulation including both medical and psychological formulation within an assessment framework
Medication / A&P	Disorder specific explorations and rationale for treatment. Differentiation between treatments across all settings
Clinical risk assessment	Enhanced risk assessment including MHA
Complex cases	Advanced knowledge around diagnosis, management including treatment and intervention
Professional Integrity	To define the ACP role and expectations





# Challenges experienced by ACPs

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Challenges	Solutions
Access to patients to develop physical health skills	Networking with alumni, other specialty areas within organization Flexibility of trainee working days to access clinics / ACPs Honorary contracts with Acute areas
Consistent / quality supervision	Tripartite agreement & meetings with LF Case based discussions with supervisors Review of Assessor / supervisor requirements by UoS
Needing more mental health learning – specialty within mental health Eg. CAMHS, Early Interventions Team, Core 24, Acute in patient, Community, Home Treatment Team	Work based learning Meetings with Trust / Manager / Supervisor & HEI Bespoke skills identified in conjunction with Supervisor / LF Development of bespoke workshops – clinical experts Clinical Reasoning module – complex mental health cases
Resilience / Isolated MH ACP	ACP forums – national & local Support from alumni Formal dialogue / Programme Advisory Board review
COVID-19	Virtual vs Face to Face – new skills digital consultation Physical assessments – negotiation of exposure

# Current work




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NHS  
Health Education England

Advanced Practice Mental  
Health Curriculum and  
Capabilities Framework

P11#y2



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www.hee.nhs.uk

THE NHS  
CONSTITUTION  
for NHS England et al.

- Mapping of the MH curriculum: six domains against the current programme provision
- Dedicated MH Pathway Lead
- Continued review at Programme Advisory Board
- Working with ACP students & alumni: Lecturer Practitioner / ACP Mentors / ACP support network / raising the profile of MH- ACPs



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## Any questions?

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Annabella S Gloster

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@AdvPracticeSU

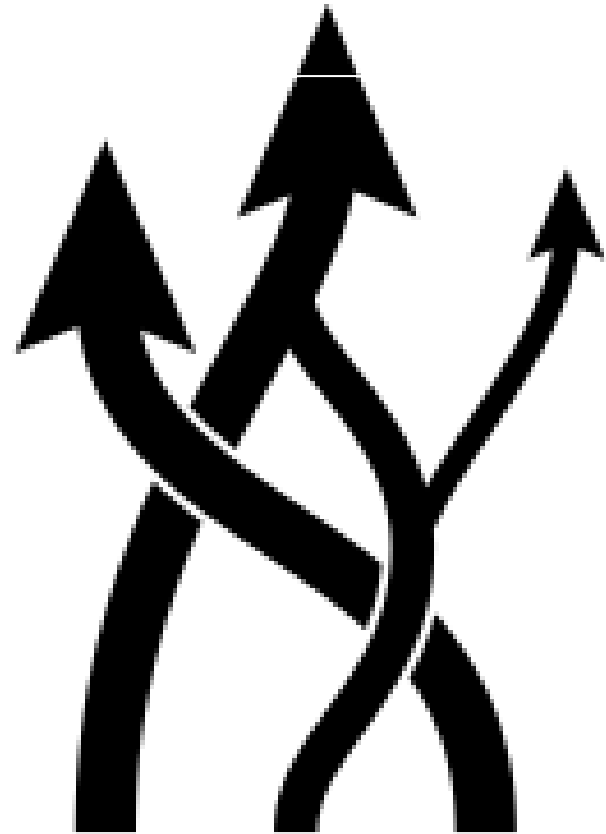
# **HEE Regional Office development pathway for AP-MH development: a Wessex pilot**

**Dr Gwyn Grout, Independent Consultant Nurse and Programme Lead, Advanced and Consultant Advanced Level Practice**

**[gwyngrout@virginmedia.com](mailto:gwyngrout@virginmedia.com). [@gbg1954](#)**

## A different model

- Background
- Recruitment and completion
- The programme
- Lessons learnt
- Next time...





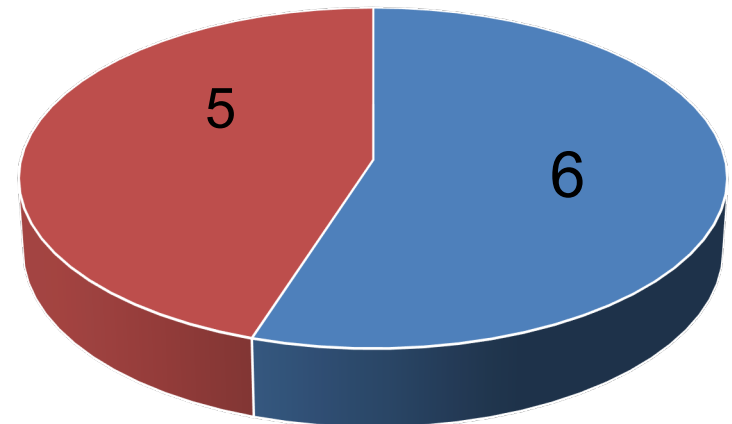
## Background

- Wessex Regional Office have a history in leading Advanced and Consultant level practice development programmes
- Local Education and Training Board (LETB) noted need for AP-MH – 4 mental health service providers
- Modelled on the successfully Advanced Practice, Emergency Care
- Imperative for early recruitment and delivery

# Recruitment and Completion

- Target was 20 trainees – 5 from each trust
- Recruited 11
- Pilot was for nurses only
- Nominated (remunerated) Educational Supervisor in place on appointment
- Person spec required level 7 achievement in one or both of Advanced History Taking and PE or non-medical prescribing
- Trusts self selected and did not wholly follow person spec
- 5 completed programme
- Attrition reasons various

45% of trainees completed the programme



# The Programme

- Led by medical and nurse leads with admin support
- Governance: School of Psychiatry and Innovation Lead
- Curriculum developed defining capabilities in practice
- Experience, supervision and assessment undertaken in practice led by educational supervisor
- 3 monthly review and annual portfolio submission
- Annual Review inclusive of independent assessor
- Concurrent HEI modules undertaken as indicated
- Monthly facilitated HEE development day incorporating:
  - Peer peer teaching
  - Journal Article critique
  - Case Based discussion
  - Subject specific masterclass
  - Reflective Supervision
  - Year 3 – QI and leadership focus

## Lessons Learnt

- Iterative nature of curriculum development is challenging
- One model does not fit all
- Educational supervision relationship and learning highly valued
- Workplace based assessment model with annual review effective
- Monthly sessions, with mix within, highly valued
- QI and leadership sessions could better have been early and throughout programme
- Trainees who were not in specific Trainee AP position were time challenged
- Some did not have a defined job role on completion
- Both Trust and HEI links could have been improved upon.

“This programme has developed me as a mental health clinician in ways that the academic ACP masters did not”

## NEXT TIME ...

- Tight partnered selection process
- Defined tACP role within the employing organisation with defined development time
- Educational supervisor identified prior to appointment
- Trust workforce development named link
- Anticipated job role at end of programme in place
- Clarity of Academic / work based learning / organisation partnership
- Early attention, and golden threads: role clarity, leadership and QIs

# Thank you

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# National Mental Health Programme New Roles Work

Emma Wilton, National Mental Health Programme



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[www.hee.nhs.uk](http://www.hee.nhs.uk)

## Supporting Advanced Practice across the MH workforce

- Ambition with the *NHS LTP* to support 1,000 Advanced Practitioners across profession groups within the mental health workforce by 2024
- *We are the NHS: People Plan for 2020/21*, highlights the importance of enabling practitioners to reach their full potential and to optimise their contribution to meeting the needs of patients and their families
- Advanced practice for mental health is key workstream for HEE which sits within New Roles in Mental Health portfolio.



## AP MH Early Adopters

- HEE are in process of agreeing AP MH early adopters
- Early adopters comprise of NHS Trust(s) who wishes to develop the multi-disciplinary AP role within their mental health workforce and a partner HEI
- Demonstrate ability to deliver multi-disciplinary AP education from September 2020 which embodies and reflects the AP MH Curriculum and Capabilities Framework
- HEIs have, or are working towards, their AP MH programme accredited by the Centre for Advancing Practice
- Learning will be undertaken with AP MH early adopters to underpin the HEE education commissioning process

## Education Commissioning Intentions

- Supporting growth of multi-disciplinary advanced clinical practitioners within the mental health workforce
- Education for AP MH will be commissioned, incorporating curriculum and capabilities outlined within the Framework
- Ambition to support 1,000 multi-disciplinary advanced practitioners within mental health by 2024
- Demand for AP MH education will be scoped regionally
- Central commissioning process with regional input
- Tender process will be open during latter part of year, for regional contracts to be in place for 2021/22

# Thank you

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# Question, summary and close

**Beverley Harden, Allied Health  
Professionals lead**