

Master of Nurse Practitioner



Application Checklist

Applicant name: _____

Commencing year: _____

Documents to be uploaded with the online transcript	Yes	No
Copies of my academic transcripts and awards including postgraduate qualification in clinical field.	<input type="checkbox"/>	<input type="checkbox"/>
Evidence of my current registration with the Nursing and Midwifery Board of Australia (NMBA)	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>
Completed Letter of Support from my Executive Director of Nursing	<input type="checkbox"/>	<input type="checkbox"/>
Completed Clinical Support Team and Clinical Mentor information sheet	<input type="checkbox"/>	<input type="checkbox"/>
Clinical Mentor Agreement Form	<input type="checkbox"/>	<input type="checkbox"/>
Clinical Support Team Agreement Forms	<input type="checkbox"/>	<input type="checkbox"/>
Applicant Signature:	Date:	

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

Master of Nurse Practitioner

Letter of Endorsement

Executive Director of Nursing

I, _____
(Print full name)

in the position of _____
(Executive Director of Nursing)

on behalf of _____
(Organisation)

agree to endorse _____
(Student full name)

who is seeking to commence the Master of Nurse Practitioner program with the University of Queensland, School of Nursing, Midwifery and Social Work.

I confirm the applicant has a minimum of four years full time equivalent clinical practice experience as a registered nurse in their nominated clinical field, which consists of a minimum of two years full time equivalent experience (within the last six years) at an **advanced practice** in the nominated specialty.

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: _____

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Clinical Support Team Agreement

Clinical Mentor

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 they are
enrolled in the Master of Nurse Practitioner Program.

Signature: _____

Position: _____

Organisation: _____

Date: _____

AHPRA registration no

Qualifications

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

Email: _____

Phone: _____

^{NB} The CST must cover nursing, medicine, and pharmacology. Suitable members of the CST are nurse practitioner, medical practitioner, and pharmacist.
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.

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Clinical Support Team Agreement

Clinical Support Team Member

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Signature: _____

Position: _____

Organisation: _____

Date: _____

AHPRA registration no

Qualifications

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

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Phone: _____

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Signature: _____

Position: _____

Organisation: _____

Date: _____

AHPRA registration no

Qualifications

**Educational qualifications and/or previous
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NP students, registrar, medical students.**

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Phone: _____

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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.

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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 (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: _____

^{NB} The CST must cover nursing, medicine, and pharmacology. Suitable members of the CST are nurse practitioner, medical practitioner, and pharmacist.

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.

To the Health Service and nominated clinical support team members

Thank you for supporting and approving your staff member throughout the journey to complete the Master of Nurse Practitioner (MNP) program within the School of Nursing, Midwifery and Social Work, at the University of Queensland and in addition for accepting the role as Clinical Mentor or Clinical Support Team member throughout this process.

As a member of the applicants clinical support team you have been identified as a leader within your specialty and acknowledged as having the knowledge, skill and personal qualities suitable to provide support throughout the process of becoming a Nurse Practitioner (NP). The school would like to take this opportunity to thank you for your guidance, mentoring and support throughout this journey.

The below outlines the key requirements and responsibilities of the organisation and Clinical Team in regard to the development of the MNP student throughout the program. Where required further detail around specific assessment requirements, marking rubric's and Nurse Practitioner Standards will be made available via the students UQ blackboard page as needed.

Organisation

In order to support the student throughout the process of completing the MNP program the health service should look to provide opportunity in developing advanced practice skills and capability within both the clinical and governance domains of health care. Recognising the unique pathway required to develop capacity at NP level is vital in ensuring a structured and systematic progression for the student and health service, the aim of which serves to ensure a job ready and value adding advanced clinician.

There is **no obligation of the health service** to provide employment at the completion of the program, the obligation should sit rather with the student to develop and showcase advanced clinical and leadership capacity with clear evidence of service improvement opportunities within the role of the Nurse Practitioner for the health service.

Minimum requirements of CM/CST

The Clinical Team consists of the Clinical Mentor (CM) and the wider Clinical Support Team (CST);

Clinical Mentors are to be either a Senior Medical Officer (SMO) specialising in the area of the student's specialty or an experienced Nurse Practitioner within the same specialty.

Clinical Support Team members are to comprise of between 2 to 3 senior clinicians covering but not exclusive to medicine, nursing and pharmacy. It is required that those who form part of this team are themselves employed to make clinical decisions at or above the level of the NP.

- All clinical team members are to be employed at minimum 0.5FTE
- Clinical team members can be located across differing areas and specialties (with the exception of the CM)

The Clinical Mentor

The Clinical Mentor, will hold overall responsibility for the supervision of the Nurse Practitioner student but does not have to work exclusively with the student for the total specified clinical IPP hours that is required to be undertaken.

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/their personal clinical goals and competency for practice;
- Encouraging a reflective approach as the student works into the role of NP
- Providing ongoing formative feedback
- Supporting the student to develop the NP role in their clinical environment
- Participate in the assessment of the student as required by the specific course requirements of the university.

The Clinical Support Team (CST)

The CST takes a multi-disciplinary approach and may consist of Senior medical officers, endorsed Nurse Practitioners, pharmacists or other expert health professionals who can give timely and appropriate advice and guidance to the student.

Members of the CST, assist the MNP student in the following:

- 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
- Working with the MNP student to identify learning needs
- Clinical teaching
- Patient management in collaboration with the MNP student
- Providing ongoing formative feedback
- Competency assessment in collaboration with the university

The role of the clinical team

The role of the clinical team (CM & CST) is pivotal in the development of the nurse practitioner model of care. The nurse practitioner student should engage, drive and coordinate efforts within this team in order to expand their clinical skills, critical thinking, decision-making, diagnostic reasoning, patient management, and professional practice.

The clinical team should guide and support this process to ensure a structured foundation of knowledge is developed, a clear framework is achieved to critically analysis clinical events and decision making is based on comprehensive understanding of patient, condition and environmental context.

From an early stage in the program students are encouraged to identify their 'Meta-specialty' within which their primary area of practice is focused. Developing a comprehensive foundation of knowledge, skill and expertise within this meta-specialty enables a practitioner to move from competent to capable within their scope of practice. Many students may well bridge multiple Meta-specialties within their scopes of practice.

Figure 1: Professional Standards



Students are then asked to identify in collaboration with their Clinical Team their personal learning needs for practice from the cues within the Nurse practitioner standards for practice (<http://www.nursingmidwiferyboard.gov.au/Codes-and-Guidelins.aspx>). As students studying at masters' level (AQF9), it would be expected that they coordinate and drive this unique process to ensure that suitable learning strategies are achieved and address the required capabilities set out within both their Meta-specialty and the NP standards.

Integrated Professional Practice (IPP)

It is expected that MNP students will meet the mandatory minimum requirement of 300 hours supernumerary integrated professional practice (IPP) of the MNP 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.

Table 1: Courses with clinical element

Course	Semester	Course Title	Total Hours	Total Weeks
NURS7241	1	The Nurse Practitioner in the Healthcare System	12	1
NURS7243	2	Physical Assessment and Clinical Decision Making for Independent Practice	96	8
NURS7244	3	Pharmacology and Prescribing for Independent Practice	96	8
NURS7245	4	Advanced Clinical Leadership	96	8
TOTAL			300	

Recognising the prior experience of students, they may have varying levels of expertise within different aspects of their development, as a result some modules within the course may be relatively complex and others less so if the material differs from their usual practice. The clinical support team should be ready to discuss pertinent learning goals with students and simultaneously students are also encouraged to identify any difficulties with content, clinical application or time management. The overall goal is to build a strong foundation of practice.

The focus of the IPP hours is on the student 'growing into the role' under the supervision and guidance of their clinical mentor and clinical support team. Although students will be experienced advanced practice nurses the intent of the IPP hours is on developing their professional practice toward the outcomes of the program. This may be achieved by;

- Identifying and developing clear learning objectives for every IPP encounter
- Ensuring a clear outcome is met for each IPP encounter
- Engaging in supervised advanced practice with members of the clinical team
- Peer observation, demonstration and questioning of patient management
- Participating in involved team discussion around learning goals
- In consultation and agreement with the clinical team, collaborating with other specialists

The accumulation of IPP hours should at all times take place in context **outside of the roles they are typically employed** for within the health facility, and **above that expected of their current position**.

The desired level of clinical capability for all MNP students should be in line with that of a developing medical registrar standard as a guide for all clinical team members, and in collaboration with the NP standards with

the end outcome of developing a practitioner capable of practicing within a collaborative model with the capacity to make autonomous clinical decisions independently within their scope of practice.

Assessment

Academic Assessment

A variety of formats including written assessment, case scenarios, exams and recorded clinical decision-making assessments are utilized throughout the MNP program. It is intended that the variation of assessments will build on the graduate AQF9 attributes of the student and in collaboration build the essential knowledge foundation essential for practice as a NP into the future.

Patient Assessment

The MNP UQ program recognises that many formats are available to structure and document the patient assessment process in clinical practice, to demonstrate consistency the required format of MNP students is the Subjective, Objective, Assessment and Plan (SOAP) structure for all patient documentation and case study presentation, 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 MNP program outline as required.

Clinical Assessment

Outside of the individual learning objectives devised by the student and clinical team, the student will also be required to complete x4 clinical assessments for submission to the university;

- Physical Assessment
- Cardiovascular Assessment
- Abdominal Assessment
- Full Head-to-toe Assessment

These assessments completed in NURS7243 (Semester 2) should not be seen as a singular event yet a process of developing a structured foundation approach to the assessment of a patient. It would be encouraged of the student to attend to as many of each as possible to ensure proficiency. Formats of assessment are derived from the UQ School of Medicine framework.

e-Portfolio

The purpose of the NP e-Portfolio 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.

The portfolio is built around the four standards for practice: Integrated with the four domains of Clinical, Education, Research and Leadership. Each standard has a number of Statements which can be met by different cues.

For the specified statements the students', in collaboration with their Clinical teams, are to identify how these can be applied to student's clinical context. The next step is for the student to choose one of the cues and then evaluate if they meet the cue or not. Where the statement is met, evidence should be provided. Where the cue or statement is not met, learning strategies are to be identified that allow for the student to meet the cue. When the students deem that they meet the cue, they provide evidence as a written response

that can be accompanied with supporting documents, and discuss this with a member of their Clinical team for feedback.

Students are requested at all times to draw upon clinical experience as a means of demonstrating the applicability within their practice of the NP standards.

Clinical Viva voce

Throughout the duration of the MNP program, students will be required to complete 2 separate Viva voce's, each of which demonstrating their individual development, skill and knowledge within their clinical specialty. Each Viva will consist of an oral presentation which reflects the complete episode of care for one patient. Students will be allocated 30 minutes to present, followed by 10 minutes of questions from their clinical and academic teams to validate knowledge and understanding. This provides the opportunity for the student to demonstrate their increasing capability in the overall assessment, diagnosis and collaborative management of one patient who they have seen within in the semester. The case that the student chooses to use cannot have been used in any other course within the program.

The student is required to organise the room, invite their CST and mentor, and managers. Where possible, the academic mentor or other university staff member will attend. Where this is not possible video-conference system will be utilised.

The final mark will be an aggregate of the clinical team and academic mentor's marks. This assessment is a hurdle assessment (must pass to pass the course). A student who does not pass the viva at the first attempt will be allowed one re-evaluation.

Contact details

School of Nursing, Midwifery and Social Work

T +61 7 3065 2068

E nmsw@uq.edu.au

W nmsw.uq.edu.au

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