Specialty Curriculum for Advanced Clinical Practitioners
(Integrated Sexual Health & HIV)

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Senior Lecturer (Advanced Clinical Practice)
Aim

• The aim of this session is to provide an update on the Specialty Curriculum and Credentialing for Advanced Clinical Practitioners (Integrated Sexual Health and HIV).
Putting the experts in charge

Nurses are pioneering improvements in continuity of care for people with sexually transmitted diseases, as Daniel Allen reports.

JUNE 30TH: the floor at Jefferson Wing, the centre for sexual health at St Mary’s Hospital in London, is a public area but where privacy is not just a call away. Hidden behind the frosted glass doors, the whiff of disinfectant fills the air as three nurses work on their patients.

It is here, though, that two nurses are changing the face of sexual health care, pushing on the boundary that drives sexual matters and developing a new approach to caring for those whose lives are turned upside down by the diagnosis of a sexually transmitted infection (STI).

Felicity Young and Mandy Hildred are among the first nurses practitioners in the area of health care in the country and are at the forefront of the drive to provide a more holistic service.

The two nurses have been on the front line of the STI crisis, with their experience and expertise making them pivotal in the ongoing battle to combat the disease.

Despite the challenges they face, they remain upbeat about the future of their work and the potential for others to follow in their footsteps.
## Career pathway and levels of practice

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Advanced Clinical Practice

‘Advanced clinical practice is delivered by experienced, registered health and care practitioners. It is a level of practice characterised by a high degree of autonomy and complex decision making. This is underpinned by a master’s level award or equivalent, that encompasses the four pillars of clinical practice, leadership and management, education and research, with demonstration of core capabilities and area specific clinical competence.

(HEE, 2017: p8)
Workforce
Sexual Health

Sexual and Reproductive Health - Education, Training and Career Progression in Nursing and Midwifery

September 2018
Advanced Clinical Practitioners

NMC considers advanced nurse regulation as part of review
Advanced Clinical Practitioners

Multi-professional framework for advanced clinical practice in England

“New solutions are required to deliver healthcare to meet the changing needs of the population. This will need new ways of working, new roles and new behaviours.”
The national agenda

• HEE are in the process of developing a national academy of advancing practice
  • To accredit University ACP programmes
  • To create and administer a voluntary multi-professional open access directory of advanced and consultant practitioners who are able to demonstrate that they meet the requirements of the multi-professional frameworks for advanced and consultant level practice
• There will be two routes to being admitted to the directory:
  • By successfully completing a HEE accredited ACP programme
  • Through the equivalence route
Why is this work needed?

• The nursing workforce make a significant contribution to GUM/HIV/SRH service provision through independent/autonomous practice.
• There is an inconsistent approach to advanced level practice in integrated sexual health and HIV, with practice locally and/or personality driven.
• There is no national standard or expectation for practice scope or level nor approach to training and education within the speciality.
• This has the potential to affect the quality and safety of patient management.
• No ‘passport’ for Advanced Practitioners to move between services in relation to clinical skills, knowledge and competencies.
• There are medical staffing issues within GUM and SRH (BMJ, 2017; BMA, 2017).
What is the curriculum

- Joint project between BASHH, FSRH and NHIVNA
- Supported by HEE
- Based on the GUM/HIV and SRH curricula
- Mapped to the four pillars of the MPFACP
- It is a programme to support clinical learning and is designed to supplement formal University master’s programmes
Aim of the curriculum

The aim of the curriculum is to provide a clear and comprehensive guide to the expected level and breadth of practice (knowledge, skills and behaviours) for Advanced Clinical Practitioners working in integrated sexual health and HIV and has been designed to support practitioners, trainers, managers, Higher Education Institutions and commissioners.

• To ensure safe and effective practice
• To standardise the level and scope of practice for advanced clinical practitioners in integrated sexual health and HIV
• To provide explicit guidance in relation to the knowledge, skills and behaviours expected of clinicians working at an advanced clinical level
• To provide a framework for clinical learning and assessment for trainee advanced clinical practitioners
Level of practice

While ACPs are not doctor substitutes, as with other specialities (RCEM, 2016) there is an expectation that ACP in integrated sexual health will be work at the level of at least ST3/4 (Higher Specialty Training) in relation to autonomy and clinical decision making.

It provides the minimum standard for expected practice, it is acknowledged however, that some ACPs will be practicing at a higher level in some areas, reflecting individual specialist skills and/or service requirements.
Medical trainees vs ACPs (Brown, 2018)
Clinical pathways

The curriculum has been designed to allow ACPs to follow one of three pathways:

• ACP Integrated Sexual Health
• ACP HIV
• ACP Integrated Sexual Health and HIV
# Overview of Learning

## Curriculum

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<th>Pillar</th>
<th>Leadership &amp; Management</th>
<th>Education</th>
<th>Research</th>
<th>Clinical Practice</th>
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## Domain

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<th>Research</th>
<th>Basis &amp; practice</th>
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## Evidence

- [Evidence](#)
Link to existing national qualifications

• The project team mapped the learning outcomes to existing national qualifications in HIV/Sexual Health
  • STIFIntermediate
  • STIFAdvanced
  • STIFTrain-the-trainer
  • NHIVNAAdvanced
  • Diploma Faculty of Sexual & Reproductive Health
  • Letter of Competence: Sub dermal Implants
  • Letter of Competence: Intrauterine Techniques
Unit of learning

1. HIV testing and diagnoses
   - To test and discuss HIV testing in a variety of settings and populations, access to universal HIV testing, using the most appropriate methods and always in accordance with national guidelines.
   - To support decision-making processes and bring testing at the point of care.
   - To promote patient information and understanding, including the benefits and risks of testing.
   - To recognize the importance of informing patients about their test results.
   - To ensure that patients are provided with appropriate follow-up care.
   - To understand the potential impact of test results on patients’ lives and public health.

HIV testing resources:
- The epidemiology, transmission routes, modes of transmission, and prevention of HIV/AIDS.
- Laboratory tests used to diagnose HIV infection and its progression.
- Serological and molecular assays in HIV diagnosis and monitoring.
- Resistance testing and its implications.
- Impact and effectiveness of testing and treatment in resource-limited settings.
- Sensitivity and specificity of tests and their implications for patient outcomes.
- Understanding the principles of test interpretation.
- Differentiating between different infections by laboratory methods.
- Interpreting laboratory results.
- Understanding the significance of test results in the context of clinical settings.
- Understanding the impact of HIV on sexual health and social outcomes.
- Identifying the role of health care professionals in patient management.
- Understanding the importance of patient counseling and support services.

HIV testing considerations:
- The epidemiological and public health implications of HIV infection.
- The role of HIV testing in prevention.
- The ethical and legal implications of HIV testing.
- The importance of informed consent and patient confidentiality.
- The role of HIV testing in public health surveillance.
- The role of HIV testing in the care and treatment of HIV-positive patients.
- The role of HIV testing in the management of HIV-positive patients.
- The role of HIV testing in the prevention of HIV transmission.
- The role of HIV testing in the public health response to HIV.

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Unit of learning
Unit of learning
## Unit of learning

### HIV testing and diagnoses
- To offer and discuss HIV testing in a variety of settings and formats accessible in universal HIV testing, using the most appropriate method and always in accordance with national guidelines.
- To support disclosure to partners and children of HIV (PDR) to ensure informed decision making.
- To support the management of on going risk factors related to HIV.
- To ensure the management of risk factors related to HIV.
- To support the management of on going risk factors related to HIV.
- To ensure the management of risk factors related to HIV.

### Risk assessment
- To use risk assessment tools to identify and manage risk factors related to HIV.
- To support the management of on going risk factors related to HIV.
- To ensure the management of risk factors related to HIV.
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### Test results discussion
- To support the management of on going risk factors related to HIV.
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- To ensure the management of risk factors related to HIV.
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### Informed consent
- To ensure informed consent to HIV testing.
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### HIV treatment and care
- To ensure access to antiretroviral therapy (ART) and other appropriate care and support services for all people living with HIV.
- To support adherence to ART and other appropriate care and support services for all people living with HIV.
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### HIV transmission and prevention
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### HIV testing and counseling
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### HIV education and awareness
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### HIV surveillance and monitoring
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### HIV research and development
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### Humanitarian aid and support
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Unit of learning
## Unit of learning

### 1. HIV testing and diagnoses
- To offer and discuss HIV testing to new patients in a setting that promotes informed decision-making.
- To support patients in understanding the risks and benefits of testing.
- To discuss the implications of test results on patient care and treatment.
- To promote understanding of the process of testing and its role in public health.

**Aim:**
- To ensure that patients have access to HIV testing and counseling services.
- To enhance the knowledge and skills of healthcare providers in HIV testing.

**Objectives:**
- To enable learners to understand the importance of HIV testing.
- To enable learners to perform HIV testing accurately and safely.
- To enable learners to counsel patients on the implications of test results.

**Outcomes:**
- Learners will be able to explain the importance of HIV testing.
- Learners will be able to perform HIV testing correctly.
- Learners will be able to counsel patients effectively on the results of HIV testing.

**Assessment:**
- Multiple choice questions.
- Case studies.
- Practical demonstrations.

### 2. HIV treatment and support
- To provide comprehensive treatment and support to patients with HIV.
- To ensure patients receive appropriate medication and care.
- To promote adherence to treatment regimens.
- To support patients in managing the physical and psychological impacts of HIV.

**Aim:**
- To improve the quality of life for patients with HIV.
- To reduce the transmission of HIV.

**Objectives:**
- To enable learners to understand the diverse needs of patients with HIV.
- To enable learners to provide effective treatment and support services.
- To enable learners to address the multidisciplinary needs of patients with HIV.

**Outcomes:**
- Learners will be able to identify the specific needs of patients with HIV.
- Learners will be able to provide appropriate treatment and support services.
- Learners will be able to advocate for the rights of patients with HIV.

**Assessment:**
- Case studies.
- Role play.
- Clinical observation.

### 3. HIV prevention and education
- To promote HIV prevention strategies among at-risk populations.
- To raise awareness about HIV transmission and prevention.
- To develop strategies for reducing the incidence of HIV.
- To promote the use of condom and other barrier methods.

**Aim:**
- To reduce the number of new HIV infections.
- To increase knowledge about HIV prevention.

**Objectives:**
- To enable learners to understand the risk factors associated with HIV.
- To enable learners to develop effective prevention strategies.
- To enable learners to design and implement successful prevention programs.

**Outcomes:**
- Learners will be able to identify risk factors associated with HIV.
- Learners will be able to develop and implement effective prevention strategies.
- Learners will be able to evaluate the effectiveness of prevention programs.

**Assessment:**
- Essay questions.
- Group presentations.
- Practice exercises.
Unit of learning

### 1. HIV testing and diagnoses

- **To offer and discuss HIV testing, appropriate counseling and care for patients and their partners, and evaluation of test results in accordance with national guidelines.**
- **To address issues related to HIV testing, including the need for informed consent and the importance of confidentiality.**
- **To discuss the use of HIV testing to monitor the effectiveness of treatment and the need for ongoing care for individuals with HIV.**
- **To understand the significance of HIV testing in the context of public health and disease prevention.**
- **To recognize the importance of HIV testing in the context of other infectious diseases and the need for continued screening and monitoring.**
- **To evaluate the role of HIV testing in the context of medical education and professional development.**

#### HIV testing strategies

- **Screening and diagnostic testing.**
- **Counseling and support.**
- **Follow-up care and support.**

#### HIV testing and treatment

- **Screening for HIV.**
- **Diagnosis of HIV.**
- **Treatment of HIV.**
- **Prevention of HIV.**

#### HIV testing and counseling

- **Counseling and support.**
- **Testing and treatment.**
- **Prevention and care.**

#### HIV testing and education

- **Education and training.**
- **Testing and counseling.**
- **Research and development.**
What is credentialing?

• A process for those practitioners who are able to demonstrate that they meet the required learning outcomes of the curriculum
• A portfolio of evidence will be submitted by the applicant, which will be reviewed
• Two outcomes: achieved, not achieved
Does this mean that all nurses will be working to this standard?

• No, only credentialed ACPs
• This is the national expectation for a credentialed ACP who will be expected to demonstrate they have reached the required level across the four pillars, however it will be down to each service to decide how they want to use ACPs

• Within a service there may be:
  • Some experienced ACPs and consultant practitioners may be working to a higher level across the four pillars or within a specific area of practice (e.g. complex contraception, specific STI, specific population etc.)
  • ‘Enhanced Clinical Nurses’ working to a lower level or which have limited area of practice
  • Trainee ACPs who are working towards this standard but who will require support and supervision
Credentialing

The credential confirms there is sufficient evidence that the standard of practice meets the defined standard in the Curriculum

‘a process which provides formal accreditation of competences (which include knowledge, skills and performance) in a defined area of practice, at a level that provides confidence that the individual is fit to practise in that area...’

‘Confirmation that at a moment in time, an individual has presented evidence that confirms their competence against a specific curriculum’

• Not an assessment in itself
• Not a qualification
• Not a license to practice
• Not a panel review of competence
• “A line in the sand”
Academic credits

• At City, University of London we are piloting a 30 credit level 7 portfolio module so that individuals will be able to gain academic credits for the learning undertaken and evidenced in the curriculum.

• 2 parts to the module

• 1) A portfolio evidencing all the units of learning

• 2) A 4,000 word report on a negotiated project to evaluate the impact of the students role as an ACP

• 15 funded places on the pilot by HEE

• Starting in September 2019

• If interested contact matthew.grundy-bowers@city.ac.uk
Future developments

• Nurses will be able to sit Diploma in Genito-Urinary Medicine

• In discussions with FSRH for nurses to be able to sit membership examinations

• The curriculum and credentialing committee to consider incorporating other levels of practice:
  • Enhanced
  • Consultant
Acknowledgements

Project team
Felicity Young, Consultant Nurse (Isle of Wight)
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Dr Michelle Croston, Senior Lecturer (MMU)
Vinet Campbell, Learning & Development Manager (FSRH)

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