RCPCH Workforce Workshop
Cheshire & Mersey Women’s & Children’s Partnership
Acute Care Collaboration Vanguard
New Models of Care Programme

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Head of School (Paediatrics) HENW
Workforce Strategy Lead for the C&M Partnership
National ST1 applications: paediatric recruitment crisis

-18%
Newsflash

There will never be enough Tier 2 paediatricians to sustain the current service model.
Acute paediatric care pathways

CURRENT SERVICE DESIGN

Primary care

Acute Paediatric Assessment

Acute Paediatric Secondary Care

Tertiary care

PARENT PREFERENCE:
Rapid access to professional expertise
(Neonatal services)

Single site acute paediatric assessment (primary/secondary interface)

Acute Paediatric Secondary Care

Tertiary care
The paediatric training programme: challenges

• Current training/service model unsustainable
• Unbalanced programme:
  – Subspecialty versus general paediatrics
  – General paediatric training:
    • Training paediatricians to look after children in hospital
    • Preoccupied with out of hours acute paediatric cover
    • Limited OP opportunities
    • Little or no primary care paediatrics
    • 2-3 subspecialty placements
    • SPIN modules
Connecting care for children
Regional workforce strategy

• Reconfiguration:
  – Service defined by needs of local population rather than organisations: primary/secondary interface
  – Co-dependency of paediatric, neonatal and maternity services
  – Support with regional workforce planning strategy

<table>
<thead>
<tr>
<th>Paediatric training programme</th>
<th>General Practice training programme</th>
<th>APNP/ANNP training programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 12 month rotation</td>
<td>• Senior trainees jointly supervised</td>
<td></td>
</tr>
<tr>
<td>• Population based</td>
<td>• Range of clinical settings including managing chronic illness at home</td>
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<tr>
<td>• Range of primary and secondary care training opportunities</td>
<td></td>
<td>• Regional/national training platform to support local HEIs</td>
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<td>• Regional workforce strategy</td>
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## What about physician associates?

<table>
<thead>
<tr>
<th></th>
<th>Physician Associates</th>
<th>APNP/ANNP</th>
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<tbody>
<tr>
<td><strong>Entry</strong></td>
<td>Science graduate</td>
<td>Nursing graduate</td>
</tr>
<tr>
<td><strong>PG Clinical experience</strong></td>
<td>Usually none</td>
<td>Usually &gt; 5 years in paediatric/neonatal nursing</td>
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<tr>
<td><strong>Qualification</strong></td>
<td>2 year PG Diploma 80 hours paediatrics</td>
<td>1-2 year MSc Bespoke paediatric/neonatal</td>
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<tr>
<td><strong>Pay band</strong></td>
<td>7</td>
<td>7 or 8a</td>
</tr>
<tr>
<td><strong>Clinical practice</strong></td>
<td>Diagnosis → management No prescribing</td>
<td>Diagnosis → management Prescribing</td>
</tr>
<tr>
<td><strong>Supervision</strong></td>
<td>Direct medical</td>
<td>Semi-autonomous</td>
</tr>
<tr>
<td><strong>Regulation</strong></td>
<td>No current statutory regulation</td>
<td>NMC Medical scope of practice</td>
</tr>
<tr>
<td><strong>Training standards</strong></td>
<td>National</td>
<td>Local education provider</td>
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</tbody>
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Master’s programs in advanced nursing practice:
new strategies to enhance course design for
subspecialty training in neonatology and pediatrics

Abstract: The advanced nurse practitioner (ANP) role first developed in the USA in the 1960s
in primary care. Since then, it has evolved in many different countries and subspecialties, creating
a variety of challenges for those designing and implementing master’s programs for this valuable
professional group. We focus on ANPs in the neonatal and pediatric intensive care setting to
illustrate the complexity of issues faced by both faculty and students in such a program. We
review the impact of limited resources, faculty recruitment/accreditation, and the relationship
with the medical profession in establishing a curriculum. We explore the evidence for the
importance of ANP role definition, supervision, and identity among other health professionals
to secure a successful role transition. We describe how recent advances in technology can be
used to innovate with new styles of teaching and learning to overcome some of the difficulties in
running master’s programs for small subspecialties. We illustrate, through our own experience,
how a thorough assessment of the available literature can be used to innovate and develop
strategies to create an individual MSc programs that are designed to meet the needs of highly
specialized advanced neonatal and pediatric nursing practice.

Keywords: master’s program, advanced nurse practitioner, advanced practice, neonatal,
pediatric, intensive care
Role definition

• Driven by service need
• Professional identity versus “filling gaps”
• Complimentary roles
  – “narrow but experienced” versus
  – “broad but rotational”
  – understanding co-professional roles
• Continuity and long term investment
1. Advanced nurse practitioners are not medical trainees
2. Advanced nurse practitioners are not medical trainees
3. Advanced nurse practitioners are not medical trainees
Traditional model of care

Consultant

Are you in the picture?

Advanced Nurse Practitioners
New model of care
Traditional model of healthcare education

Institutions providing UG & PG Programmes

• Programme enrolment and academic administration
• Validation of Programmes and Awards
• Quality Assessment and Standards

• Clinical relevance and credibility
• Team building and collaborative working
• Evidence-based applications at the clinical frontline
Advanced Paediatric & Neonatal Practice
MSc Programme: the partnership

Established A(N)P Programme Partner

Cloud-based e-Learning Platform

- Shared e-learning platform
- Specialist Paediatric and Neonatal Modules
- Clinical Development and Competency Supervision

Clinical Experts

- Clinical relevance and credibility
- Team building and collaborative working
- Evidence-based applications at the clinical frontline

Improving my expertise because kids' health matters
### Advanced Paediatric & Neonatal Practice

**MSc Programme: Year 1**

#### Cloud-based e-Learning Platform

**Advanced Neonatal and Paediatric Physiology and Assessment**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Ambulatory Paediatrics 1 (AP1)</td>
<td>20 Level 7 credits</td>
</tr>
<tr>
<td>Ambulatory Paediatrics 2 (AP2)</td>
<td>20 Level 7 credits</td>
</tr>
<tr>
<td>Ambulatory Paediatric Emergencies (APE)</td>
<td>20 Level 7 credits</td>
</tr>
<tr>
<td>Foundations of Neonatal Care (FNC)</td>
<td>20 Level 7 credits</td>
</tr>
<tr>
<td>Complex Neonatal Care (CNC)</td>
<td>20 Level 7 credits</td>
</tr>
<tr>
<td>Paediatric Acute Care 2 (ACU2)</td>
<td>20 Level 7 credits</td>
</tr>
<tr>
<td>Paediatric Acute Care 3 (ACU3)</td>
<td>20 Level 7 credits</td>
</tr>
</tbody>
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Advanced Paediatric & Neonatal Practice MSc Programme: Year 2

Probationary year of supervised clinical practice:
- Progressive autonomy
- Role identity

Research Methods (20 Level 7 credits)
MSc Dissertation (60 Level 7 credits)
Non Medical Prescribing or ELECTIVE (20 Level 7 credits)

Alder Hey Children’s NHS Foundation Trust

Improving my expertise because kids’ health matters
First Year (recruited 2016)
18 APNP (ambulatory route) MSc students

Second Year (recruited 2017)
32 APNP (22 HENW funded) MSc students
- 6 paired (12 students) primary & secondary care placements
- 9 neonatal placements
- 16/22 HENW funded placements non-tertiary centre
Third Year (to be recruited 2018)
Integrate medical practitioner training pathways
Wider regional recruitment across North West
Add other paediatric pathways: community/CAMHS
Add gynaecology ANP pathway
Improving the paediatric training programme

• Different model for each local population
• Reconfiguration of service and training should be in parallel
  – 12 month general paediatric training rotation within a local population incorporating
    • acute paediatric care
    • SPIN opportunities in secondary care setting
    • General and specialist OP clinics
    • Primary care paediatric training opportunities
    • Joint working with A&E, GP, nurse practitioners (eg SSPAU setting)
    • Reciprocal arrangement with GP training programme
There is a nurse staffing crisis too
Future Years
Develop other pathways (shared modules) for advanced/specialist nursing roles:
- specialty nurse training pathways (eg QIS)
- education/training focussed pathways
- academic nurses
- leadership and service development programmes
Advanced Paediatric & Neonatal Practice
MSc Programme: the team

Nick Medforth
(LJMU Programme Lead)

Sue O’Neill
(Neonatal Pathway)

Cheryl Clarke
(Acute Pathway)

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