**Transitional Nurse Practitioner**

**Clinical Learning and Development Plan (CLDP)**

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| --- | --- |
| **Name** |  |
| **Specialty Area** |  |
| **Meta-specialty area[[1]](#footnote-1)****(may be multiple)** | [ ]  **Ageing and Palliative Care** [ ]  **Chronic and Complex Care**[ ]  **Mental Health Care** [ ]  **Child and Family Health**[ ]  **Emergency and Acute Care**[ ]  **Primary Health Care** |
| **Primary Supervisor**  |  |
| **Local Health District / Specialty Network** |  |
| **Date** |  |
| Nurse Practitioner clinical training is supported by a ***clinical learning and development plan*** (CLDP) *(PD2020\_034 NSW Health Nurse Practitioners).* The objectives are to:* Identify current clinical training needs
* Identify future learning opportunities
* Provide structure and guidance
* Track progression

The CLDP outlines the core **Knowledge** and **Skills** required for practice specific to the clinical speciality. The plan must align training and education with university requirements, Nurse Practitioner standards for practice, meta-specialty practice areas1, specialty practice standards, and models of care. The learning goals should be identified collaboratively between the student, clinical team and relevant university. The CLDP is a dynamic document and evolves as the practitioner develops. An appropriately experienced and qualified supervisor must provide clinical practice supervision. The plan must be reviewed at least annually as part of the Performance Development Review (PDR). The plan contributes towards verification of advanced practice hours, clinical skills acquisition and/or training leading to endorsement as a Nurse Practitioner. |

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| ***To facilitate the clinical learning and development plan, the following methods are suggested but are not limited to:*** |
| **Learning Resources** | **Method of Assessment[[2]](#footnote-2)** |
| * Clinical tutorial / oversight / mentorship
* Tertiary education
* Self-directed study
* Medical and Allied Health education
* Texts / online resources / evidenced based practice
* Short courses / seminars / workshops
* Observational practice (clinics / other facilities)
* Opportunistic, clinical, and structured learning
* Secondments
* Simulation
* Health Education and Training Institute (HETI)
* Teaching and educating others
 | * Observational assessment: e.g. University template
* Objective Structured Clinical Assessment (OSCA)
* Mini-CEX (Mini Clinical Evaluation Exercise)
* Direct Observation of Procedural Skills (DOPS)
* Simulation
* Clinical Notes / Documentation Audit / Review
* University requirements
* Portfolio
* Case Based Discussion
* Statement of attendance / attainment (e.g. ALS)
* [ADVANCE Tool](https://eprints.qut.edu.au/105518/1/The%20Aust%20APN%20Self-Appraisal%20toolkit.pdf) (self-appraisal)
* Clinical Log
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**Clinical Learning and Development Plan (Examples)**

| **Topic** | **Learning objectives** | **Method of Assessment2** | **Resources/Materials** | **Timeframe for completion** |
| --- | --- | --- | --- | --- |
| ***Health assessment techniques and physical examination******System: Musculoskeletal***  | ***Knowledge Acquisition:*** |
| ***System focussed examination**** ***Back***
* ***Limbs***

***Identify stable from unstable*** ***Develop broad differential diagnosis******Initial management investigation, treatment and disposition*** | * Case Based Discussion with NP (name) and supervisor (name) (May 2018)
* NPS medicines wise module [Osteoarthritis](https://www.nps.org.au/cpd/activities/practical-tools-for-osteoarthritis-management?p=GPs)
* OSCA
 | * NPS medicines wise module [Osteoarthritis](https://www.nps.org.au/cpd/activities/practical-tools-for-osteoarthritis-management?p=GPs)
* Talley and O’Connor MSK examination
 | 1-3 months  |
| ***Skill Acquisition:*** |
| ***Demonstrate Plaster application******Joint reduction******Safe prescribing***  | * Direct Observation of Procedural Skills

(Plaster of Paris)* Observational assessment with supervisor (university template)
 | * NPS Chronic pain module
* Emergency Care Institute – Musculoskeletal Guide
 | * 1-3 months
 |
| ***Health assessment techniques and physical examination******System:******Genitourinary*** | ***Knowledge Acquisition:*** |
| ***General and System focussed examination**** *Abdominal*
* *Pelvic*

***Identify stable from unstable*** ***Develop broad differential diagnosis******Initial management investigation, treatment and disposition*** | * Observational assessment
* Objective Structured Clinical Assessment (OSCA)
* Mini-CEX (Mini Clinical Evaluation Exercise)
* Direct Observation of Procedural Skills (DOPS)- Catheterisation
 | * NPS medicines wise module [Urinary Tract Infection](https://www.nps.org.au/cpd/activities/urinary-tract-infections)
* Evidence Review (eTG, UpToDate*)*
* Observational practice (Sexual Health Clinic)
 | * 1-3 months
 |
| ***Skill Acquisition:*** |
| ***Delirium screening******Safe prescribing***  | * Observational assessment
* OSCA – Abdomen and Pelvic
* National Prescribing Service – Abdominal Pain CPD
 | * Delirium Screening for Older Adults – ACI
* Talley and O’Connor GI examination
* National Prescribing Service Modules
 | * 1-3 months
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|  | ***Knowledge Acquisition:*** |
|  |  |  |  |
| ***Skill Acquisition:*** |
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**Appendix 1 - References for Method of Assessment**

* Observational assessment: e.g. University templates
* [Objective Structured Clinical Assessment](https://ogg.osu.edu/media/documents/lp-preceptors/PE_Essential_Checklist_for_OSCE_Part_1.pdf) (OSCA)
* [Mini-CEX](http://www.rcgp.org.uk/training-exams/training/mrcgp-workplace-based-assessment-wpba/minicex-tool-for-mrcgp-workplace-based-assessment.aspx) (Mini Clinical Evaluation Exercise)
* [Direct Observation of Procedural Skills](https://acem.org.au/getmedia/7bbc1785-b69a-4727-9bd6-9c172440ba7e/ACEM_EM-WBA_DOPS_Hard-Copy_Dec2016.aspx) (DOPS)
* [Simulation](https://www.heti.nsw.gov.au/education-and-training/courses-and-programs/rural-simulation-education-program/mobile-simulation)
* Clinical Notes / Documentation Audit / Review (NP Guideline GL2020\_XXX)
* University requirements
* Portfolio (NP Guideline GL2020\_XXX)
* [Case Based Discussion](https://www.racp.edu.au/docs/default-source/default-document-library/case-based-discussion-rating-form-2015dae84cafbbb261c2b08bff00001c3177.pdf?sfvrsn=9e5a2d1a_4)
* Statement of attendance / attainment (e.g. ALS)
* [ADVANCE Tool](https://eprints.qut.edu.au/105518/1/The%20Aust%20APN%20Self-Appraisal%20toolkit.pdf) (self-appraisal of advanced practice)
* Clinical Log
1. Gardner A., Gardner G., Coyer F., Gosby H. & Helms C. (2019). The nurse practitioner clinical learning and teaching framework: A toolkit for students and their supervisors. doi:10.6084/m9.figshare.9733682

[The\_nurse\_practitioner\_clinical\_learning\_and\_teaching\_framework\_A\_toolkit\_for\_students\_and\_their\_supervisors](https://figshare.com/articles/The_nurse_practitioner_clinical_learning_and_teaching_framework_A_toolkit_for_students_and_their_supervisors/9733682) [↑](#footnote-ref-1)
2. Examples can be found in Appendix 1 [↑](#footnote-ref-2)