Independent and Supplementary Prescribing (V300)

Guidelines for Designated Medical Practitioner (DMP)
Main Contact

| Module Leader: Reuben Pearce | 020 8209 4376 | Reuben.Pearce@uwl.ac.uk |

Introduction

This information booklet contains a summary of the main aims and content of the module. The booklet explains the role of the designated medical practitioner (DMP) and the processes used during the course to facilitate learning in practice. For more detailed information on the content and assessment methods, please refer to the module study guide.

The Role of the Designated Medical Practitioner sits within National guidelines set out by the Nursing and Midwifery Council. You are required in this role to be working within those guidelines. Please read the Nursing and Midwifery Standards of Proficiency For Nurse and Midwife Prescribers included with this pack.

The DMP plays a crucial role in the education of nurse/midwife prescribers and contributes to the student’s module of learning by:

- establishing a learning contract with the student and planning a full learning module in the practice field
- participating in ensuring the student integrates theory and practice
- guiding the student through the learning experiences which are required for developing prescribing practice skills

These are especially important in view of the fact that a minimum 12 days of the module time must be in the practice field, and because of the emphasis throughout the module on integrating theory and practice. The overall timetable and distribution of theory and practice for your student’s module can be found in the student module study guide.

Your student may be undertaking the course at either level 6 (BSc) or level 7 (Masters). The primary role of the DMP is to guide the student through their 12 days in practice.

We want to support you as much as we can in your role as a DMP and therefore encourage you to attend for a couple of hours on the first day of the module for an induction and a bit later on in the module for student presentations. If for any reason you are unable to attend then we can arrange an alternative date for you to meet with the module leader. You can also contact the module leader at anytime should you have any queries or concerns. The timetable with dates should be within your information pack.
The Process

Each student has been asked to think about what type of service they want to deliver in the future and identify areas where they feel their knowledge and skills might be incomplete.

This is what they have been asked to do:

- Identify learning needs and discuss them with their DMP
- The student and DMP should agree on relevance of learning with in the context of the new type of work the student is going to carry out
- The student should then prepare a learning contract that details the most relevant learning points.

We also advise the students to try to work out a timetable or schedule that indicates what they are going to do during their twelve days. Below are some learning objectives that students could consider:

- Improve consultation skills- observe DMP in practice
- Monitor BP and blood glucose - work with practice nurse
- Improve knowledge in relation to clinical investigations that impact on prescribing decisions- observe DMP in practice
- Improve knowledge of DMP computer system - work with practice staff
- Devise implementation strategy for local DMP. - write draft CMPs - discuss with DMP partners how the service was going to work for their own local situation
- Visit diabetic specialist nurse in Trust - observe consultations
- Carry out consultations observed by DMP
- Update and review clinical knowledge in chosen therapeutic area - give presentation to DMP and practice colleagues about that area of prescribing.
- Liaise with clinical pharmacists in acute or primary care sector
- Improve knowledge of prescribing guidelines in practice, security of prescriptions, use of patient group directives, use of prescribing documentation.

What we would like the DMP to do

The DMP has a crucial role in educating and assessing non-medical prescribers. This involves:

- Establishing a learning contract with the trainee.
- Planning a learning module which will provide the opportunity for the trainee to meet their learning objectives and gain competency in prescribing.
- Facilitating learning by encouraging critical thinking and reflection.
• Providing dedicated time and opportunities for the trainee to observe how the DMP conducts a consultation/interview with patient/clients and/or parents/carers and the development of a management plan.
• Allowing opportunities for the trainee to carry out consultations and suggest clinical management and prescribing options, which are then discussed with the DMP.
• Helping ensure that the trainees integrate theory with practice.
• Taking opportunities to allow in-depth discussion and analysis of clinical management using a random case analysis approach, when patient/client care and prescribing behaviour can be examined further.
• Assessing and verifying that, by the end of the course, the trainee is competent to assume the prescribing role.

We would like you to guide the student in their learning and be prepared to discuss with them, issues that might arise. During this discussion we would ask that you challenge the student with regard to both the practical and theoretical aspects of their learning (make certain it is the student who does the work and not you as DMP).

As part of their assessment of competence to practice, we ask you to assess underpinning knowledge, decision-making and application of theory to practice using Structured Clinical Examination in Practice (SCEP) and additional prescribing competencies.

Structured Clinical Examination’s of Practice (SCEP)

What is a SCEP?
Structured Clinical Examination of Practice (SCEP) is a systematic and detailed examination of practice within an appropriate learning environment such as a skills laboratory or a practice setting.

Structured Clinical Examinations and Learning Outcomes
Structured Clinical Examination’s of Practice (SCEP) form part of the assessment for the non-medical prescribing course.

The assessment will take place in clinical practice, during consultation with patients. The assessment comprises a total of five phases that would normally occur during the course of a single patient consultation. The assessment of the five phases may be completed in sequence during a consultation with a single patient, or alternatively, the phases can be assessed independently using different patients or on different occasions. You need to negotiate and agree on the arrangement with your DMP.

It is also possible that one of the course co-coordinators may attend one of these assessments to ensure that there is consistency between DMPs, this will be negotiated between, a course co-coordinator, DMP and yourself and consent from the patient.

The SCEP is to be used to formatively and summatively assess the student. The five phases described above must be undertaken at least
once formatively and once summatively.

Please note: during the SCEP, the assessment must be stopped and a student awarded a ‘refer’ grade if patient/client safety/well-being is compromised in any way. For example - failure to identify a serious problem such as to cause harm to the patient.

Instructions for the Designated Medical Practitioner (DMP) and the Prescriber Course Student

1. Agree a date(s) for assessment(s).
2. Notify other staff e.g. receptionist, that assessment will be undertaken on that day(s).
3. Ensure adequate time and privacy for the assessment duration.
4. Allow at least 5 minutes for each phase in the assessment process.
5. Ensure patient consent has been received and that it is documented.
6. Student undertakes consultation with the patient as usual.
7. DMP uses marking criteria to objectively assess student performance in each phase during consultation.
8. Time should be allowed after the consultation to continue and complete the assessment.
9. When all the phases have been summatively assessed the student will ensure that, the summary sheet and the SCEP sheets are completed and included within the practice portfolio for submission to the university.

The student will have an assessment template for the SCEP with the various competencies that they can share with you in the initial meeting.

Lastly, at the end of the 12 days we would like you to sign the statement, which indicates that you believe the student, will be a rational and safe independent and supplementary prescriber. If you have reservations can you clearly indicate the reasons for your concerns and obviously sign that you do not feel that the student is competent.

At the end of the course the student must submit their folder of evidence, which must contain:

- a signed statement by you relating to the student’s competence to prescribe in their area of practice.
- Learning log of accounts of the 12 days of supervised practice
- The prescribing competencies.

Eligibility criteria for designated medical practitioners

The Nursing and Midwifery Council have laid explicit eligibility criteria for DMPs within their standards of proficiency. The DMP must be a registered medical practitioner who:
• Has normally had at least three years recent clinical experience for a group of patient/clients in the relevant field of practice.
• Is within a GP practice and is either vocationally trained or is in possession of a certificate of equivalent experience from the Joint Committee for Post-graduate Training in General Practice Certificate or is a specialist registrar, clinical assistant or a consultant within a NHS Trust or other NHS employer.
• Has the support of the employing organisation or GP practice to act as the DMP who will provide supervision, support and opportunities to develop competence in prescribing practice. Has some experience or training in teaching and/or supervising in practice.
• Normally works with the trainee prescriber. If this is not possible (such as in nurse-led services or community pharmacy), arrangements can be agreed for another doctor to take on the role of the DMP, provided the above criteria are met and the learning in practice relates to the clinical area in which the trainee prescriber will ultimately be carrying out their prescribing role.

Competencies for designated medical practitioners

Before taking on the role of DMP the doctor, and the organisation, should consider the competencies needed to effectively undertake this role. The West Midlands Deanery has identified the following broad, core competency areas for GP trainers which can be adapted and used as a checklist for potential DMPs.

• The ability to create an environment for learning
• Personal characteristics
• Teaching knowledge
• Teaching skills

Suitability of practice area

The University undertake regular audits of all practice areas that we send students. In cases where students undertaking this module are working in areas that are new to the university the module leader will provide details of what is expected and arrange a visit to the area as part of the application process to conduct an audit.

Frequently Asked Questions

Who is the main supervisor?

The nurse must have a main supervisor (termed the 'designated medical practitioner', DMP). This individual must be medically qualified and will have overall responsibility for the nurse in practice throughout the module.

Can other health professionals be involved in the training?
Yes, a range of different health professionals can be involved in the training depending on the setting, target patient group and activities. For example if the nurse is focusing on asthma and COPD then the training could involve doctors, nurses, technicians, physiotherapists etc. Time could be spent in primary and secondary care.

**What type of activities are acceptable?**

Any activity considered relevant to prescribing and the learning outcomes for independent prescribing is acceptable. If the nurses’ daily work is involved in prescribing activities then this should also be counted as part of their learning plan.

**Does the Period of learning in practice need to be exactly 12 days?**

Yes, no matter how clinically experienced the nurse is, evidence must be provided for a minimum of 12 days.

**What if the nurse needs more than the specified minimum number of days?**

The number of days specified by the NMC is a minimum and can be extended until the nurse is suitable for registration as an independent prescriber.

**What is the time period for completion?**

The entire full course should be completed in 26 weeks. We therefore, recommend that the learning plan is completed within this time period.

**What kind of support is available?**

The module leader will meet you and the student in practice near the beginning of the module and also at the midway point to initially agree on learning contracts and also to see how things are progressing. You are free to contact the module leader at anytime during the course should you have any queries. Later in the course the students will each present a Therapeutic Profile of a Drug in relation to their area of practice. We also encourage DMPs to attend to support their student and offer feedback.

**What do I do if I am concerned about a student is not meeting the standards?**

It is absolutely crucial should you have any concerns about a students’ performance that you contact the module leader for support promptly. We want to be able offer support should you feel that you can’t pass a student on their practice competencies and equally want to support you and the student in establishing where any issues may lay in order to action plan. The module leader will come into the practice area to meet with you and the student as many times as necessary to resolve issues. Equally, if necessary the module
leader will also discuss issues with employers/NMP leads who can may also be present if further support is required.

**Further Information**

Further detailed information can be found in the Module Handbook, Module Study Guide and Folder of Evidence Template that you will receive with this pack.

**Declaration**

We also ask that you sign a declaration form along with a trust manager to say that you have read through the detail and understand the role. This is just to help ensure that everybody is clear in terms of roles and expectations. The student will bring the form to you through the application process ahead of being accepted on to the module.

We would like to thank you for taking the time read through this document. Should you be unsure of anything at all, please do not hesitate to make contact with the module leader.

Kind regards

Reuben Pearce, Module Leader