

Overview

- Changes to NMP student supervision
- RPS Designated Prescribing Practitioner (DPP) competency framework
- Preparation and support for undertaking the DPP role
- The DPP role in practice
- Discussion

What has changed?

- Traditionally only doctors (DMPs) in this role- 2019 saw regulatory change
- Experienced independent prescribers
- Improve access to prescribing opportunities for the wider workforce
- Support DMPs by distributing the supervision workload

Designated Prescribing Practitioner

Multi-professional framework = multiple titles for the role

- NMC = Practice Assessor and Practice Supervisor
- GPhC = Designated Prescribing Practitioner
- HCPC = Practice Educator
- Medics = Designated Medical Practitioner

What makes a good DPP?

“She was really supportive....always willing to answer my many questions.”

“I had worked with my DMP for years but it was not until I started the NMP course that I realised how skilled he actually was. The way in which he counselled patients was incredible. I only hope I can be like that one day.”

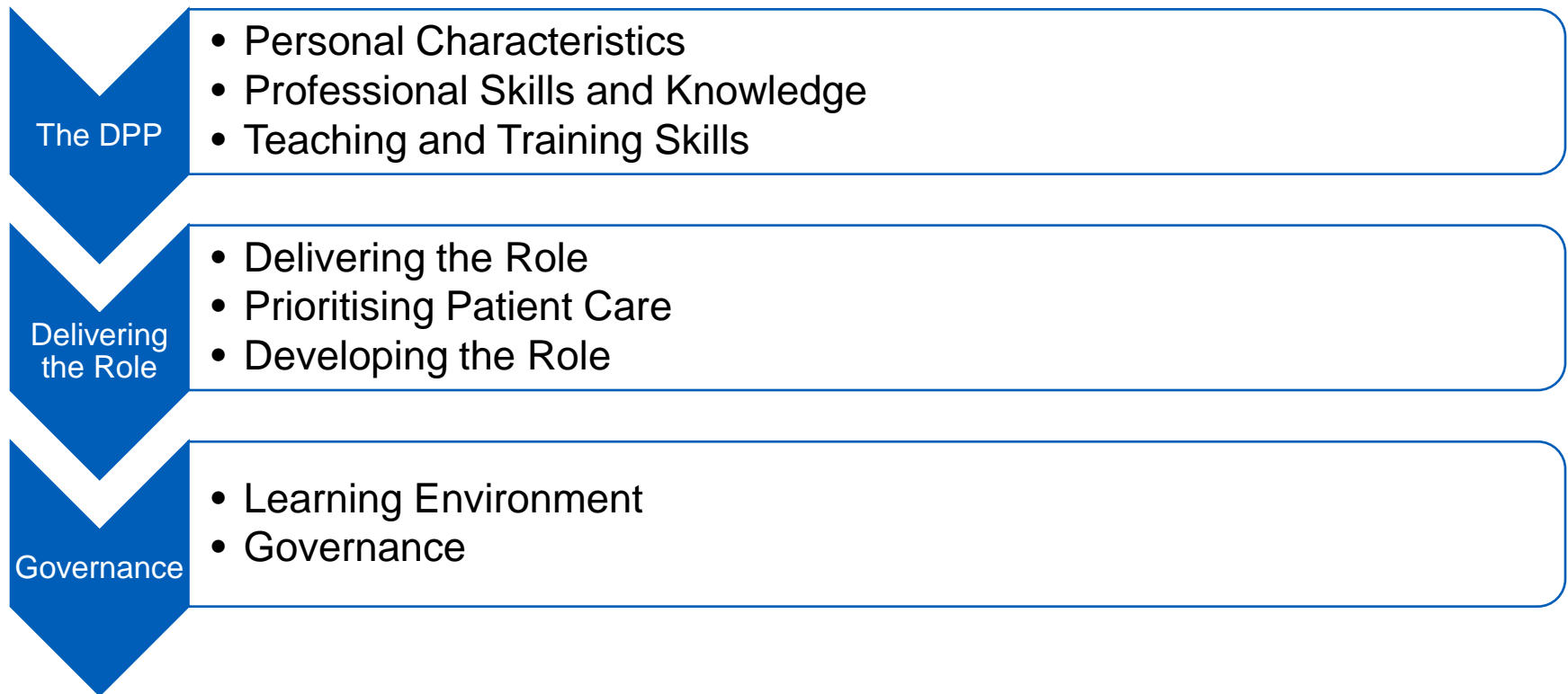
“He was really good at getting me to reflect on my practice. I’d go to him with what I thought was a fairly straightforward prescribing scenario and he’d get me to pick it apart.”

“Trying to arrange to spend any time with her was a complete nightmare. I don’t know why she agreed to take on the role in the first place, but she certainly showed no interest whilst I was actually on the course.”

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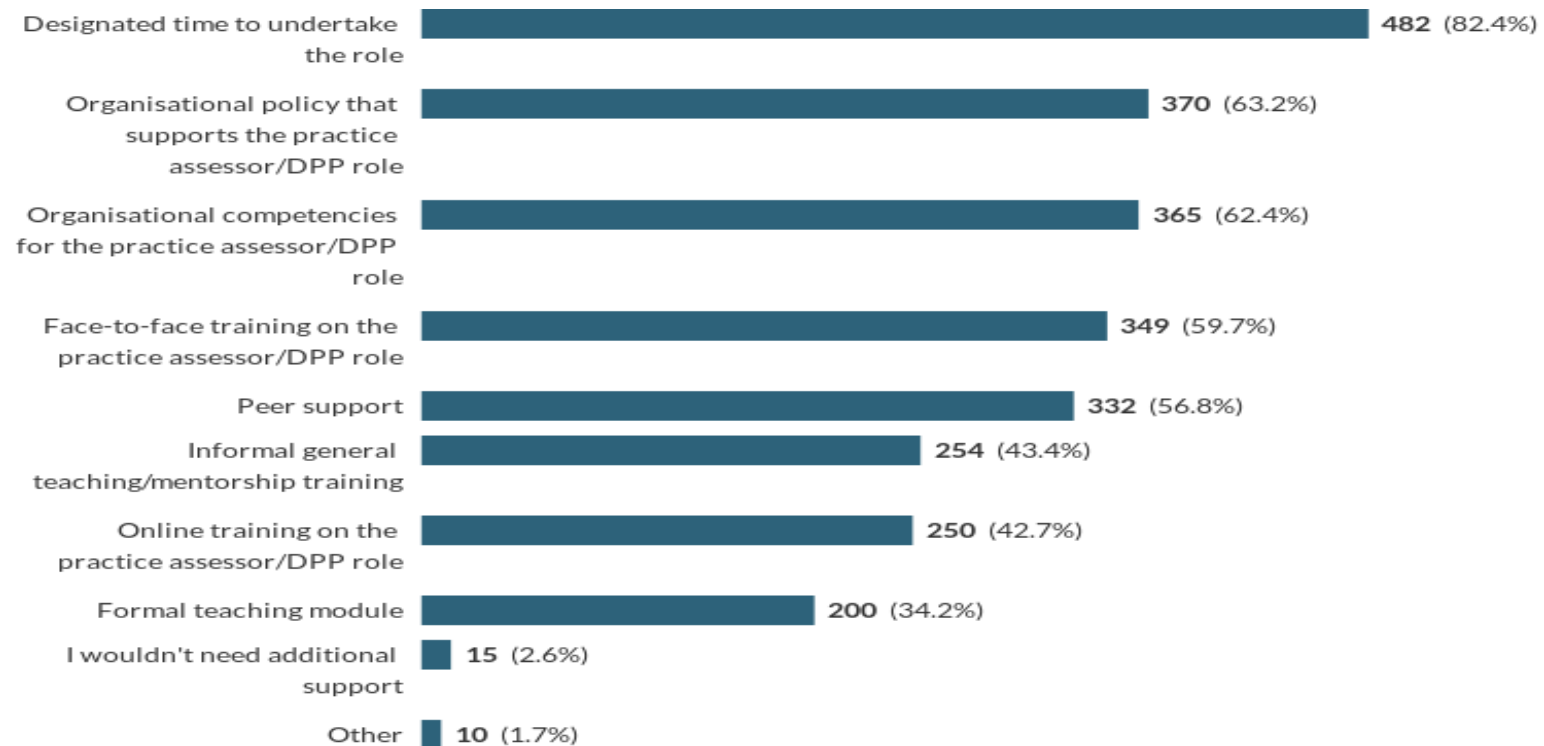


RPS DPP Competency Framework



HEE Independent Prescribing Review

Those who would be interested said they would need the following support (multiple answers permitted):



Governance Processes

Non-Medical Prescribing Policy

Application process

- Competency requirements

- Role requirements

- Time/support requirements

Training of DPPs

Peer supervision

Reflection

Service Evaluation



Themes



The Practice Supervisor

Personal Attributes

“I felt quite happy about taking on the role because of my broad experience and working with such a great multidisciplinary team. It made a massive difference to my confidence in being able to take on the role”

Experience of having undertaken the course themselves

“I think having done the course myself I know how much work goes into it and therefore I’m much more able to support appropriately”

Benefits of having a NMP undertake the role

“As a non medical prescriber you’re more likely to identify with the sort of concerns people would have. So even though they may have been working in a sort of a fairly independent autonomous role, it does feel different when you're actually signing a prescription.”

“I think the benefits of having a medic involved are that they actually get to see what we have to do. And it's really basic but you know, the number of times that the practice assessor commented, and my DMP beforehand commented, “oh my goodness, we don't have to do any of this kind of thing. I don't remember ever being so difficult as this.””

Imposter Syndrome

“I guess you always have a thought of “Have I done it well enough?” You’re always just thinking, am I being assessed as well?”

Delivering the Role

Informal supervision

“My student can just ring me or we can just say, “what do you think about that?” And it just happens. These conversations, they're not always scheduled. I mean, they're ad hoc as well as the formal meetings.”

Understanding the difference between DPP and practice supervisor role

“I suppose I'm kind of the support mechanism for my student and we discuss what would be useful for her to gain certain experiences whereas I think her DPP has been the sign-off of the stuff that she's done.”

Distribution of work between DPP and practice supervisor

“I'm doing it all, really”

Personal benefit of undertaking the role

“I've learned myself more about how the drugs I prescribe work. I've recapped on my knowledge of the competency framework for all prescribers.”

“I've learned that I'm quite good at supporting people well. I've felt like I've been part of growing the future workforce, encouraging nurses to develop and progress, strengthening my service and improving patient care.”

Learning Environment and Governance

Support from University

“The tutor was quite happy to have a video call and we just chatted through things. Put my mind at ease and that helped, that was enough”

Support from Employer

“Having [the NMP Lead] that you can go to and say, “well, what about this” or “my students having this particular issue who is the best person to deal with it” or even talking to people who were thinking of undertaking the course. It's nice being able to sign post them to [the NMP Lead], because I feel [their] job is to be the most current person, to know about everything related to non medical prescribing, and I find that really useful.”

Support from Peers

“It was ... useful to meet with other people to hear that they had the same experience, but to also look at how they were feeling about it or practical steps they had taken in terms of their role that maybe I hadn't thought of”

Discussion

Time constraints

Difficulty getting enough DPPs to meet demand

Training variation at different Universities

Location/specialty considerations

Advice

“Read the University handbook. Sit down with your learner very early on and work out how you're going to support them to achieve their practice hours. There are a lot of hours, and it's important that you help facilitate the best learning experience possible, so try and direct them to a range of different practice experiences. “

“You can do it. It's not that onerous. I think it makes a real difference to the student having a range of people to come to. It does give you job satisfaction if you like teaching and mentoring.”

“I would say definitely, it's worth doing a little brush up session on pharmacology. Make sure you know what the course content is like where your student is studying, so that you can help support them appropriately. Get a copy of the timetable, check the main dates of activities and hand-ins, so you can focus some of the practice learning around this.”

“Definitely have your initial meeting as soon as possible, meet your student, scope it out, make sure you know what the dates are. Preparation really is key to this course.”

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