An innovative graduate programme to prepare Advanced Practice Nurses in France

Paul Quesnay¹, Yannick Ruelle¹,², Juliette Ekpe¹, Olivia Gross¹, Christophe Debout³, Aurore Margat¹

¹: LEPS UR3412, Université Sorbonne Paris Nord
²: DUMG, F-934320, Université Sorbonne Paris Nord
³: IFITS - IDS UMR Inserm 1145, Université Paris Cité

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Background

- Key dates in France:

  - Legislation on Advanced Practice: 2016
  - Implementation of the AP for the nursing profession: 2018
  - 23 programmes accredited for APN: 2021
Aim and objectives

- **This presentation will detail:**
  - the characteristics of the Advanced Practice Nursing in France
  - the innovative approach chosen by the USPN to implement this national framework.
French Competency framework for APN  Based on Hamric et al. (2014)

1. Assess the health status of patients living with identified pathologies as a relay to medical consultations;
2. Define and implement the patient's care plan based on the overall assessment of his or her health status;
3. Design and implement preventive and therapeutic education activities;
4. Organize the care/health pathways of patients in collaboration with all the actors involved;
5. Set up and conduct actions for the evaluation and improvement of professional practices through clinical leadership;
6. Research, analyze and produce professional and scientific data.
Certification domains

- The USPN 2-year programme prepares APNs for certification domains 1 and 4

1. Prevention and common polypathologies in primary care
2. Oncology and haemato-oncology
3. Chronic kidney disease, dialysis, kidney transplantation
4. Psychiatry and mental health
5. Emergency

- A programme for domain 5 is undergoing accreditation
Teaching Units (TUs)

- TU 1: Nursing science and advanced practice (6 credits)
- TU 2: Public health (6 credits)
- TU 3: Continuous professional development activities (6 credits)
- TU 4: Clinical (20 credits)
- TU 5: Responsibility, ethics, legislation, deontology (3 credits)
- TU 6: Medical English for APN (2 credits)
- TU 7: Working methods (2 credits)
- TU 8: Research (10 credits)
- TU 9: Internship (5 credits)
Theoretical framework at the USPN

- **Our curriculum:**
  - aims to respond to the population's characteristics and needs in the territory (Seine Saint Denis)
  - emphasises primary health care, prevention and encourages the development of cultural competence

- **To that end, it is based on:**
  - The *nursing metaparadigm* (Fawcett, 1984)
    - *nursing, person, health and environment*
  - The *paradigm of transformation* (Kerouac, 2003)
  - A *socio-constructivist educational approach* (Bélanger et al, 2014)
Theoretical framework and Educational principles at the USPN

- A competency-based approach
  (Tardif, 2006; Fernandez et al, 2012; WHO, 2022)

- A spiral curriculum integrating problem-based learning
  (Harden, 1986; Harden & Stamper, 1999; Davis, 1999; Trullàs et al, 2022)

- A blended learning approach
  (Garrison et al, 2008)

- Entrustable Professional Activities (EPAs) & clinical experience
  (Steeb et al, 2021; Stoneham et al, 2019)

- A multiprofessional, multidisciplinary team including the "patient perspective"
  (Berlin et al, 2011)
Spiral curriculum & PBL

Competencies

- Advanced Practice in autonomy
  - Variety of clinical problems
- Clinical placement
  - Semester 1: Clinical placement (2 months)
  - Semester 2: Clinical placement (4 months)
- Clinical problems
  - Semester 1
  - Semester 2
  - Semester 3
  - Semester 4

Advanced Practice under supervision
- Predefined clinical problems
### Problem-based learning (eg. week 2)

<table>
<thead>
<tr>
<th>AM</th>
<th>Practice analysis (monitored)</th>
<th>Group work (self-directed)</th>
<th>Feedbacks (monitored)</th>
<th>Group work (self-directed)</th>
<th>Conference</th>
<th>Situation 2</th>
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<tbody>
<tr>
<td>4</td>
<td>Conducting a risk management and quality approach</td>
<td>Researching informations for situation 2-a</td>
<td>Situation 2-a</td>
<td>Exposure to the situation 2-b clinical reasoning and advanced nursing care</td>
<td>Researching informations situation 2-b</td>
<td>Applied Nursing in Advanced Practice</td>
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<td>PM</td>
<td>Synthesis (monitored)</td>
<td>Conference</td>
<td>Group work (self-directed)</td>
<td>Conference</td>
<td>Simulation (monitored)</td>
<td>Related to situation 2</td>
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<td>5</td>
<td>Exposure to the situation 2-b - monitored</td>
<td>Situation 2</td>
<td>Chronic arterial insufficiency: Causes, symptoms, diagnosis, treatments</td>
<td>Situation 2</td>
<td>Addictions</td>
<td>Observation, data collection and interpretation in the case of patient follow-up (linked to domain 1 or 4)</td>
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<td>6</td>
<td>Situation 2-a Exploring the clinical problem</td>
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<td>Group work</td>
<td>Conference</td>
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Problem-based learning

Active ingredients in our clinical problems:

Person  Environment  Health  Nursing

Ethics
Patient perspective

PBL is specifically aimed at enhancing and optimizing the educational outcomes of learner-centered, collaborative, contextual, integrated, self-directed, and reflective learning.

(Davis, 1999; Trullàs et al, 2022)
Outcomes for the academic year 2021-22:

- Academic year 2021/22:
  - 20 students were enrolled in the 1st year (Y1, core curriculum); 3 stopped or asked for a postponement during semester 1
  - 6 students were enrolled in the 2nd year (Y2, psychiatry-mental health): 6 graduated in July 2022

- Program evaluation (Kirkpatrick, 1996):
  - Reaction: Good student attendance, Good student satisfaction
  - Learning: Y1: 17 students succeeded and continue to Y2
  - Competency: Ongoing: Clinical portfolio evaluation
  - Results: Perspective: employability and job experience evaluation
**Conclusions**

- **Benefits of our Programme:**
  - Proposes a curriculum based on “best education practices”
  - Combines nursing principles with educational principles
  - As well as other APN French programmes, contributes to offer a Bachelor-Master-PhD continuum in nursing in France
  - Address the learning needs of working professionals in order to develop advanced practice skills through (Aguilard et al., 2017)

- **Perspectives**
  - Continue programme evaluation (competency, results & assess the importance of the patient perspective and multi-professional education)
  - A programme for certification domain 5 (Emergency) is undergoing accreditation
References

- Legifrance. Décret n° 2018-633 du 18 juillet 2018 relatif au diplôme d’État d’infirmier en pratique avancée