

An innovative graduate programme to prepare Advanced Practice Nurses in France

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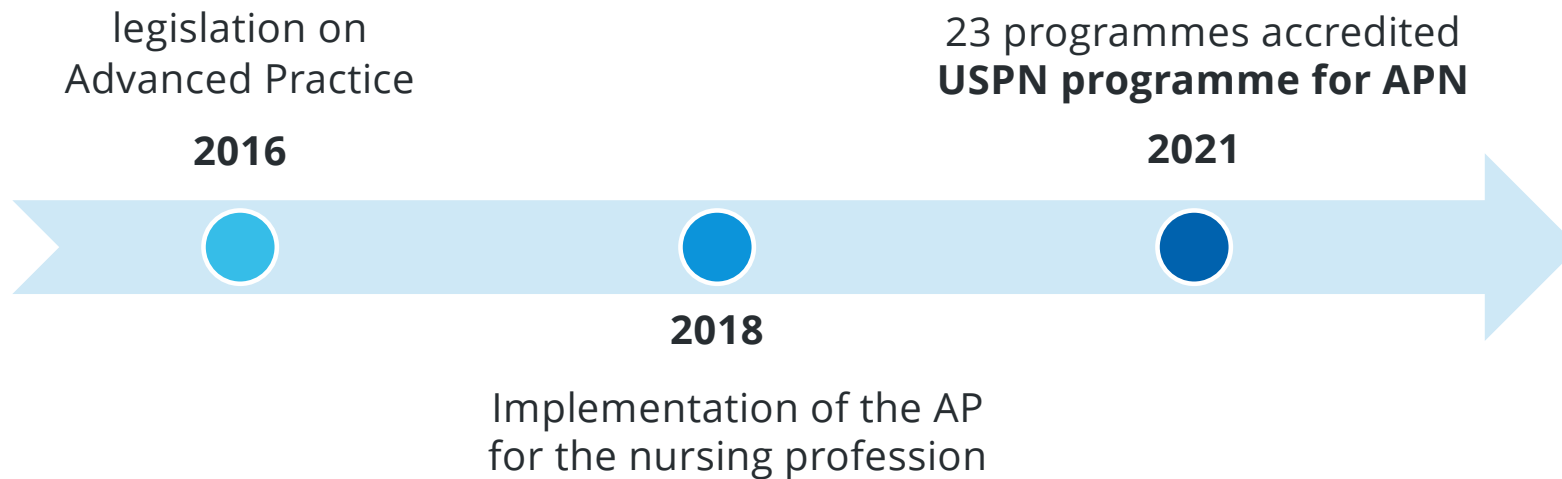
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Background

■ Key dates in France :



Aim and objectives

■ This presentation will detail:

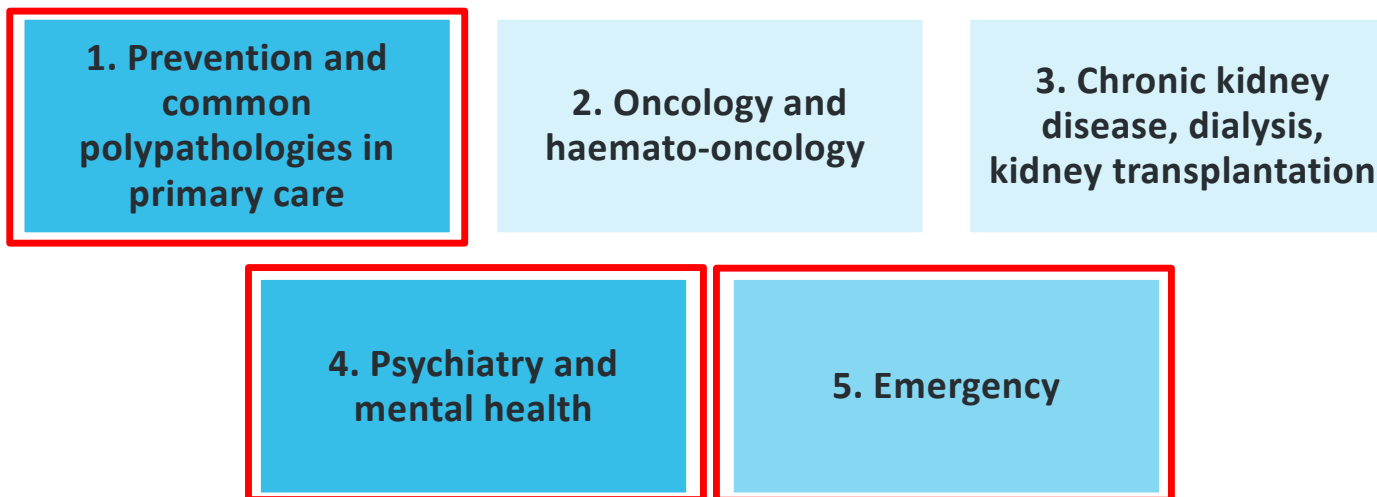
- ▶ the characteristics of the Advanced Practice Nursing in France
- ▶ the innovative approach chosen by the USPN to implement this national framework.

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



■ 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 :

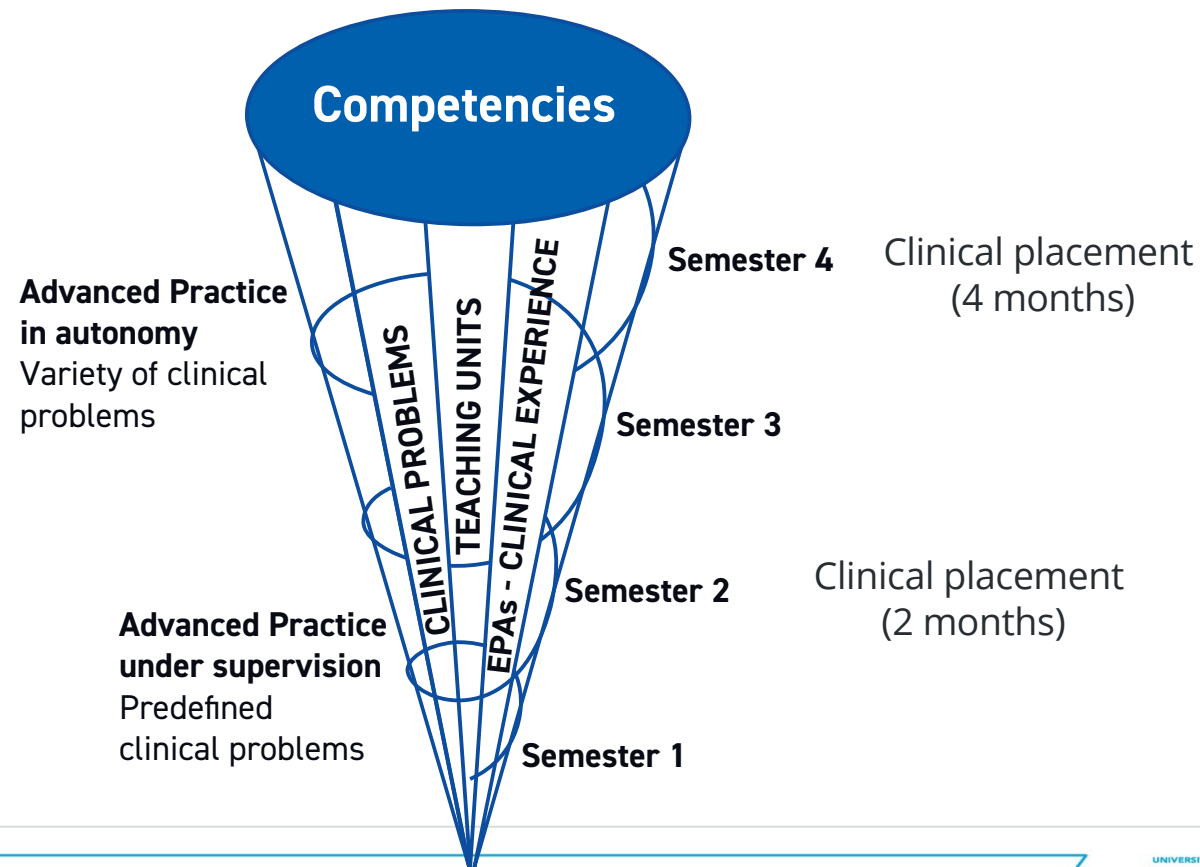
- ▶ The **nursing metaparadigm** (Fawcett, 1984)
 - *nursing, person, health and environment*
- ▶ The **paradigm of transformation** (Kerouac, 2003)
- ▶ A **socio-constructivist educational approach** (Bélanger et al, 2014)

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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)

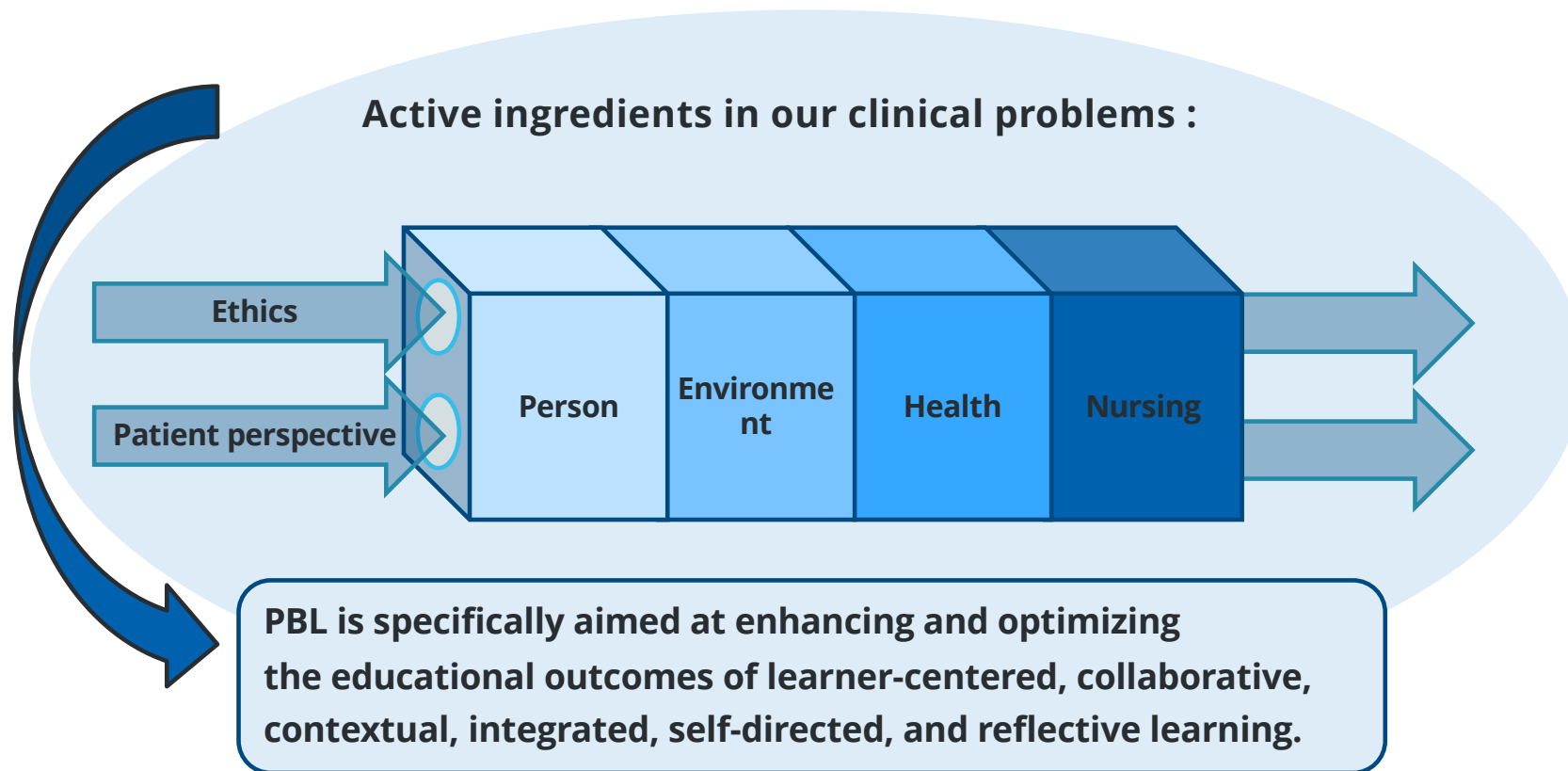
Spiral curriculum & PBL



Problem-based learning (eg. week 2)

October 2021 - Week 2 : Person living with chronic arterial insufficiency / Addictions					
	4	5	6	7	8
A M	Practice analysis (monitored) Conducting a risk management and quality approach	Group work (self-directed) Researching informations for situation 2-a	Feedbacks (monitored) Situation 2-a Exposure to the situation 2-b clinical reasoning and advanced nursing care	Group work (self-directed) Researching informations situation 2-b	Conference Situation 2 Applied Nursing in Advanced Practice
P M	Synthesis (monitored) Situation 1-b Exposure to the situation 2-b - monitored Situation 2-a Exploring the clinical problem	Conference Situation 2 Chronic arterial insufficiency: Causes, symptoms, diagnosis, treatments	Group work (self-directed) Researching informations situation 2-b	Conference Situation 2 Addictions	Simulation (monitored) Related to situation 2 Observation, data collection and interpretation in the case of patient follow-up (linked to domain 1 or 4)

Problem-based learning



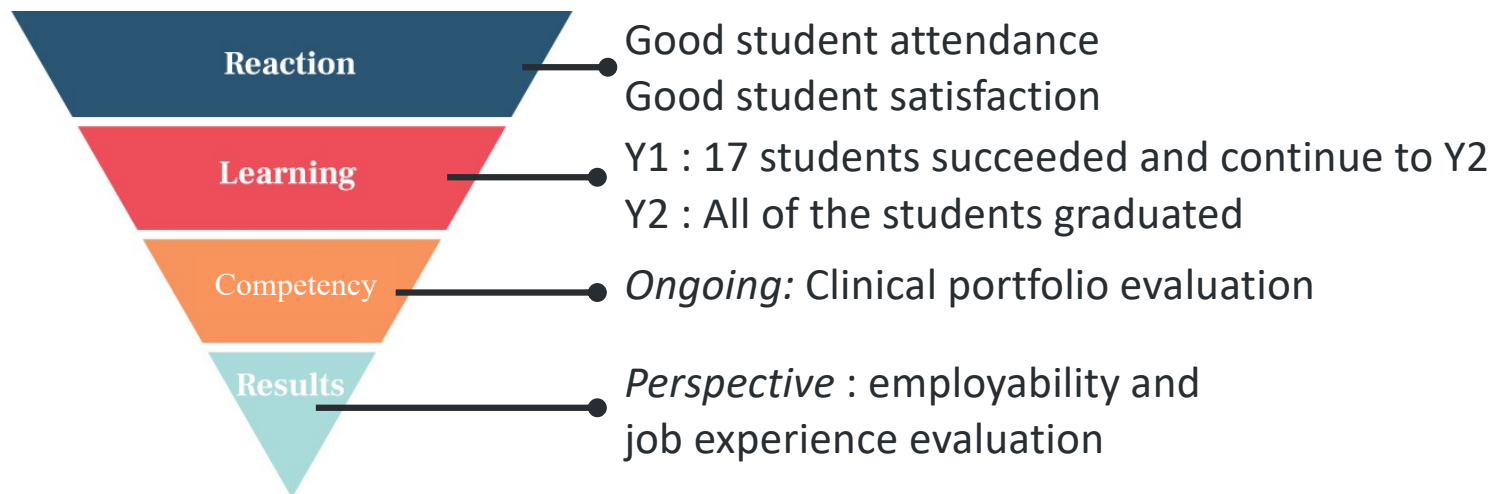
(Davis, 1999 ; Trullàs et al, 2022)

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 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) :



Conclusions

■ Benefits of our Programme :

- ▶ Proposes a curriculum based on “best education practices”
- ▶ Combines nursing principles with educationnal 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

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