

People Centred

Positive

Compassion

Excellence

JOB DESCRIPTION

FOR THE POST OF

Advanced Clinical Practitioner (ACP)

AT

BLACKPOOL TEACHING HOSPITALS NHS FOUNDATION TRUST

JOB TITLE: Advanced Clinical Practitioner

BAND: 8a

RESPONSIBLE TO: TBC

ACCOUNTABLE TO: Divisional Director of Nursing

LOCATION: ALL DIVISIONS

JOB SUMMARY:

Receive patients with undifferentiated and undiagnosed problems, making an assessment of their health care needs, based on highly-developed nursing/AHP knowledge and skills, including skills not usually exercised by nurses/AHP's, such as physical examination.

Screen patients for disease factors and early signs of illness.

Make differential diagnoses using decision-making and problem solving skills.

Develop with the patient an on-going care plan for health and well-being, with an emphasis on health education and preventative measures,

Order necessary investigations and provide treatment and care both individually, as part of a team, and through referral to other agencies.

Have a supportive role in helping people to manage and live with illness.

Have the authority to admit or discharge patients from their caseload, and refer patients to other health care providers as appropriate.

Work collaboratively with other health care professionals and disciplines.

Provide a leadership and consultancy function as required.

Speciality will complete own job planning

DUTIES AND RESPONSIBILITIES:

Clinical Practice

ASSESSMENT AND MANAGEMENT OF PATIENT HEALTH/ILLNESS STATUS

1. Analyses and interprets history, presenting symptoms, physical findings and diagnostic information to develop the appropriate differential diagnoses.
2. Diagnoses and manages acute and long term conditions while attending to the patient's response to the illness experience.
3. Employs appropriate diagnostic and therapeutic interventions and regimens with attention to safety, cost, invasiveness, simplicity, acceptability, adherence, and efficacy.
4. Formulates an action-plan based on scientific rationale, evidence-based standards of care, and practice guidelines.
5. Initiates appropriate and timely consultation and/or referral when the problem exceeds the ACPs scope of practice and/or expertise.
6. Assesses and intervenes to assist the patient in complex, urgent or emergency situations.
 - Diagnoses unstable and complex health care problems using collaboration and consultation with the multi-professional health care team as indicated by setting, specialty, and individual knowledge and experience.
 - Plans and implements diagnostic strategies and therapeutic interventions to help patients with unstable and complex health care problems regain stability and restore health, in collaboration with the patient and multi-professional health care team.
7. Demonstrates critical thinking and diagnostic reasoning skills in clinical decision-making.
8. Obtains a comprehensive problem focused health history from the patient or carer.
9. Performs a comprehensive problem focused age appropriate physical examination.
10. Analyses the data collected to determine health status of the patient.
11. Formulates a problem list and prioritised management plan.
12. Assesses, diagnoses, monitors, co-ordinates, and manages the health/illness status of patients during acute and enduring episodes.

13. Demonstrates knowledge of the patho-physiology of conditions commonly seen in practice.
14. Communicates the patient's health status using appropriate terminology, format, and technology.
15. Provides information and advice to patients and carers concerning drug regimens, side-effects and interaction, in an appropriate form.
16. If legally authorised – prescribes medications based on efficacy, safety, and cost from the formulary.
17. Integrates appropriate non-drug-based treatment methods into a plan of management.
18. Orders, may perform, and interprets common screening and diagnostic tests.
19. Evaluates results of interventions using accepted outcome criteria, revises the plan accordingly and consults/refers when needed.
20. Works collaboratively with other health professional and agencies as appropriate.
21. Plans and conducts follow-up visits appropriately to monitor patients and evaluate health/illness care.

HEALTH PROMOTION/HEALTH PROTECTION AND DISEASE PREVENTION

1. Assesses individuals health education/promotion related needs.
2. Plans, develops and implements programmes to promote health and wellbeing and address individual needs.
3. Provides health education through anticipatory guidance and counselling to promote health, reduce risk factors, and prevent disease and disability.
4. Develops and uses a follow-up system within the practice workplace to ensure that patients receive appropriate services.

THE HEALTH PROFESSIONAL RELATIONSHIP

1. Creates a climate of mutual trust and establishes partnerships with patients, carers and families.
2. Validates and checks findings with patients.
3. Creates a relationship with patients that acknowledges their strengths and knowledge and enabling them to address their needs
4. Communicates a sense of 'being there' for the patient, carers and families and provides comfort and emotional support.
5. Evaluates the impact of life transitions on the health/illness status of patients, and the impact of health/illness on patients' lives (individuals, families, carers, and communities).

6. Applies principles of empowerment in promoting behaviour change.
7. Develops and maintains the patient's control over decision-making, assesses the patient's commitment to the jointly determined plan of care, and fosters personal responsibility for health.
8. Maintains confidentiality, while recording data, plans, and results in a manner that preserves the dignity and privacy of the patient.
9. Considers the patient's needs when bringing closure to the nurse/therapist -patient relationship and provides for a safe transition to another care provider or independence.
10. Has an empathetic approach.

Leadership and Management

1. Provides leadership which demonstrates positivity, determination and resilience in managing complex, difficult or unpredictable situations.
2. Pro-actively build effective work relationships which foster positive and productive working and confidence in the profession and role, where there is clear role definition in the ways of working.
3. Act as a role model for the trust values and professional standards in all interactions with patients and colleagues. This includes upholding a person-entered approach in all aspects of care and service development.
4. Lead on, and actively participate in practice evaluations at all levels to review the advanced practice role, ensuring that care delivery is safe, effective and quality. This would include undertaking appropriate audits, self-assessment and peer review in a multi-disciplinary team.
5. Actively seek feedback from individuals, families, carers, communities and colleagues on own, others and service practice and performance. This includes being receptive to challenge and constructive criticism of self or service and acting upon this, escalating where appropriate to ensure safety and quality is maintained.
6. Provide positive leadership that ensure that strategies are implemented to act on learning and make improvements to both individual practice and service delivery following evaluations.
7. Participate in cross professional and service boundaries as requested to provide consultancy in service improvement, delivery and standardised quality performance.
8. Engage in community and population health needs analysis to ensure that service delivery and development aligns with current and future changing needs.
9. Negotiate an individual scope of practice within legal, ethical, professional and organisational policies, governance and procedures, with a focus on managing risk and upholding safety

MANAGING AND NEGOTIATING HEALTH CARE DELIVERY SYSTEMS

1. Provides care for individuals, families, and communities within integrated health care services.
2. Considers access, cost, efficacy, and quality when making care decisions.
3. Participates in organisational decision-making, interprets variations in outcomes, and uses data from information systems to improve practice.
4. Uses business and management strategies for the provision of quality care and efficient use of resources.
5. Demonstrates knowledge of, and acts in accordance with, relevant regulations for this level of practice and the Code of Professional Conduct; standards for conduct, performance and ethics, of the relevant professional regulator.
6. Collaboratively assesses, plans, implements, and evaluates care with other health care professionals, using approaches that recognise each one's expertise to meet the comprehensive needs of patients.
7. Undertakes risk assessments and manages risk effectively.
8. Participates as a key member of a multi-professional team through the development of collaborative and innovative practices.

MONITORING AND ENSURING THE QUALITY OF ADVANCED HEALTH CARE PRACTICE

1. Incorporates professional/legal standards into advanced clinical practice.
2. Assumes accountability for practice and strives to attain the highest standards of practice.
3. Engages in clinical supervision and self-evaluation and uses this to improve care and practice.
4. Collaborates and/or consults with members of the health care team about variations in health outcomes.
5. Evaluates the patients' response to the health care provided and the effectiveness of the care.
6. Interprets and uses the outcomes of care to revise care delivery strategies and improve the quality of care.
7. Monitors quality of own practice and participates in continuous quality improvement.
8. Actively seeks and participates in peer review of own practice.
9. Evaluates patient follow-up and outcomes, including consultation and referral.

Research

1. Act as an educator, leader and innovator toward research and best practice.

2. Actively engage in research activity, critically evaluating evidence to ensure evidence-based strategies are developed and applied into practice to ensure quality, safety and services maintain productivity and economic value.
3. Appraisal of evidence and synthesis of outcomes based on that evidence to be applied to practice.
4. Identify gaps in the evidence base and escalating this appropriately to effectively address these issues in a safe and logical way. This will involve identifying potential further research and projects to provide stronger evidence for best practice change and providing rationale/business cases for funding.
5. Lead on, or actively participate, in the development and implementation of a robust governance system with systematic documentation which can be subject to critical audit or review for evidence-based practice resources.
6. As a leader of research, disseminate best practice findings for quality improvement through a range of techniques and forums.
7. Uphold positive relationships and engagement with academic, clinical and other active researchers.

Education

1. Act as a role model for education, upholding the trust values and commitment to a culture of organisational lifelong learning; acting as an educator, supervisor, coach and mentor, seeking to instil and develop the confidence of others. This will include; patients, colleagues, and students from a range of professions to promote an inspiring view on personal and professional development.
2. Foster a positive learning environment, facilitating good interpersonal relationships where honesty, safety and positivity for learning is central to the culture.
3. Facilitate a peer review process within your own and wider team to encourage learning and to identify and address areas for development which could increase the capacity and capability of services through application of learning in practice.
4. Be critical of own development plan and access resources and support to meet own personal development plan that reflects the pillars of advanced practice and breath of clinical role.
5. Engage in own self-directed learning to continuously develop, to critically participate and lead on research and education.
6. Assesses the on-going and changing needs of patients, carers and families for education based on the following:
 - needs for anticipatory guidance associated with growth and the developmental stage
 - care management that requires specific information or skills the patients understanding of their health condition

- the patient's motivation for learning and maintenance of health-related activities using principles of change and stages of behaviour change
 - the patient's interpretation of health conditions
 - the patient's perceived barriers, supports, and modifiers to learning when preparing for patient's education
 - the patient's learning style to facilitate an appropriate teaching approach
 - cultural influences that may affect the patient's learning experience
7. Enables patients in learning specific information or skills by designing a learning plan that is comprised of sequential, cumulative steps, and that acknowledges relapse and the need for practice, reinforcement, support, and re-teaching when necessary.
 8. Enables patients to use community resources when needed
 9. Communicates health advice and instruction appropriately, using an evidence based rationale.
 10. Negotiates a jointly determined plan of care, based on continual assessment of the patient's readiness and motivation, re-setting goals, and optimal outcomes.
 11. Monitors the patient's behaviours and specific outcomes as a guide to evaluating the effectiveness and need to change or maintain educational strategies.

RESPECTING CULTURE AND DIVERSITY

1. Demonstrates respect for the inherent dignity of every human being, whatever their age, gender, religion, socio-economic class, sexual orientation, and ethnic or cultural group.
2. Incorporates cultural preferences, health beliefs and behaviours into management plans as appropriate.
3. Provides patient-appropriate educational materials that address the language and cultural beliefs of the patient.
4. Accesses patient appropriate resources to deliver care.
5. Assists patients and families to meet their spiritual needs in the context of health and illness experiences, including referral for pastoral services.
6. Incorporates patients' spiritual beliefs in the care plan.
7. Provides appropriate information and opportunity for patients, carers and families to discuss their wishes for end-of-life decision-making and care.

KEY WORKING RELATIONSHIPS:

- Nurse/AHP Consultants
- Advanced Clinical Practitioners
- Senior Nursing Teams across Divisions
- Consultants and Medical staff
- Ward Teams

CONFIDENTIALITY:

In the course of your duties you may have access to confidential information about patients, staff or health service business. On no account must such information be divulged to anyone who is not authorised to receive it. Confidentiality of information must be preserved at all times whether at or away from work. The Trust has in place a 'Whistle blowers Policy' for staff wishing to express concerns.

INFECTION PREVENTION AND CONTROL:

Infection prevention and control is the responsibility of all Trust staff. All duties relating to the post must be carried out in accordance with the Trust hand hygiene and infection control policies and procedures.

QUALITY ASSURANCE:

Every employee is personally responsible for the quality of the work, which they individually perform. It is their duty to seek to attain the highest standards achievable both individually and collectively within their knowledge, skills and resources available to them in furtherance of the Trust's philosophy of pursuing quality in all its services.

HARASSMENT AND BULLYING:

The Trust condemns all forms of harassment and bullying and is actively seeking to promote a work place where employees are treated with dignity, respect and without bias.

EQUAL OPPORTUNITIES:

The Trust actively promotes equality of opportunity for all its employees. (In all the foregoing text any reference to one gender whether direct or implied equally includes the opposite gender unless specifically stated to be otherwise).