

Embedding the values of those with lived experience in the development of a national advanced practice curriculum [abstract only]

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Published version

CLARKSON, Melanie and KHINE, Ricardo (2024). Embedding the values of those with lived experience in the development of a national advanced practice curriculum [abstract only]. *Radiography*, 30 (Supp 3), S12-S13. [Article]

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Embedding the values of those with lived experience in the development of a national advanced practice curriculum.

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Background Summary

Widespread challenges in the non-surgical oncology workforce are seeking innovative advanced use of experienced health care practitioners to support service delivery and innovation, as well as providing a career progression route for practitioners. In development of a specific education and training document to support the training of advanced practitioners, the inclusion of the lived experience patient voice around advancing practice ensures the curriculum is fit for purpose, providing education and training that has the patient at the heart of its development and implementation.

Methods

With the use of a phenomenological approach, a two-stage study was designed to investigate the thoughts of those with a lived experience of healthcare.

A survey was developed with questions being reviewed by a local HEIs research patient experience group, to understand thoughts and perceptions of advanced practice.

In the second stage, two focus groups were completed by the project team and recorded and transcribed within MS Teams. Two members of the project team then used Braun and Clarke's, thematic analysis to code the transcripts to identify themes from the data.

Results

The survey provided an overview of the perceptions of advanced practice with most participants happy to be cared for by an advanced practitioner.

From the focus groups the themes identified were:

- Impact and development of attitudes and behaviours of advanced practitioners
- Involvement of those with lived experience in training and assessment
- Consideration of the impact training and expectation of an advanced practitioner.
- The four pillars of practice and the expected standard of training

Conclusion.

In designing a curriculum, the knowledge and skills are exceptionally important to ensure competency of the practitioner. The attitudes and behaviours are a priority for those with lived experience in being able to trust the practitioner advocating and delivering their care.

Those who participated recognised the value of the four pillars at an advanced level and the challenges of those practitioners undertaking training and encouraged the curriculum to embrace an effective implementation plan to support the wider infrastructure to ensure a positive outcome for all.