

Interpretation and explanation of supernumerary integrated professional practice for nurse practitioner students

This explanatory note has been prepared to assist education providers, professional practice providers and students of nurse practitioner programs of study to clarify and understand the interpretation of supernumerary integrated professional practice as it must apply in nurse practitioner programs of study.

The *Nurse Practitioner Accreditation Standards (2015)* define supernumerary as:

Where the student undertakes supervised practice outside their employed position or when they are not counted in the staffing roster.

Integrated professional practice

Integrated professional practice in the context of nurse practitioner students is undertaken:

- by registered nurses who are either employed or self-employed and are required to undertake 300 hours of professional practice to enable learning and demonstrate achievement of the Nursing and Midwifery Board of Australia's *Nurse practitioner standards for practice*
- in preparation and practice for their future role as a nurse practitioner, the students apply advanced levels of knowledge, skills and experience to perform clinical skills or episodes of care considered to be advanced practice
- under supervision of an appropriately qualified and experienced supervisor and for the duration of the integrated professional practice event, the student is supernumerary.

Integrated professional practice should provide a supported learning environment for the development of clinical skills and capability in episodes of care, including but not limited to those described in the *Nurse practitioner standards for practice*:

1. Assesses using diagnostic capability
2. Plans care and engages others
3. Prescribes and implements therapeutic interventions
4. Evaluates outcomes and improves practice

Supernumerary in context of integrated professional practice

Nurse practitioner students can obtain supernumerary integrated professional practice in one, or a combination of three ways:

1. Undertaking scheduled and supervised integrated professional practice in the clinical setting where they are employed, but not rostered at that time.

Nurse practitioner students undertaking supernumerary integrated professional practice in the clinical setting where they are employed do so with supervision for the tasks they are undertaking and are in addition to the usual complement of staff in the healthcare setting. The service provided in the healthcare setting could continue to be delivered without the nurse practitioner student's presence.

2. Undertaking unscheduled, opportunistic and supervised integrated professional practice in the clinical setting where they are employed and counted in the roster of the clinical setting.

During a rostered shift there may be an opportunity for the nurse practitioner student to become supernumerary. If the clinical workload at the time allows them to undertake the advanced practice under supervision, this can be counted as integrated professional practice time. In this circumstance the normal provision of rostered duty care cannot be compromised.

3. Undertaking supervised practice in a clinical setting where they are not employed.

Nurse practitioner students may visit another clinical setting within their own employment setting or health service or visit another clinical facility to undertake supernumerary integrated professional practice.

Management of supernumerary integrated professional practice

In principle, the duration of each block of supernumerary practice can vary and should be organised into periods that are manageable by the student and the health care provider. The sessions should be of sufficient duration to comprehensively develop skills and capabilities required of a nurse practitioner. The full 300 hours of supervised integrated professional practice is documented to provide evidence the student has achieved the *Nurse practitioner standards for practice* as approved by their clinical supervisor(s) and education provider.

The nurse practitioner student is responsible for negotiating a plan to meet their integrated professional practice requirements in a way that minimises disruption to the clinical setting.

Table of amendments

VERSION NUMBER	DATE	SHORT DESCRIPTION OF AMENDMENT
V1.0	April 2018	First explanatory note
V2.0	December 2020	Update review date

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Responsible Director:

Director of Accreditation Services

Approved by



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