

# Mind the Gap: Planning for an Advanced Practice Role

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**The presenter has  
no disclosures or  
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**MIND THE GAP**

# Objectives

This Workshop will focus on how to use an **evidence based approach** to develop and implement AP roles. At the end of this workshop participants will have an understanding of:

1. How to determine the need for a New Model of Care
2. The key components of a toolkit used to develop advanced practice roles
3. Articulate the outcomes that signify the success of the new model of care
4. How to select candidates

# Outline

- 1. Introduction (10 minutes)**
- 2. Small group exercise (15 minutes)**
  - 3 groups (needs assessment, proposed role, evidence)
- 3. Group presentation & Discussion**
  - 3 groups report back (5 minutes each)
  - Discussion (5 minutes)
- 4. Wrap up & Questions (10 minutes)**

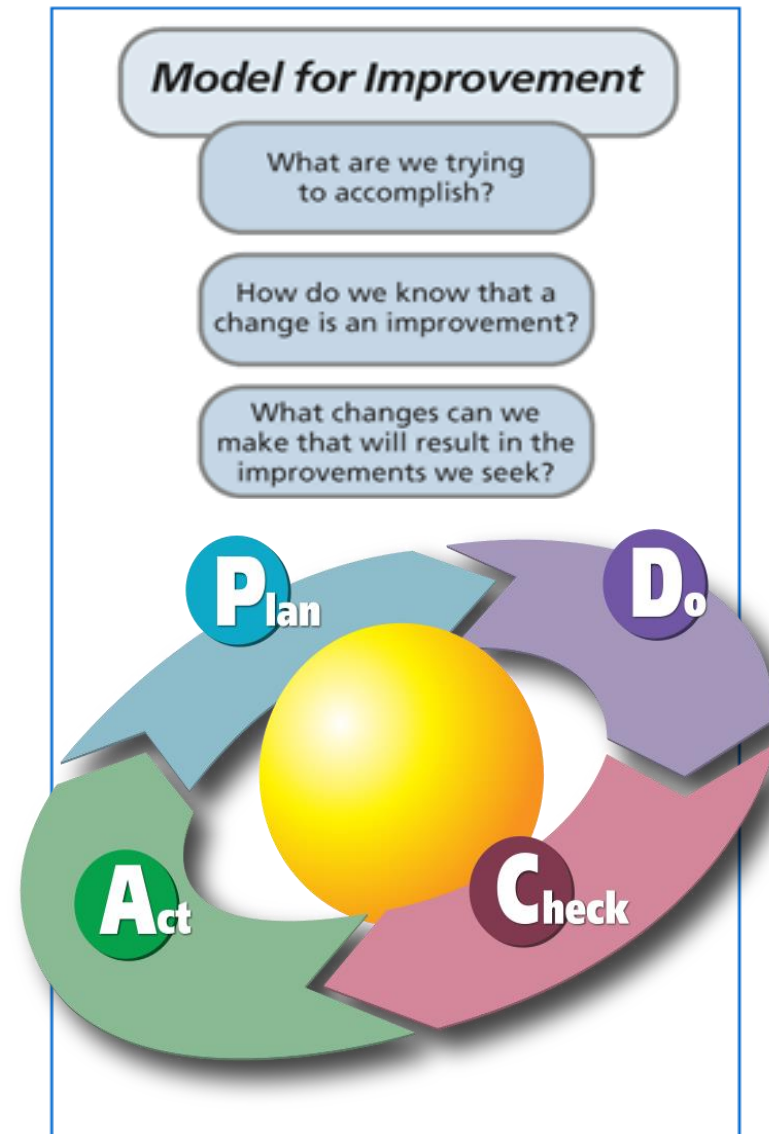
# Feasibility

## Model for Improvement

1. The Plan-Do-Study-Act (PDSA) cycle to test and implement changes in real work settings. The PDSA cycle guides the test of a change to determine if the change is an improvement.
2. Three fundamental questions which can be addressed in any order.

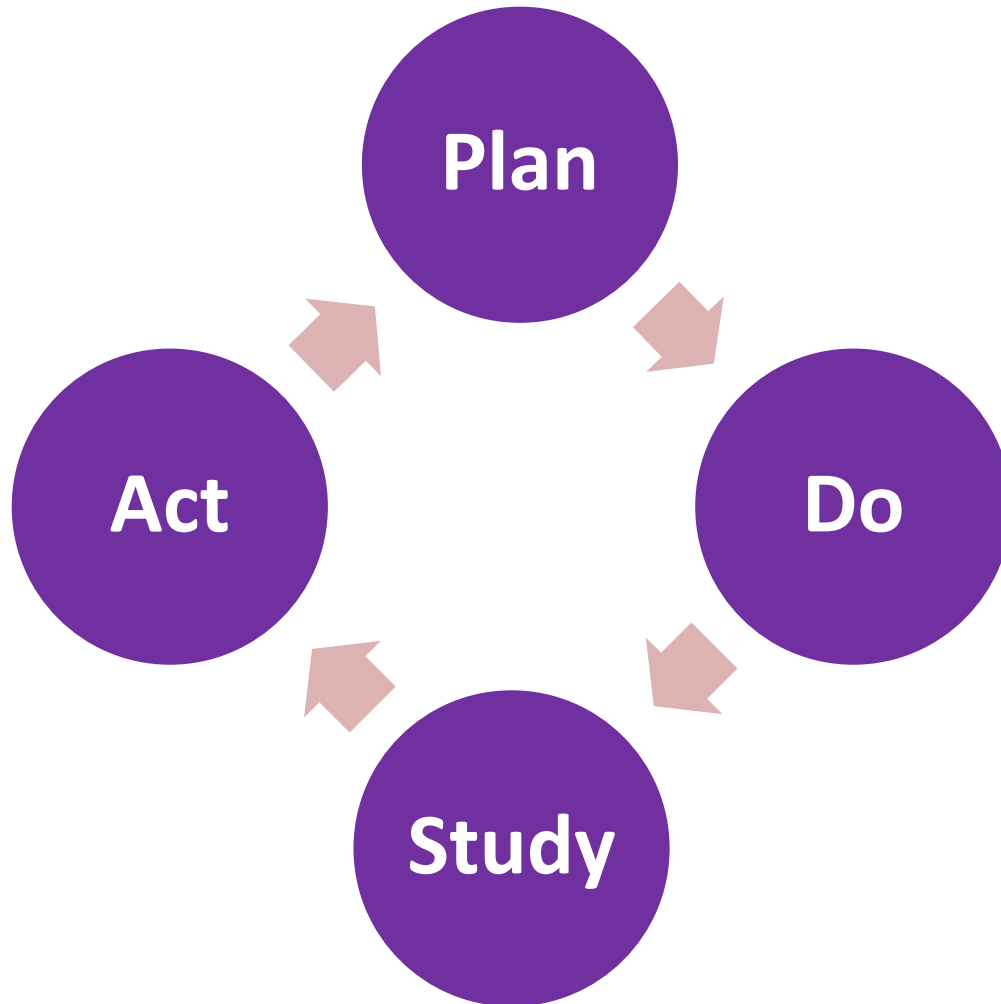
Deming WE. *The New Economics for Industry, Government, and Education*. Cambridge, MA: The MIT Press; 2000.

Langley GL, Nolan KM, Nolan TW, Norman CL, Provost LP. [The Improvement Guide: A Practical Approach to Enhancing Organizational Performance](#).



<http://www.ihl.org/IHI/Topics/Improvement/ImprovementMethods/HowToImprove/>

# Advanced Practice Radiation Therapist Implementation



Model for  
improvement  
... framework  
for developing,  
testing and  
implementing  
changes that  
will lead to  
improvement.

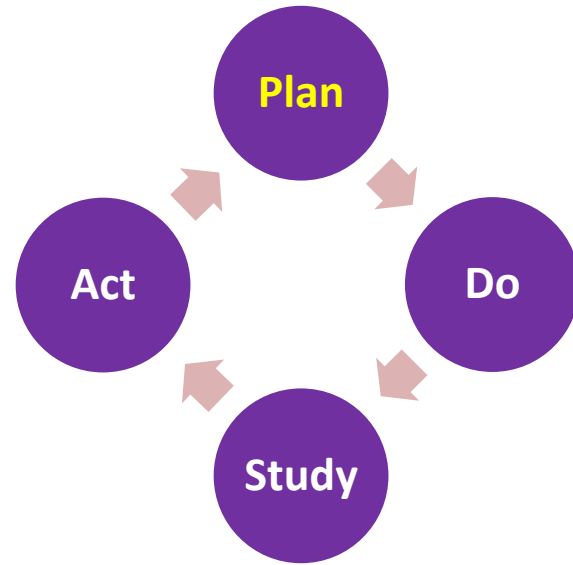
Deming Cycle  
Deming Wheel

# **Clinical Specialist Radiation Therapist Demonstration Project: Implementation Toolkit**

The Toolkit is to accompany the Clinical  
Specialist Radiation  
Therapist Demonstration Project: Request for  
Proposals

## TABLE OF CONTENTS

1. Acknowledgements
2. Introduction
3. About the Toolkit
4. Using the Toolkit
5. Framework
6. Background Context
- 7. SECTION 1: PLAN**
8. Define Patient Population
9. Identify and Engage Key Stakeholders
10. Needs Assessment
11. Describe Current Service Delivery Model
12. Define Issues & Gaps in Service Delivery
13. Determine Priority Problems
14. Get Consensus on Priority Problem
15. Designing the Clinical Specialist Radiation Therapist Position
16. Define New Service Delivery Model
17. Identify Key Outcomes to be Achieved from New Service Delivery Model
18. Outline Clinical Specialist Radiation Therapist Position
19. Define Competency Requirement<sup>8</sup>



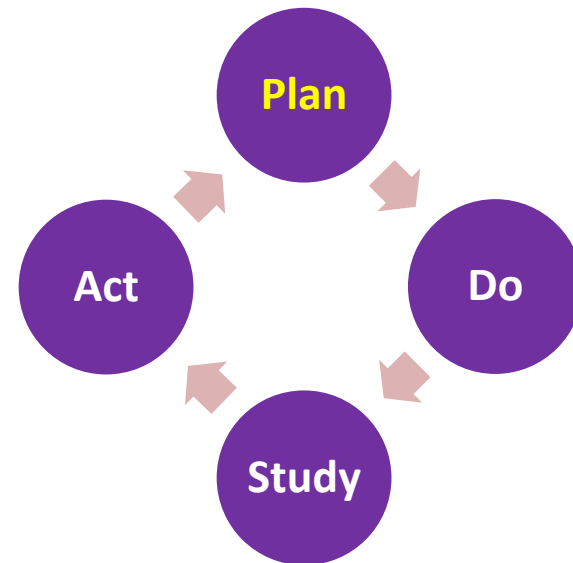
# Toolkit - TABLE OF CONTENTS

- **SECTION 2: DO**

- Recruitment and Selection of new CSRT
- Introducing Role to Health Care Providers
- Orientation and On-going Support
- Establish Key Milestones, Timelines and Responsibilities
- Summary of Barriers and Facilitators that Need to be Addressed for Successful Implementation

- **SECTION 3: STUDY**

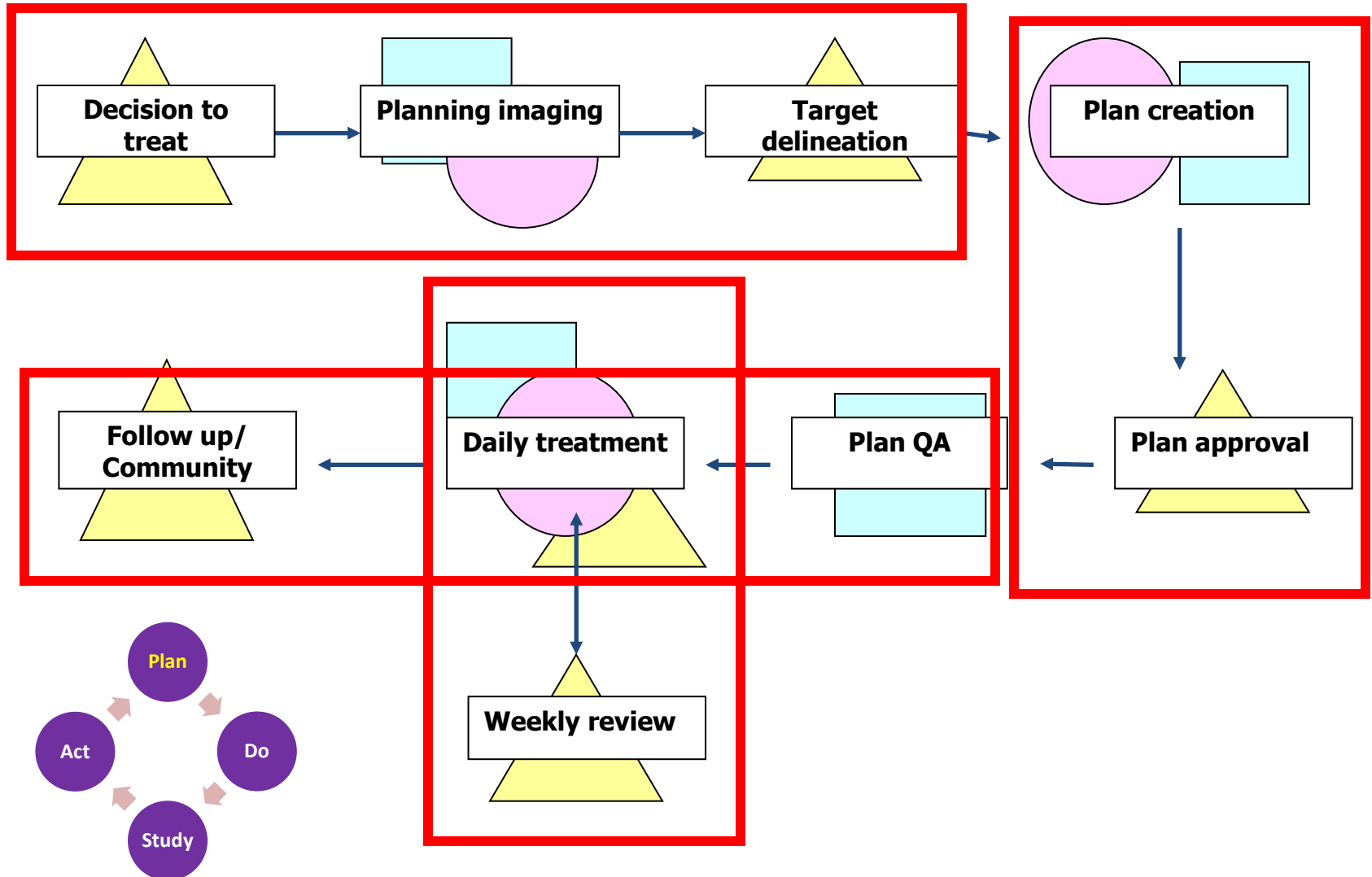
- **SECTION 4: ACT**



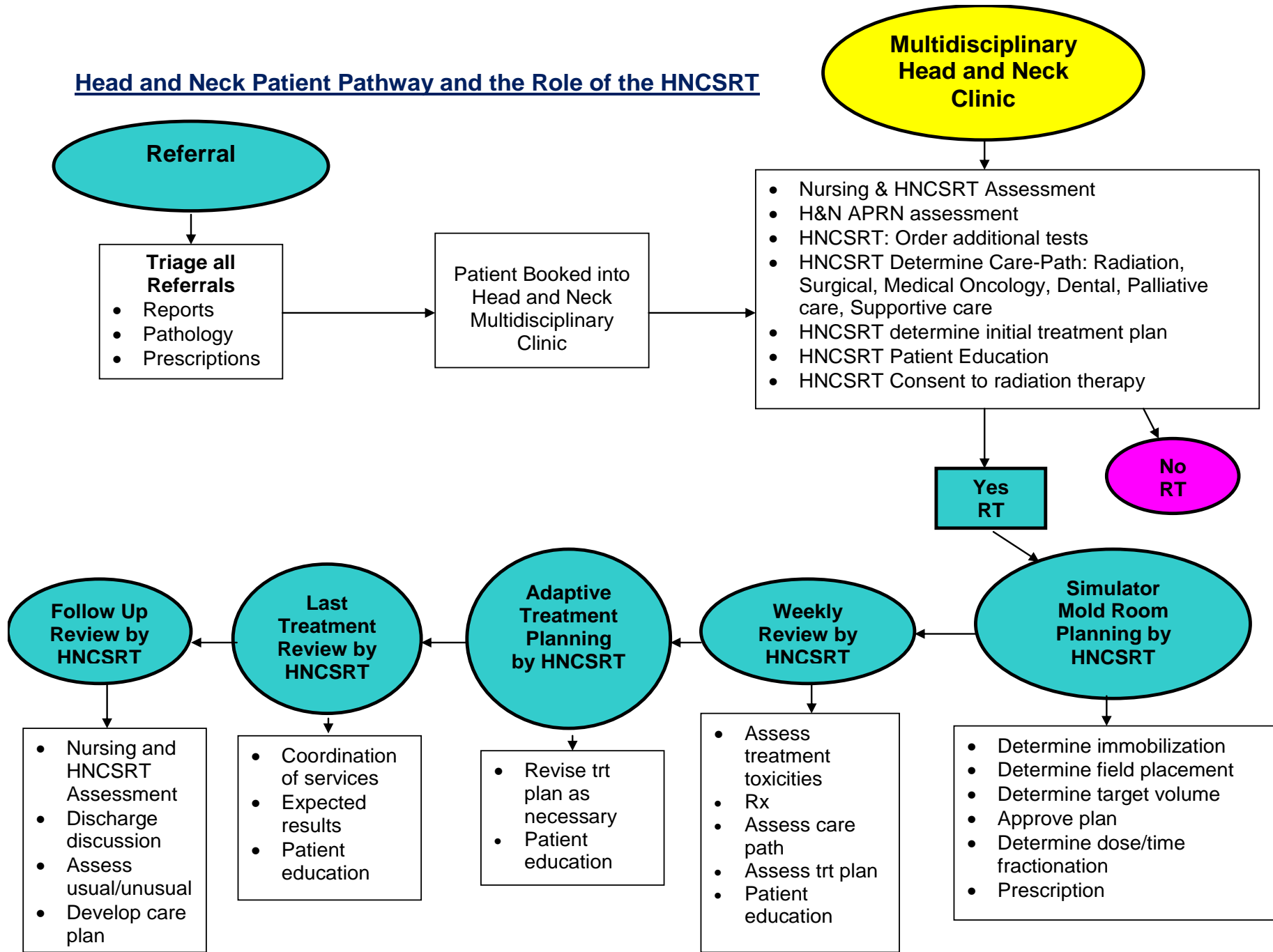
# Toolkit – Table of Contents

- References
- APPENDIX A: BASIC PATIENT CARE PATHWAY
- APPENDIX B: MYCOSIS FUNGOIDES PATHWAY
- APPENDIX C: **SAMPLE NEEDS ASSESSMENT QUESTIONS**
- APPENDIX D: **SAMPLE JOB DESCRIPTION**
- APPENDIX E: **ADVANCED PRACTICE RADIATION THERAPIST COMPETENCY PROFILE**
- APPENDIX F: PRIOR LEARNING ASSESSMENT AND RECOGNITION
- APPENDIX H: BUSINESS CASE TEMPLATE

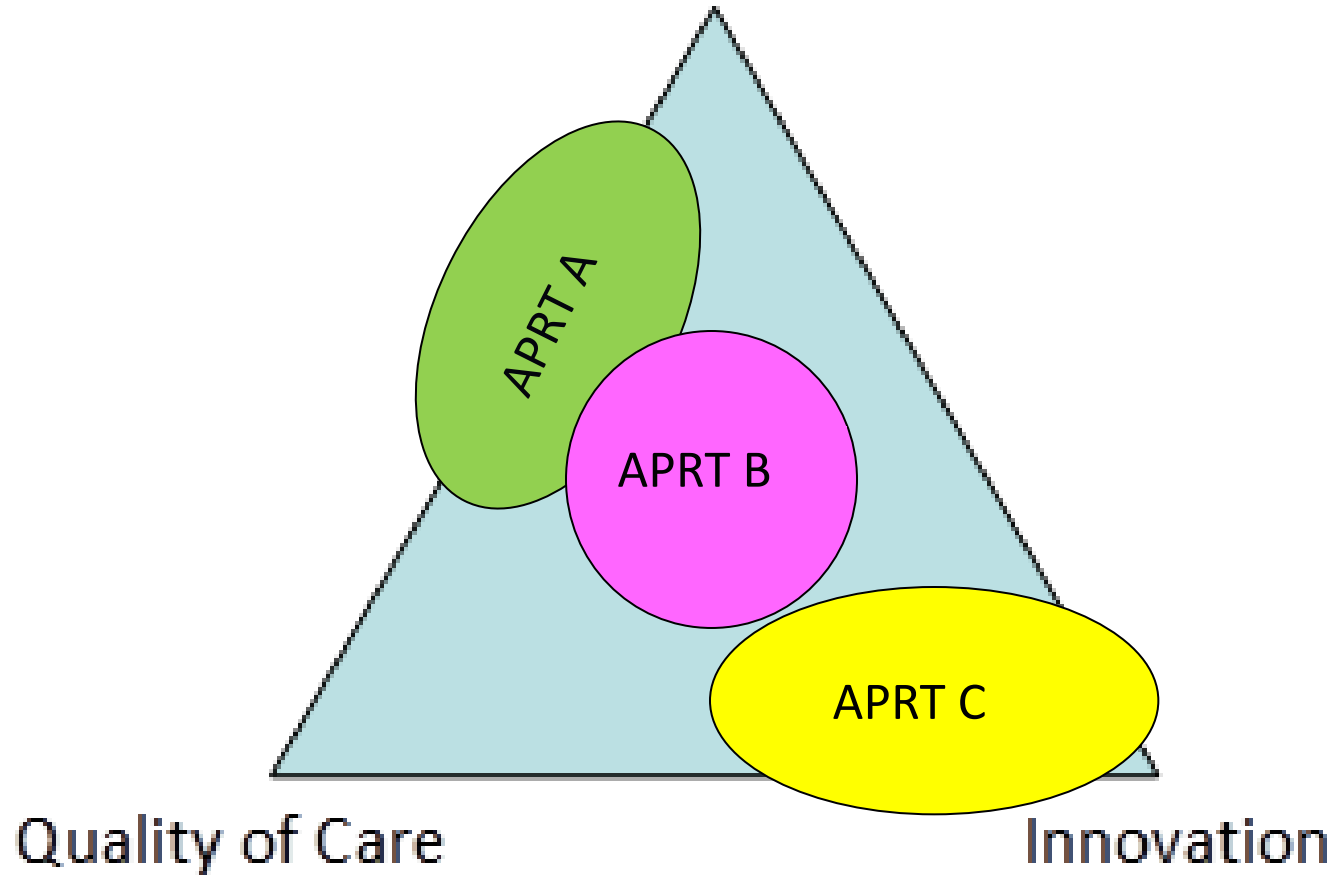
# The CSRT role Where?



# Head and Neck Patient Pathway and the Role of the HNCERT



Access to Care, Building Capacity, etc.



# Competency Profile

**CORE CLINICAL COMPETENCIES** - Works as a member of the interdisciplinary care team to provide optimal patient care for radiation therapy patients

Competency
1. Ensure that all relevant patient information is available for clinical decision making
2. Assess and respond to the patient's physical condition
3. Assess and respond to the patient's emotional condition
4. Obtain informed consent for required diagnostic procedures, therapeutic interventions or radiation therapy treatments
5. Formulate an effective plan for patient care and/or treatment
6. Implement an effective plan for patient care and/or treatment
7. Communicate results that will impact patient's course of treatment
8. Prescribe/dispense pharmaceutical from defined and approved formulary

# DO PHASE

## Recruitment and Selection of the new CSRT

- There is no recognized formal preparation for CSRTs at this time
- To select the most qualified candidate, **a Prior Learning Assessment and Recognition (PLAR) process could be used**
- PLAR process is comprised of 2 components:
  - 1) Creation of a professional portfolio for review and assessment
    - Reviewed with assistance from the Project team
  - 2) Completion of a face-to-face practical skills assessment and interview
    - Performed by the site

# PLAR Process

- *Identifies, verifies, and recognizes* learning (knowledge and skills) that cannot be fully recognized through other means
- Prior learning must be *appropriate to the context* and have an adequate balance between *theory and practical application*

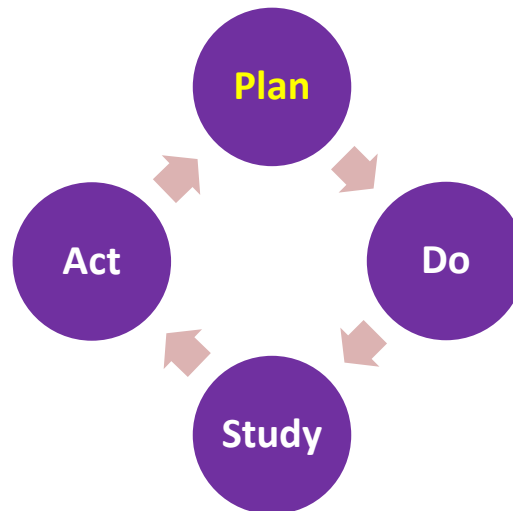
# Keys to success at the Outset

## Plan Phase – proposal phase

- Clear vision for the role
- Map the role visually
- Job descriptions
- Role ambiguity
- Identify and engage all stakeholders

## Initial **Plan** Phase:

- Define patient population
- Identify, engage key stakeholders
- Needs assessment **to** determine the issues and gaps in service delivery



# Keys to success at the Outset

## ... unwritten keys

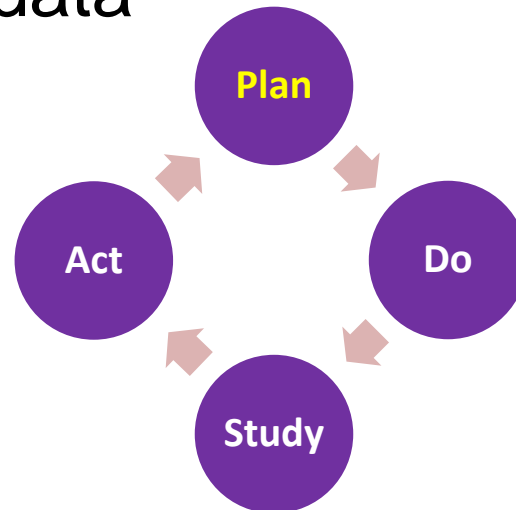
- Communicate, communicate, communicate
- Change management
  - Change readiness is the degree to which stakeholder groups are ready for a change:
    - Previous experience with change
    - What skills and knowledge they have to adapt to change
    - Attitude towards change
- Local champion ... physician, physicist, nurse

# Strategies for Success in Face of Challenges

- Address Barriers – immediate
  - Directors, Managers, Heads of Radiation Oncology, Heads of Physics, Managers of Nursing
  - Time commitment
  - Mentor/Support CSRTs
- “tweak roles” in light of barriers
- team commitment
- building evidence

# Plan ...Consider Study ...Outcomes

- a. Assessment consensus/concordance data
- b. Patient Safety data
- c. Patient Satisfaction
- d. Radiation Therapist Job Satisfaction
- e. Stakeholder Satisfaction/Burnout
- f. Wait Time data



# Small Group Exercise – 15 minutes

- Assess alignment of advanced practice with specific system needs or demands
- Create a realistic work plan to assess feasibility and value of a pilot position
- Identify outcome measures that will signify success or failure with the new approach to care delivery

# Group Exercise

Key steps to implementing APRT in the clinic

- 1. Burning Platform** – what is the need and how do you know?
  - Needs assessment
  - Department gaps
- 2. Advanced Practice Role** – what will you be able to do and how do you show it?
- 3. Evidence** - What will “better” look like and how will you prove it?

# Group Exercise

## Scenario - Palliative Radiation Therapy APRT

The department has identified “increasing access” to palliative radiation therapy as a strategic goal in your department.

*You (depending on our audience - front line RTT, manager, director)* would like to build a case for an APRT position as part of a strategy to achieve that goal.

# Scenario - Palliative RT APRT Role

## Groups

- 1. Burning Platform/Needs Assessment/Gap Analysis (How will you know there is a need?)**
- 2. Advanced Practice Role Description (What activities will the APRT perform? Application of the competency profile)**
- 3. Evidence - How the APRT can bridge the gap (Why APRT? What are the benefits?)**

# Group 1- Burning Platform

## **Discussion Points**

# Group 2 – Position Description

## Discussion Points

1.  $x$
2.  $y$
3.  $z$

# Group 3 - Evidence

## **Discussion Points**

1. x
2. y
3. z

# Discussion and Wrap Up

- How can international APRT champions help?
- Needs from:
  - Sheffield Hallam
  - CAMRT
  - College of Radiographers
  - Australian Institute of Radiography,
  - New Zealand Institute of Medical Radiation Technology
  - Society of Radiology Physician Extenders
- Mentorship from centres with existing APRT roles - contacts

# Take Home Message

1. Become a “change agent”
2. Gather information
  - About advanced practice
  - About your unique clinical environment and its needs
3. Find a champion to work with
4. Keep up the momentum

# Why advanced practice? It works!

## For patients. . .

- Improved patient care
- Improved health outcomes
- Flexible services designed around patients' needs
- Faster access to more focused services or specialized care
- Continuity of service provider

## For services. . .

- Improved patient outcomes
- Enhanced patient and family satisfaction with services
- Advent of innovative services (I.e. Brachytherapy, adaptive radiotherapy)
- Enhanced equitable access (I.e. OTN)
- Positive impact on recruitment and retention
- Enhanced continuity and coordination of care
- Better utilization of staff skills and expertise and, as a consequence, more targeted use of the skills of other professions
- Cost-effective method of delivering high-quality services
- Improved teamwork and multidisciplinary collaboration
- More appropriate skill mix within clinical teams
- Facilitates increased emphasis on prevention, education and health promotion

## For health professionals. . .

- Opportunity to improve patient care
- Opportunity to increase patient satisfaction
- Opportunities to increase knowledge, skills and competencies
- Increased job satisfaction
- Greater responsibility for services
- Leadership opportunities
- Expanded career pathway with increased job options

# Beginning with the end in mind

## Planning pilot projects and other programmatic research for successful scaling up



World Health  
Organization

EXPANDNET

# More questions?

1. Visit [www.ontarioradiationtherapy.ca](http://www.ontarioradiationtherapy.ca)
2. Visit [www.camrt.ca](http://www.camrt.ca)
3. E-mail Marcia Smoke [smokem@hhsc.ca](mailto:smokem@hhsc.ca)
4. E-mail Nicole Harnett [nicole.harnett@utoronto.ca](mailto:nicole.harnett@utoronto.ca)
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