



The Case for Hypertension Education at Level 2:

Worked example for those wishing to undertake education with Education for Health

Education for Health has created this document as part of our response to the *National Survey of the Roles and Training of Respiratory Nurses in the UK* published in October 2007. By freely providing the toolkit and worked examples of the toolkit in practice, we aim to provide as much support as possible to health care professionals wishing to study with Education for Health or other education providers.

Information in this document has been researched and prepared by Clinical Lecturers at Education for Health. It contains evidence based, disease specific information and relates entirely to studying this particular module with Education for Health.

This Business Case has been provided for the use of healthcare professionals working with patients with long term conditions. It is provided freely and in a way which can be personalised to health professionals' unique circumstances. Space has been left for health professionals to insert details from their own local health improvement plans. Indeed this information is vital if the case for education is to be presented strongly, clearly and effectively.

Worked examples similar to this are being prepared for every module offered by Education for Health. The complete list can be viewed and downloaded from www.educationforhealth.org.uk/pages/businesscase.asp

Health professionals will also find that the toolkit can be easily adapted to make their case for education in other disease areas or with other education providers. The toolkits are offered in Word in order to facilitate this.

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How to present and win your case for education

This toolkit is aimed squarely at those health professionals who share our passion for and commitment to continuing professional development which enables them to deliver measurable health improvements for their patients with long term conditions. It has been designed specifically to help your voice be heard in a fast-moving, complex and often 'noisy' healthcare community.

Step 1	Proposition	<ul style="list-style-type: none"> ▪ <i>Clearly and succinctly state your plan and objectives</i> ▪ <i>What are you aiming to achieve?</i> ▪ <i>How are you proposing to achieve it?</i> ▪ <i>Think about the people who will be making the decision - what is their prior knowledge of this clinical area?</i>
Step 2	Context / Strategic fit	<ul style="list-style-type: none"> ▪ <i>Briefly describe the National picture relating to the clinical area</i> ▪ <i>Focus on the size and scale of local need</i> ▪ <i>Relate your proposal to your local health improvement plans and strategic direction of your Practice or PCO</i>
Step 3	Benefit and impact of the education proposed	<ul style="list-style-type: none"> ▪ <i>Who will benefit from your education?</i> ▪ <i>Can you link it to the 10 High Impact Changes?</i> ▪ <i>How will your education have an impact on your workplace's performance in relation to target</i> ▪ <i>How will your education show improvements in patient care and patient quality of life?</i>
Step 4	Details of the proposed education	<ul style="list-style-type: none"> ▪ <i>What education have you identified?</i> ▪ <i>How will this education enable you realise these benefits?</i> ▪ <i>Demonstrate your commitment and motivation</i> ▪ <i>What are the timescales in which the benefits will be realised?</i>
Step 5	Evidence	<ul style="list-style-type: none"> ▪ <i>Why will your plan be successful?</i> ▪ <i>What evidence can you present to support your plan?</i> ▪ <i>Could anything jeopardise a successful outcome?</i>
Step 6	Support for the plan	<ul style="list-style-type: none"> ▪ <i>Provide clear evidence of support from some or all of the following: Nursing colleague, GP, Manager, Local nurses or GP's with a special interest in the disease, colleagues in secondary care or others in the relevant care pathway.</i>
Step 7	Cost	<ul style="list-style-type: none"> ▪ <i>Clearly outline the real costs and timings</i> ▪ <i>Quantify estimated savings where possible</i>
Step 8	Next steps	<ul style="list-style-type: none"> ▪ <i>Once your plan has been agreed - What will you do next and when?</i> ▪ <i>Who else needs to know?</i> ▪ <i>Decide and agree how you will feedback the benefits achieved through undertaking this education</i>

Proposal to secure funding in order to undertake a 4 month distance learning diploma module in Hypertension.

(Insert your name, position, practice details and contact information here)

This education will enable me to directly implement research evidence and guidelines into my clinical practice and consequently lead to outcomes which will benefit our patients, General Practice, and Healthcare Community. Opportunities for personal reflection and supported learning over this period of time will additionally ensure that these benefits are sustainable and provide lasting value.

The Department of Health's Discipline of Improvement in Health and Social Care ¹ (discussed in more detail in Section 3) describes 4 levels of knowledge and skills. I have used this model to establish my current levels of knowledge, understanding and experience. In this way I have been able to plan development of my competences within the remit of Agenda for Change in a way which is also meaningful within the Knowledge and Skills Framework (KSF) and Skills for Health (National Workforce Competences)²

I am keen extend my knowledge and skills up to an advanced level. This will in turn expand the workplace's ability to offer greater access to patients, increase our ability to accurately review patients, and enable more patients with hypertension to be correctly diagnosed and effectively treated.

CONTENTS:

1. Concise description of the National and Local picture of hypertension, what it is, and the challenge it presents to (Insert name of healthcare community here) and it's health improvement plans
2. Brief discussion on the potential benefit and impact that this education could bring to (insert name of workplace here)
3. Details of the educational module which will bring about this benefit
4. Supporting evidence relating to the likelihood of achieving positive outcomes
5. Local support for the plan and during the learning process
6. Costs
7. Next steps

1. The National and Local picture of Hypertension and its relation to the local health economy of *(insert name of your PCO here)*

Hypertension is persistent raised blood pressure, is associated with an increased risk of death - and it's very common: In 2003 in England, 37.8% of men, and 31.7% of women had hypertension. Prevalence also increases with age, making hypertension an important – but often overlooked – long term condition which is likely to be associated with, exacerbated by, or exacerbating of other long term co-morbidities. Over 2/3 of men, and ¾ of women over the age of 75 have hypertension.

In fact summary data suggests that as many as 16 million people in the UK have hypertension. In an average PCT of 10,000 patients this equates to 2500 patients and prevalence increases every year.

Primary care provides the ideal setting opportunistically and strategically diagnose hypertension and provide effective treatment and management - Reduction in blood pressure significantly reduces stroke, heart failure, coronary events and mortality.

As an interested *(insert your role or position here)* I am in a key position to have a positive impact on the burden of hypertension to patients and the General Practice economy by concentrating on better diagnosis, better treatment, better follow-up, better patient education and appropriate management strategies. To do this effectively I need to develop an appropriate level of knowledge, skill and experience.

National picture

- Hypertension is a significant risk factor in a number of long term conditions
- People with hypertension are twice as likely to die from heart disease and stroke than people with normal blood pressure – that is, hypertension doubles the risk of coronary heart disease
- Mortality from stroke doubles with every 20/10 mmHg increase in blood pressure – hypertension accounts for 40% strokes in the UK
- Hypertension is implicated in 49% of all heart failure cases
- Reduction of blood pressure significantly reduces stroke, heart failure coronary events and mortality
- More than 50% deaths from stroke and heart attack in people with hypertension are preventable

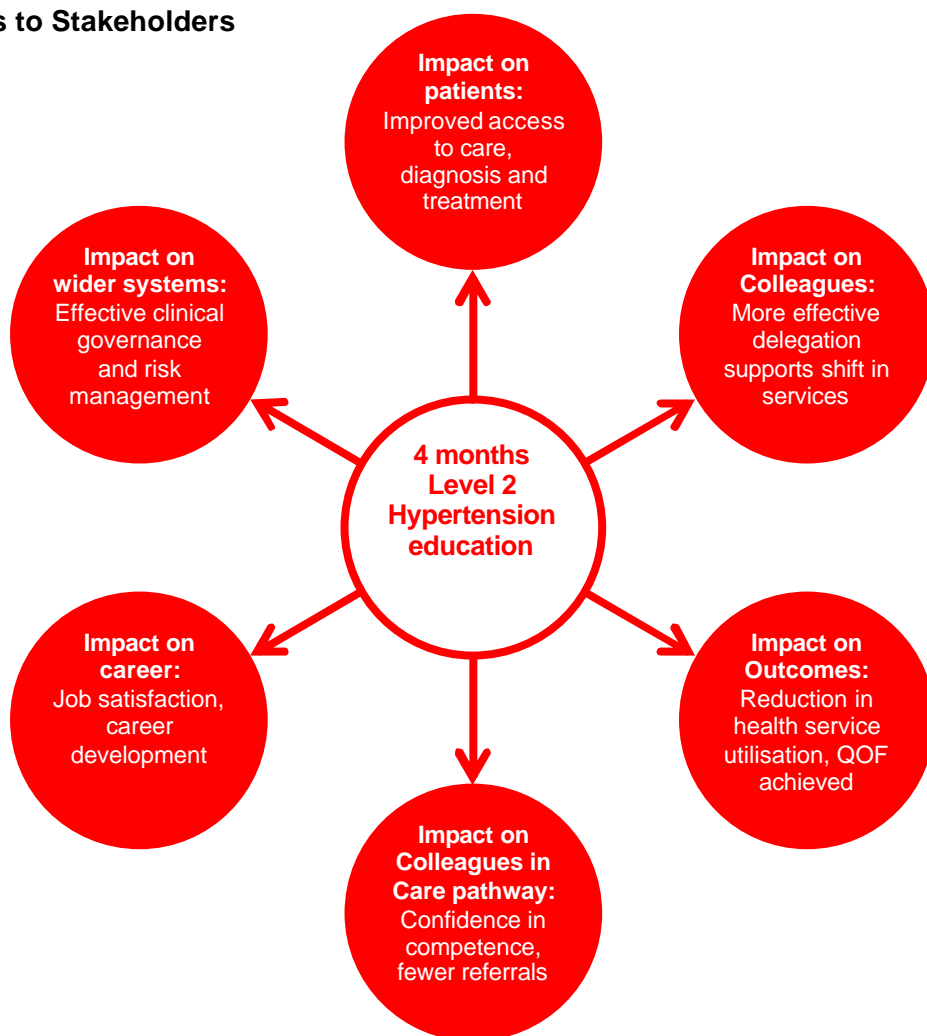
Local picture:

Insert details relating to Hypertension from your local health improvement plans and / or strategic direction of your Practice or Primary Care Organisation (PCO)

2. The benefits and impact of Hypertension education

The Department of Health's '10 High Impact Changes' for service improvement and delivery³ were initially assessed against 5 categories; this set of measures makes an excellent means to assess the benefits of this Hypertension education:

Benefits to Stakeholders



The impact of gaining Hypertension education on performance targets and patient outcomes:

The knowledge and ability to:	Contributes to organisational key performance targets by...	Leads to improvements in patient care and quality of life by....
Diagnose Hypertension	<i>Ensuring disease registers contain accurate, up to date information as required by the QoF</i>	<i>Allowing people with hypertension to be identified early, ensuring access to the treatment which will control their symptoms</i>
Provide guidelines based treatment of Hypertension	<i>Carrying out effective reviews as required by the QoF</i>	<i>Patients can be confident that they are receiving the best available care and treatment</i>
Deliver evidence based management of Hypertension	<i>Ensuring treatment is in line with local and national clinical governance and is cost effective</i>	<i>Ensuring that all patients receive care targeted at their own individual needs</i>
Underpin knowledge with practical skills and techniques relevant to the care of patients with Hypertension	<i>Ensuring best practice in terms of screening, sphygmomanometer use, and effective patient education</i>	<i>Developing a partnership approach which enables patients to manage their blood pressure effectively</i>

3. Details of the educational module which will bring about this benefit

I have identified the **Education for Health Hypertension distance learning module at Level 2** as the course which will best enable me to acquire the knowledge and skills to practice at an advanced level in Hypertension.

This particular course brings the following benefits to our patients, the workplace and to me:

1. It is based on the latest research evidence and guidelines, is focussed on, and highly relevant to, delivering exceptional care to Hypertension patients in Primary Care setting
2. It does not impact on my colleagues in relation to time out of the practice as there are no study days to attend. On the other hand it is fully supported at every stage by means of a student help line for clinical and academic enquiries and a dedicated Education Coordinator.
3. It provides clear value for money - Education for Health is a non-profit making, registered medical charity which obtains no core funding. All money raised from student education is reinvested to develop and deliver new and innovative educational programmes for health professionals working with patients with one or more long term conditions
4. It meets my learning needs and style, and fits in with my personal life and situation. The fact it is distance learning means I can study at my own pace at times which suit me, my family and my workplace commitments
5. It is promoted by the British Hypertension Society and the Nurses Hypertension Association for its adherence to and advancement of evidence based practice
6. It's national accreditation by the Open University, and fact it is the preferred Hypertension education of many PCT's and SHA's and Government health departments demonstrates it's ability contribute effectively to local and national health improvement programmes
7. It is well established and can form part of a Degree or Diploma Programme in Cardiovascular Disease Care or the Diploma in Chronic Disease Management. The module has been running since 2006.

Current Level of knowledge and skills ¹	
0 Knowledge and skills not yet developed	<ul style="list-style-type: none"> ▪ I have had no experience ▪ Even though I know a few general principles, I have not developed any skills
1 Core knowledge and skills	<ul style="list-style-type: none"> ▪ I use this skill in my work but infrequently ▪ I feel capable of applying some aspects, to some situations with appropriate and effective support and direction
2 Advanced knowledge and skills	<ul style="list-style-type: none"> ▪ I use this skill frequently in my work ▪ I feel capable, confident, and with direction, I can apply this skill to most situations ▪ I have a depth of understanding to be able to explain the basic principles to others
3 Expert knowledge and skills	<ul style="list-style-type: none"> ▪ I use this skill regularly in my work ▪ I have the understanding and capability to apply and adapt this skill with confidence in complex work situations ▪ I can act fully independently and provide direction, support and advice to others ▪ I am confident that I could explain the principles, application, advantages and disadvantages to others.

The module realises the benefits of Hypertension education for my patients and workplace:

The course takes the form of a 4 month learning program which is timetabled into a series of units which cover different subject areas. These are supported by self assessment and reflective learning activities, and a recommended reading list. Assessment is by submission of a 3000 word case study.

The units covered include:	Current level of skills....	Skill level after the course
<p>1. Recognising the impact of Hypertension: <i>Introduction to blood pressure; what is hypertension? Prevalence of hypertension; deaths associated with hypertension; impact of hypertension; benefits of reducing blood pressure</i></p>	Indicate details here	2
<p>2. Understanding blood pressure control: <i>Essential (primary) hypertension; blood pressure control; cardiovascular system; kidneys and adrenal glands; nervous system; other factors in blood pressure control; ethnic differences in essential hypertension; secondary hypertension; white coat hypertension</i></p>		2
<p>3. Measuring blood pressure: <i>Introduction to blood pressure measurements; types of manometers; using auscultation to measure blood pressure; recording blood pressure; ambulatory blood pressure measurement; self-measurement of blood pressure; measuring blood pressure in special groups of patients</i></p>		2
<p>4. Addressing lifestyle issues: <i>Understanding risk factors associated with increased blood pressure; lifestyle factors associated with increased blood pressure; salt intake; body weight and fat distribution; physical activity, fruit and vegetable intake, and alcohol use</i></p>		2
<p>5. Managing Hypertension: <i>Management of patients with a raised clinic blood pressure measurement; observation period; history; examination; routine investigations; referral; hypertension and other cardiovascular risk factors; using risk prediction charts; decision to treat; treatment target</i></p>		2
<p>6. Learning the ABC of anti-hypertensive treatments: <i>Anti-hypertension treatments; A:angiotensin-converting enzyme (ACE) inhibitors; angiotensin receptor blockers (ARB); β-blockers and related treatments; calcium channel blockers; diuretics</i></p>		
<p>7. Using anti-hypertensive treatments: <i>Differential response to anti-hypertensive treatments; selecting initial anti-hypertensive treatment; adding in other anti-hypertensive therapies; management of resistant hypertension; long-term management; managing hypertension in the elderly; obese and those with, metabolic syndrome and diabetes ; hypertension and cardiovascular conditions; hypertension following stroke; hypertension and renal disease; hypertension in pregnancy; hypertension in the young.</i></p>		

<p>8. Delivering care: <i>Supporting self-care; understanding behavioural changes; role of motivation; supporting motivation; adherence to therapy; involving the patient in decision-making; organisation of care; standards of care.</i></p>		
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4. Supporting evidence relating to the likelihood of achieving positive outcomes

An increasingly robust evidence base shows measurable improvements in the health of patients with long term conditions when the ability to diagnose, treat and provide follow-on care is underpinned with reflective, evidence based, and practical health professional education which takes place over time. Education of this quality enables change in practice to become embedded and sustainable.

The most significant research evidence relates to a randomised control trial⁴ conducted by Education for Health which showed that patients being cared for by health professionals who had undergone standardised, accredited education showed significant improvements in their health related quality of life and health outcomes.

In addition Education for Health is collating a wealth of case studies which show that nurse education is fundamental to the success of initiatives which aim to improve patients’ quality of life and health outcomes and decrease medical encounters.

5. Support for the plan

Provide clear evidence of support from some or all of the following: Nursing colleague, GP, Manager, Local nurses or GP’s with a special interest in the disease, colleagues in secondary care or others in the relevant care pathway

6. Costs

Type of cost:	Item:	Actual cost to workplace:
One-off costs	I place on Education for Health Hypertension (level 2) course. Includes all distance learning materials and full access to the Student help line	£415
On-going costs	None	None
TOTAL:		£415

7. Next steps

The next Hypertension course starts on (insert dates). To register I will need to send a completed application form and payment / invoice details by (insert date)

The course completes on (insert date)

References:

1. Discipline of Improvement in Health and Social Care (Penny 2005)
2. For information on Agenda for Change and the KSF visit the DoH website – Policy – Agenda for Change
3. 10 High Impact Changes for Service Improvement and delivery. www.modern.nhs.uk/highimpactchanges
4. Sheikh et al. Clinical and Experimental Allergy 2007;37:90-99