

# Development and Implementation of a Collaborative Nurse Practitioner Clinical Training Program

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A University of Maryland education for University of Maryland Upper Chesapeake Medical Center nurses.

## Background

### Advanced Practice Registered Nurse (APRN) Training Needs

- Over 500 one-on-one clinical hours<sup>1</sup>
- Multiple proficiencies across healthcare settings<sup>1</sup>
- Clinical experiences in the care of vulnerable populations<sup>2</sup>

### Primary challenges

- Limited clinical sites and competent preceptors<sup>3, 4, 5</sup>
- No standardized preceptor programs
- Gap between preparation and transition to practice<sup>6</sup>

### University of Maryland Upper Chesapeake Health System (UM UCH)

- Health professional shortage area (HSPA)
- Emergency shortage of acute care providers
- Medically underserved area (MUA)
- Behavioral health and 30-day readmission issues

## Project Goal

Build a collaborative partnership between University of Maryland Upper Chesapeake Health (UM UCH) and University of Maryland School of Nursing (UMSON) to improve education/ clinical training of advanced practice students to provide care across the continuum.

## Implementation

### Developed a collaborative education and practice partnership

- Established an Advisory Board
- Participated in Nurse's Week
- Attended integral UM UCH meetings
- On-site student recruitment at UM UCH
- Held monthly team meetings at UMSON
- Embedded behavioral health faculty

### Increased clinical practice opportunities for nurse practitioner students

- Clinical training rotations
- Relationship-building
- Integration of faculty
- Participation in NSP II-16-119 grant
- Recruited UMSON students

### Leveraged faculty expertise to develop a post-graduate fellowship program

- Director of Advanced Practice Clinicians and Director of Education
- Needs assessment of advanced practice clinicians
- Implemented a Fellowship Lecture Series

### Developed faculty practice sites to translate collaboration between UM UCH and UMSON

- Faculty practice position at the Comprehensive Care Center
- Funded through progressive transition of provider-billed services vs. grant-funded

## Discussion

### Successes:

- Far exceeded the projected increase of NP students
- Originally acute care students, now open to all
- Collaborative buy-in and collaborative opportunities
- Utilization of the preceptor program
- Billable income and sites for rotations/projects

### Challenges:

- Low attendance at the Fellowship Lecture Series
- Lock-step rotations are difficult to maintain
- DNP project course timelines do not align with UCH
- Lack of UMSON students applying for NP positions

## Conclusions

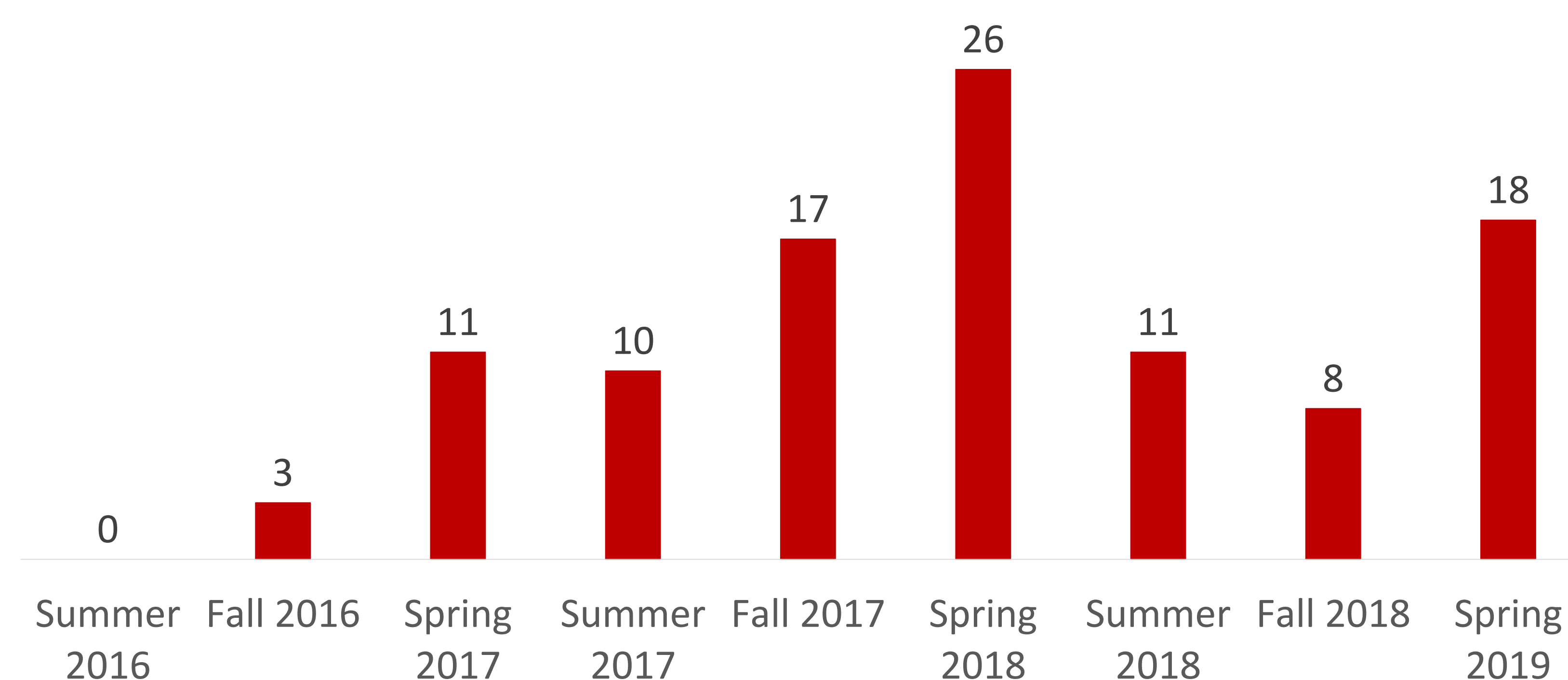
- Relationship-building, imbedding faculty, and face-to-face interactions are key to successful partnerships.
- Moving into the community can improve clinician recruitment/retention and expand clinical experiences.
- Buy-in and support from advanced practice leaders is essential in increasing competent preceptors.
- Nursing schools and health care institutions must continue to collaborate to improve the academic and clinical preparation of APRNs in the state of Maryland.

## Results

109 doctoral students had experiences at UM UCH

- 21 unique clinical areas
- 104 clinical NP rotations
- 24 providers
- 16 CRNA rotations
- 7 practicum experiences
- 20 DNP projects

### NP Student Clinical Rotations at UM UCH



## References

