Development and Implementation of a Collaborative Nurse Practitioner Clinical Training Program

Bimbola F. Akintade PhD, MBA, MHA, ACNP-BC, NEA-BC; Shannon Idzik, DNP, ANP-BC, FAANP, FAAN; Katherine Fornili, DNP, MPH, RN, CARN, FIAAN; Kathryn Lothschuetz Montgomery, PhD, RN, NEA-BC; Bridgitte C. Gourley, DNP, CRNP; Keisha Indenbaum-Bates, MS, RN

Background

Advanced Practice Registered Nurse (APRN) Training Needs
- Over 500 one-on-one clinical hours
- Multiple proficiencies across healthcare settings
- Clinical experiences in the care of vulnerable populations

Primary challenges
- Limited clinical sites and competent preceptors
- No standardized preceptor programs
- Gap between preparation and transition to practice

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.

References

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

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