Objectives

1) Describe the major obstacles to increasing the number of well-prepared APRNs in the state of Maryland.
2) Identify key strategies for establishing a collaborative academic-practice partnership to increase the readiness of APRN students to provide care across the continuum.
3) Describe the successes and challenges in facilitating innovations that advance the culture of health in clinical settings for APRNs.

Background

- The national need for APRNs is expected to increase by more than 25% over the next 10 years; only 1 in 4 NPs elect to base their practices in non-urban areas.
- NP programs must increase both the number and quality of available preceptors and sites to match this need.
- However, a requirement of DNP nurse practitioner programs includes completing at least 1,000 clinical practice hours.
- Compounded with the lack of preceptors and clinical sites, this issue impacts the quality of health care providers and their care of patients in the state, especially in rural areas.
- While there is a great need for APRN graduates, there are even fewer clinicians available to precept and mentor them.

Project Goal

Develop a collaborative academic-practice partnership to increase clinical practice sites and readiness of nurse practitioner students to provide care across the continuum.

Implementation

- Developed a collaborative academic-practice partnership
  - Established an Advisory Board
  - Attended integral hospital meetings
  - Increased clinical practice opportunities for nurse practitioner students
    - Clinical training rotations
    - Relationship-building
  - Developed CATAPULT, a new advanced practice provider professional development and mentorship program
- Developed faculty practice sites to translate collaboration between the hospital and UMSON
  - Faculty practice position at the Comprehensive Care Center
  - Funded through progressive transition of grant-funded vs. provider-billed services

Results

- There were 329 total clinical & non-clinical experiences at UM UCH
  - 203 clinical NP rotations
  - 54 CRNA rotations
  - 37 practicum experiences
  - 35 DNP projects

Discussion

- Successful partnerships require face-to-face interactions, imbedding faculty in the clinical environment, and building strategic relationships.
- Expanding clinical opportunities outside of the hospital and into the community can improve clinician recruitment/retention and increase clinical experiences.
- Obtaining buy-in and support from advanced practice leaders is essential in recruiting and supporting competent preceptors.
- Nursing schools and health care institutions must collaborate to improve the academic and clinical preparation of APRNs.

Implications for Practice

- This model provides opportunities for APRN faculty to monitor and evaluate APRN students while the preceptor is concentrated on providing vital clinical education.
- The success of implementing this program in a rural, underserved region sets an example for other projects to increase access to healthcare in other parts of Maryland and across the nation.

References


Notes

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