

Sharing the Wealth: Collaborative Teaching of Procedural Skills in Primary and Acute Care DNP Programs

Frank Guido-Sanz, Ph.D., APRN, ANP-BC, AGACNP-BC, *Assistant Professor*

Christopher W. Blackwell, Ph.D., APRN, ANP-BC, AGACNP-BC, CNE, FAANP, *Associate Professor & Program Director*

Adult-Gerontology Acute Care Nurse Practitioner Program

Vicki Montoya, PhD, APRN, FNP-BC, *Assistant Professor*

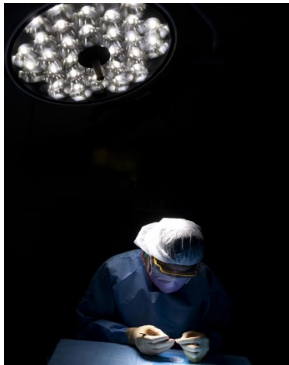
Jacqueline LaManna, Ph.D., APRN, ANP-BC, BC-ADM, CDE, *Assistant Professor*

Dawn O. Eckhoff, Ph.D., APRN, CPNP, *Instructor Lecturer & Clinical Placement Coordinator*

Family and Adult-Gerontology Primary Care Nurse Practitioner Programs

Mindi Anderson, Ph.D., APRN, CPNP-PC, CNE, CHSE-A, ANEF, FAAN, *Associate Professor & Program Director*

Syretta Spears, MBA, CHSOS, *STIM Lab Coordinator*



**University of Central Florida
Academic Health Sciences Center
College of Nursing
Department of Nursing Practice
Nursing and Healthcare Simulation Program
Orlando, FL**



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Objectives

At the end of this presentation, the learner will be able to:

- Discuss the importance of intraprofessional collaborations in the acquisition of procedural psychomotor skills.
- Evaluate the benefits and challenges of intraprofessional collaborations in teaching procedural psychomotor skills.
- Articulate a plan to support integration of intraprofessional collaborations to procedural psychomotor skills training into primary and acute care DNP curricula.

Advanced Practice Skills in NP Programs

- Often, graduate and doctoral curricula separate students by clinical tracks.
- Few courses are shared by students before they advance into role-specific courses and clinical experiences.

Advanced Practice Skills in NP Programs

- This exclusion may hinder the opportunity for intraprofessional collaboration and intraprofessional education, as well as the understanding of its importance, in future professional activities.



- Furthermore, it may contribute to a lack of understanding of the scope of practice each clinical specialty owns and of the core skills they share.

Advanced Practice Skills in NP Programs

- AACN-Critical Care and NONPF Guidelines on APN Skills.
 - National accreditation guidelines lack specific skill lists
- AACN-Colleges (2016). *Adult-gerontology acute care and primary care nurse practitioner competencies*. American Association of Colleges of Nursing: Washington, D.C.
 - Lists: Suturing, skin biopsy, tissue microscopy, and wound debridement

Advanced Practice Skills in NP Programs

- Skills require to transcend psychomotor domain:

- Cognitive Domain
- Affective Domain



- Successful integration of intraprofessional collaboration within DNP education benefits not only the student, but nursing faculty as well.
- Graduating DNPs are generally expected by potential employers to have basic knowledge and entry-level skills in procedures that may be used in clinical practice.

Advanced Practice Skills in NP Programs

- The restrictions imposed by the shortage of nursing faculty and limited lab space for hands-on learning are minimized by merging primary and acute care DNP students for the procedural content in which both tracks overlap.
- Primary and Acute Care DNP students are paired in a single class session to learn and practice various procedural psychomotor skills.

Advanced Practice Skills in NP Programs

- NP students work in the mastery of the psychomotor skills and engage in clinically-focused discussions about clinical scenarios in which these skills are performed.
- Other major content focus:
 - issues surrounding safe and evidence-based practice in skill performance
 - analysis of the concepts related to pharmacologic management of anesthetics and wound asepsis
 - appropriate follow-up, including evaluation of complications

Advanced Practice Skills in NP Programs

- This integrated learning experience adopts an innovative intraprofessional clinical training for advanced practice nurses from different concentrations.
- Pairing students in an intraprofessional immersion experience provides the opportunity to enhance the learning experience of DNP students and exposes them early in the curricula to intraprofessional partnerships.

Skills Simulation: Evaluation and Foundation Setting

- AGACNP:
 - These skills form the foundation of skills necessary for completion of advanced acute care skills course
 - At UCF, NGR 6230L teaches AGACNP students advanced invasive skills and procedures
- FNP/ AGPCNP:
 - These skills form the foundation of skills necessary for entry level skill competency in primary care practice
 - Students perform these skills in their NP Practicum course

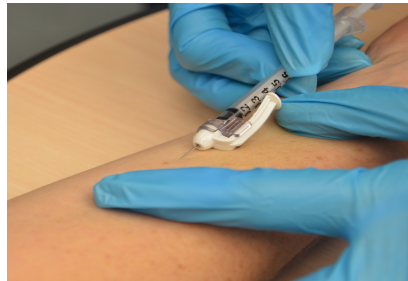
Skills Simulation: Critical Thinking

- Assessment of wounds, injuries, bites, burns.
- Review of vaccination guidelines.
- Review of topical, oral, IM, and IV analgesia.
- Review of topical, oral, IM, and IV antimicrobials.



Skills Simulation: Critical Thinking

- Review of topical and local/SQ anesthetics:
 - Appropriate selection of anesthetics
 - Rationale and safety concerns for use of anesthetics
- Cleaning and debridement of wounds, injuries, bites, burns.
- These concepts are carried forward and interwoven into each skill taught.



Advanced Practice Skills in NP Programs

- General skills for both clinical tracks include procedures such as:
 - Simple suturing, stapling, application of skin adhesive, wound debridement, abscess incision and drainage, use of anesthetics, digital blocks, punch biopsy, skin tag removal, ingrown toenail removal, and intra-articular injections
- Faculty of both Primary and Acute Care DNP programs are paired to teach these skills.
- These faculty work collaboratively to ensure essential content for both primary and acute care DNP students is covered.

Skills Simulation: Performance

- Laboratory professionals provide assistance in:
 - Ordering necessary materials for labs
 - Setting up lab for procedures
 - Obtaining necessary equipment for labs
 - Creating skin molds for:
 - Suturing
 - Abscess I&D
 - Debridement
- Procuring animal cadaver parts for skills:
 - Chickens for abscess I/D and punch biopsies
 - Pork ribs for insertion of chest tubes and suturing



Skills Simulation: Performance

- Creating suture pads for a skills lab starts with approximately \$50 – 60 worth of supplies and materials to begin the process.
- Purchased silicone materials is the foundation for the best pads.
- Vendor provides simple instructions and an easy to follow video providing detail of how to mix the products.

Skills Simulation: Performance



Skills Simulation: Performance

- The process can be rather simple if directions are followed as instructed.
- The process takes approximately four to five hours from start to finish including time for materials to cure.
- Curing time in between layers/steps may vary based upon thickness of layers. If pads are mass produced the amount of man hours, curing time, and materials to create multiple pads increases as will the cost of materials.

Skills Simulation: Performance



Skills Simulation: Performance



Acknowledgements

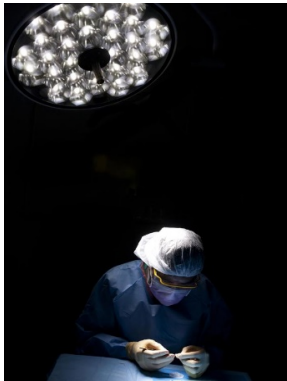
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 - LaManna, J. B., Guido-Sanz, F., Anderson, M., Chase, S. K., Weiss, J. A., & Blackwell, C. W. (2019, January). Teaching diagnostic reasoning to advanced practice nurses: Positives and negatives. *Clinical Simulation in Nursing*, 26, 24-31. <https://doi.org/10.1016/j.ecns.2018.10.006>
 - Guido-Sanz, F., Diaz, D., Gonzalez, L., Anderson, M., & Houston, A. (2019, January). Role Transition and Communication in Graduate Education: The Process. *Clinical Simulation in Nursing*, 26(C), 11-17. <https://doi.org/10.1016/j.ecns.2018.10.013>.
- *Discussed with permission*

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THANK YOU!



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