

Title:

Collaboration With Special Olympics: Graduate Nursing Program Successful Clinical Experience

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Session Title:

Research Poster Session 3

Slot (superslotted):

RSC PST 3: Sunday, 30 July 2017: 9:45 AM-10:15 AM

Slot (superslotted):

RSC PST 3: Sunday, 30 July 2017: 12:00 PM-1:15 PM

Slot (superslotted):

RSC PST 3: Sunday, 30 July 2017: 2:00 PM-2:30 PM

Keywords:

down syndrome, graduate nursing education and vulnerable populations

References:

Donley, S. R., Flaherty, S. J., Sarsfield, E., Burkhard, A., O'Brien, S., & Anderson, K. M. (2014). Graduate Clinical Nurse Preceptors: Implications for Improved Intra-Professional Collaboration. *Online Journal Of Issues In Nursing, 19*(3), 1. doi:10.3912/OJIN.Vol198No03PPT01

Elli, E. F., Gonzalez-Heredia, R., Patel, N., Masrur, M., Murphey, M., Chen, J., & Sanchez-Johnsen, L. (2016). Bariatric surgery outcomes in ethnic minorities. *Surgery, 160*(3), 805-812. doi:10.1016/j.surg.2016.02.023

Hahn, J. (2003). Addressing the need for education: curriculum development for nurses about intellectual and developmental disabilities. *Nursing Clinics Of North America, 38*(2), 185-204.

Jackson, D., Power, T., Sherwood, J., & Geia, L. (2013). Amazingly resilient Indigenous people! Using transformative learning to facilitate positive student engagement with sensitive material. *Contemporary Nurse: A Journal For The Australian Nursing Profession, 46*(1), 105-112. doi:10.5172/conu.2013.46.1.105

Weber, S. (2005). Education in practice column. Specialized advanced clinical placements for nurse practitioner students. *Journal Of The American Academy Of Nurse Practitioners, 17*(8), 291. doi:10.1111/j.1745-7599.2005.0055.x

Abstract Summary:

The need to obtain clinical residency have become increasingly competitive. DNP educators have found collaborating and developing clinical partnerships has become a success for both university and vulnerable patients. The authors aim at educating and preparing graduate students with varied experience and educators that excel at thinking outside the box.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
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Classify vulnerable populations and comprehend importance of complex patients in clinical practicum experiences	Recognize groups in need and guide graduate students in varied residency skill sets.
Identify experiences of authors' collaboration with vulnerable groups to achieve enhanced student experiences.	Analyze importance of recognizing needs of underserved to provide broad base of education to nurse practitioner residency hours.
Utilize non-traditional groups to assist, facilitate and engage student practicum hours	Describe methods of recruiting and assessing vulnerable groups to develop long lasting partnership.

Abstract Text:

Purpose: Obtaining health care for those in vulnerable populations coupled with multiple comorbidities can be difficult. Vulnerable populations include those patients with developmental and physiological impairments including those born with Down Syndrome. Caregivers and family can be challenged by insurance coverage, transportation, advanced age and life constraints when obtaining care for this vulnerable group. As more nurses return to school for further education and positions as advanced practice nurses particularly nurse practitioners, the need to obtain clinical preceptorships have become increasingly competitive. This competition leads to a decrease in available positions for adequate clinical placement. Providing quality care to vulnerable groups (i.e. Special Olympics) in a setting that is comfortable for the patient was identified by a graduate nursing program. The aim at educating and preparing graduate students who would be successful with varied experience had become paramount in one school's journey

Methods: As a nursing school in an urban setting has found, collaborating and developing clinical partnerships with vulnerable groups has become a success for both the university and the target population. The university educators embraced on a journey of travelling to secondary schools to provide much needed care to groups in great need. Two doctorally prepared nurse practitioner led clinical groups were started that provided students the opportunity to learn a variety of skills that prior clinical sites often lacked. Physical exams were performed on patients with special needs assisting them in competing in their desired extracurricular activities.

Results:

Practitioners recognized the rare opportunities students would have to experience care focusing on patients affected by Down syndrome, cerebral palsy and those developmentally challenged. Educating caregivers and patients on the importance of exercise and proper nutrition led to further enrichment and understanding of risks associated with obesity. Partnering with Special Olympics, a graduate nursing program broadened the clinical residency experience of nurse practitioner students.

Conclusion: Clinical educators should capitalize on diverse learning experiences to provide a more unique learning experience for their graduate student population.