

## Preceptor Table – Sarah Sakala

University of Central Florida | DNP FNP | 2017 – 2020

### Legend

C: Completed course

Course	Clinical Hours	Preceptor	Progress
NGR 6240L: Adult I Clinical	180	Jennifer Mahl & Katie Craig, APRNs @ Gateway – Health First	C
NGR 6342L: Women’s Health Clinical	60	Dr. Dweck, MD @ Brevard County Health Dept	C
NGR 6263L: Gerontologic Care for NPs	120	Dr. Abouelleil, MD @ Steward Health Urology	C
NGR 7748L: Advanced Clinical Practice Selective for APN	60	Dr. Blackwell, ARNP, PhD.	C
NGR 6305L: Pediatric Primary Care Clinical	105	Dr. Lindsey Sutherland, DNP, APRN	C
NGR 6248L: Advanced Practice Practicum	70	Ann Raikes Hartley, DNP, APRN @ Family Physicians Group (Kisimmee)	C
		<b>Chair</b>	
NGR 7855C: Evidence-Based Practice Development for DNP	60	Dr. Keiffer, ARNP, DNP	C
NGR 7911C: DNP Project 1	60	Dr. Bushy, PhD.	C
NGR 7912C: DNP Project 2	120	Dr. Bushy, PhD.	C

### Adult 1 Clinical (180 hours)

Objectives: Gain experience in internal medicine, including history-taking, acute care visits, preventive screening, follow-ups, chronic condition management, ordering labs and Rx, imaging, and differentials.	Site performed: Gateway – Health First	Preceptors: Jennifer Mahl, APRN, & Katie Craig, APRN
See <b>clinical activities</b> tab for population metrics.	<b>Preceptor feedback</b> <b>Katie Craig, APRN:</b> Sarah is very organized, kind and compassionate demeanor with patients. She strives for accuracy with guidelines and is very thorough.  Areas needing improvement: Work on time management with patient interactions. This comes with practice - was not a deficit and did not hinder work flow.	

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	Work on different types of visits: example - keep a focused visit focused and delve into preventative care or other chronic illness as time allows. Again, did not hinder work flow or show any deficiency, just something to practice.
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Women's Health Clinical (60 hours)		
Objectives: Gain experience in the management and care of women's health; preventive, screening, chronic condition management, acute care needs, pregnancy management, family planning, and STI prevention and treatment.	Site performed: Brevard County Health Department	Preceptor: Dr. Dweck, MD  Clinical instructor: Cori Kellner, APRN
See <u>clinical activities</u> tab for population metrics.	Preceptor feedback: <b>Dr. Dweck:</b> I think that Sarah got a good exposure to many aspects of female health including but not limited to history taking, performing breast and pelvic exams, and pap smears. She was able to observe Nexplanon, IUD insertions and removals, LEEP, Cryosurgery and colposcopic procedures. We saw and discussed many different methods of birth control and candidates for each type. Discussed pap smear management and meaning of pathology results leading to management options. STD treatment and observation of many different STDs.  Sarah was a very pleasant, educated, hard-working student. She got a good exposure to women's health and all of the above. She is very intelligent and sure she will do well in which ever field she chooses. I wish her the best of luck in the future.  <b>Cori Kellner, APRN:</b> Sarah was a great student. Dr Dweck was complimentary if her clinical knowledge as well as her communication skills. Sarah is an excellent educator and is always willing to learn new things in order to better educate the patients. Continue to grow more confident with pelvic exams and pharmacology. This will come with time and practice. Excellent job this semester.	

Advanced Clinical Practice Selective (60 hours)		
Objectives:  1. Recognize and select appropriate methods of wound care to the application of simple lacerations, incisions and drainage, punch biopsy, elliptical biopsy, pre-wound assessment and documentation, and post-wound-care education with follow-up. Attain experience practicing these methods on skin models supplied. Measure	Site performed: independent study	Preceptor: Dr. Blackwell, ARNP, PhD.

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<p>effectiveness by comparing to professional videos of skills, to be completed by August 1, 2019.</p> <p>2. Identify pertinent information to the DNP project of improving healthcare for the adult with autism in practice. Continue to compare and contrast education availability and effectiveness for the primary care provider. Finalize summarized points pertinent to the care of patients with autism which are managed by the primary care practitioner in preparation for the DNP project by August 1, 2019.</p> <p>3. Appraise evidence for use in the DNP project, including educational tools, incentives, and management methods, in order to elicit a beneficial outcome of improved provider knowledge in practice for care of the adult with autism. Attend lectures and conferences or CEUs as possible for overall advanced practice nursing use potential, and complete this objective by August 1, 2019.</p>		
<p>Project details: Completed (clinical logs are confidential).</p> <p>Outcomes: Practiced wound care techniques including assessment, documentation, tool and cleansing use, and post-wound care and education. Built on the knowledge learned in APN Adult 1 to enhance care of people at risk for Shingles, syphilis, anticoagulating high-risk VTE patients, patients with addiction, and primary care vaccine education and administration. Appraised evidence and learned about indepth cardiac conditions or conditions affecting/affected by heart health for outpatient and inpatient practice. Learned about development theory and education for parents of babies and toddlers. Attended multiple lectures and an Advent Health conference. Applied evidence-based research in the planning of the DNP project. Found 30 new pieces of research to read and utilize in the fall of 2019, including three new sources to investigate as educational interventions for the project. Identified new information and summarized multiple points of autism relevant to adult populations. Began to appraise educational tools and sources of funding for the doctoral project.</p>	<p>Feedback: Great work on the course this semester.</p>	

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Objectives: Gain experience in internal medicine and urology specialty, including history-taking, bladder and kidney pathology with associated bloodwork and diagnostics, chronic disease management, Rx, imaging, and differential diagnoses.	Site performed: Steward Health Urology	Preceptor: Dr. Abouelleil
See <b>clinical activities</b> tab for population metrics.	Preceptor feedback: <b>Dr. Abouelleil:</b> With more experience Sarah will be an awesome independent nurse practitioner. Professionalism and communication are strong points for Sarah.  Areas needing improvement: Confidence level in urology increasing as observed in patient documentation.  <b>Jodi Duncan, APRN:</b> Sarah is a dedicated, knowledgeable, and hardworking student.	

### Pediatric Primary Care (105 hours)

Objectives: Gain experience assessing newborns through adolescents, including pregnancy and delivery history, milestones, growth and development, anticipatory guidance, feeding, elimination, sick visits, acute and chronic pediatric illness management, vaccinations, and parental guidance.	Site performed: Lyndsey Sutherland, DNP, P.A.	Preceptor: Lyndsey Sutherland, DNP, FNP
Populations served: See <b>clinical activities</b> tab for population metrics.	Preceptor feedback: <b>Lyndsey Sutherland, DNP, APRN:</b> Doing great. Loves kids and babies. Comfortable around kids and parents. Smart and asks great questions. Great with kids, eager to learn.  Areas needing improvement: No concerns.	

### Advanced Practice Practicum (70 hours) (cut short due to COVID-19)

Objectives:	Site performed: Family Physicians Group (Kissimmee)	Preceptor: Ann Raikes Hartley, DNP, APRN
Populations served: adults (18+)	Preceptor feedback: <b>Ann Raikes Hartley, DNP, APRN:</b> Sarah is very thorough and organized. These traits will serve her well in practice	

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Evidence-Based Practice Development for DNP (60 hours)		
<p>Objectives:</p> <ol style="list-style-type: none"><li>1. Identify and define the problems encountered in the autistic community to explain the phenomena of autism spectrum disorder from multiple perspectives (people with autism, families of children with autism, schools and therapists who work with autistic people, autism-focused organizations, and other resources as discovered through clinical sources). Identify the resources available and the qualifying factors to obtain those resources by the end of fall semester.</li><li>2. Summarize and describe the needs of parents, children, and adults with autism which have gaps in healthcare which could be met through problem-solving, further education, or intervention by the DNP student. Identify and explain why these gaps and barriers exist by speaking to healthcare providers to gain understanding by the end of fall semester.</li><li>3. Evaluate a healthcare setting for a potential intervention and evaluate the internal structure. Identify the policymakers and priorities of those who make and enforce guidelines for autism screening, pediatric development monitoring, and referrals for autism spectrum disorder diagnosis by the end of the fall semester. If a healthcare setting is not found, evaluate interventions from literature in relation to community needs to determine a well-rounded approach to assist all adults on the spectrum find wholistic and meaningful relationships with primary care providers in the clinic setting.</li></ol>	Site: N/A	Course instructor: Dr. Melanie Keiffer
<p>Project details: Completed (clinical logs are confidential).</p> <p>Outcomes: Identified and defined problem at the community level. Identified available resources. Gained multiple perspectives through interviews, research, books, and literature review. Studied autism extensively to appreciate coping, adaptive strategies, maladaptive syndromes, comorbid conditions, trajectory of spectrum in all ages. Summarized needs and strengths of families. Identified gaps and barriers to interventions in insurance and behavioral and primary care arenas. Identified affective policy and evaluated interventions from literature.</p>	<p>Feedback:</p> <p>Sarah, this is an excellent paper. You demonstrate stellar growth in the knowledge of your topic. I enjoyed having you in class. I look forward to your project, I know it will be stellar.</p>	
DNP Project 1 (60 hours)		
Objectives:	Site:	Chair: Dr. Bushy

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<ol style="list-style-type: none"><li>1. Through field work, identify a clinical partner / sponsor and site in the community that is invested in the population at hand and wants to foster and support my success in the DNP project. This involves finding someone with healthcare knowledge and a high level of education, who is willing to have me at their site or organization and is invested in my project.</li><li>2. Identify an expert in the topic of autism spectrum, who is willing to apply their knowledge to transitioning adolescent and/or adult populations. Learn more about the needs of adults with autism in literature, and the needs of providers regarding knowledge about autism in adults, to discover where the deficits lie in terms of available and knowledgeable providers and services.</li><li>3. Evaluate interventions supported by literature that will educate the providers of this population (adults with autism) about this population and devise a feasible and economic way of implementing and delivering the intervention. If no valid intervention is available, design one.</li><li>4. Identify measurable outcomes and build questionnaires or surveys to facilitate the analysis of knowledge gained through the intervention. Learn methods of creating and implementing CEUs in the current environment of today's practice setting.</li></ol>	Central Florida Advanced Nursing Practice Council (CFANPC)	
<p>Project details: Completed (clinical logs are confidential).</p> <p>Identified a site (group) which is invested in my idea and project and were very welcoming. This group, CFANPC, focuses on education of advanced practice RNs. Identified an expert in the field of autism who will review my intervention and take part in the pilot study in January. Extensively evaluated literature to support intervention and identified needs. I will be designing my own intervention in DNP Project 2. Identified objectives, outcomes, and key content areas. Designed a survey for pre-test, post-test design. Applied for IRB and CEU status of intervention. Advertised and marketed the project. <b>Total hours: 114.5</b></p>	<p>Feedback:</p> <p>Sarah, a comprehensive and well documented log of all your activities this semester you have accomplished much -- especially considering you had "no idea" about where or what your project was going at the start of the semester. Your methodology is cogently organized and well written. You are well on your way on this exciting project.</p>	
<b>DNP Project 2 (120 hours)</b>		
<p><b>Project Title:</b> Caring for Adults with Autism Spectrum Disorder in Outpatient Practice: An Educational Intervention for Nurse Practitioners</p> <p><b>Purpose:</b> The purpose of the DNP educational intervention, which focuses on the diagnosis and care management of adults with ASD, is to examine the learning outcomes among a group of APRNs.</p>		

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**Methods:** Utilizing Mezirow’s transformative learning theory, an educational intervention was developed for a Central Florida APRN organization. Instructional methods included a 50-minute lecture using a PowerPoint presentation, and question and answers along with supporting handouts. Pre-test and post-test surveys were administered to assess knowledge retention. Data analysis included frequencies, central tendencies, and test score improvements.

**Results:** Thirty-four participants (94.4%) completed the intervention. Analysis indicated a 41.4% average improvement in knowledge from pre-to-post-test scores. Participants displayed the greatest improvement in knowledge about referral resources with 79% amelioration between pre-and-post score averages. Those with a formal education in ASD exhibited the highest pre-test score average (50.3%). Those having a close friend or family member with ASD demonstrated the greatest average improvement (48.5%).

**Discussion/Implication:** APRNs have obligations of care to their adult patients with ASD. In primary practice, there is no screening instrument to diagnose adults with ASD; therefore, the APRN must be aware of its prevalence and symptoms. The APRN must protect these patients from harmful beliefs, comments, and treatments that are not backed by evidence. It is necessary to understand the non-linear nature of ASD to extrapolate the value of interventions and therapies for the individual, which requires ongoing research. Strengthening education and awareness among APRNs may lead to the development of guidelines, which are currently lacking in the US. Future interventions such as this have the capacity to improve patient-provider relationships and care competency for adults with ASD.

**Dissertation:** March 27, 2020

**Status:** Passed defense