

Innovations in Academic Practice Partnerships



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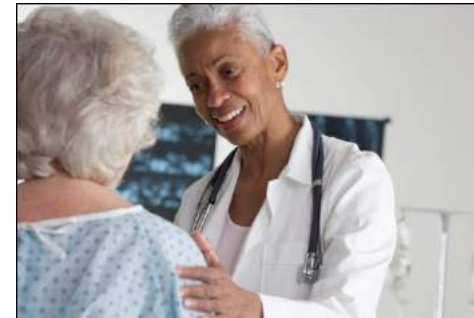
Academic-Practice Partnerships

Working Definition:

Defined as strategic relationships between educational (academic) and clinical practice settings established to advance their mutual interests related to practice, education and research. (HRSA, 2014)

The Need for Strong Partnerships

- Shrinking supply of preceptors.
- Call for more PCPs (U.S. Department of Health and Human Services, 2016)
- Need for longitudinal immersive experiences for NPs (Collins, 2016).
- Rich sites for meaningful research.
- Lack of providers in rural/frontier environments
- Health challenges facing nation associated with
 - the rapidly aging population
 - increased demand from health care reform measures
 - concerns about access and barriers to care
- CMS goals to prevent readmission
- Health promotion needs



National Challenges (NONPF 2016)

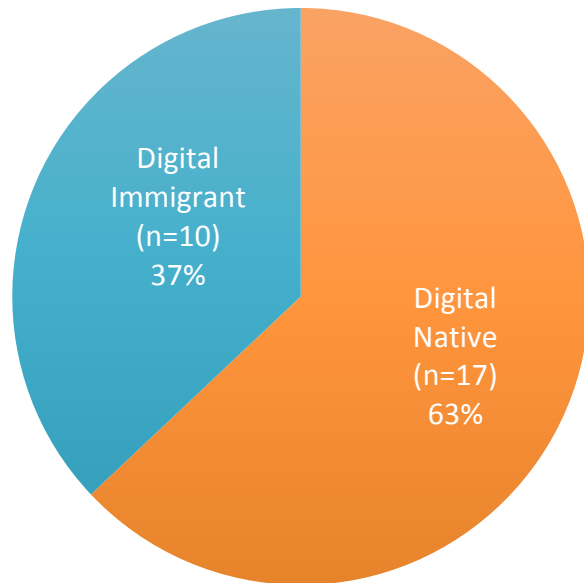
- Lack of shared vision between partners
 - Lack of clear expectations
 - Lack of a common language or taxonomy
 - Timing of the partnership
 - Time required to assure success
- Legal issues
 - Resistance to change
 - Absence of competency based definitions of clinical expectations
 - Lack of standardized evaluation assessment tools

Evolution and Challenges: Procuring and Preserving APPs

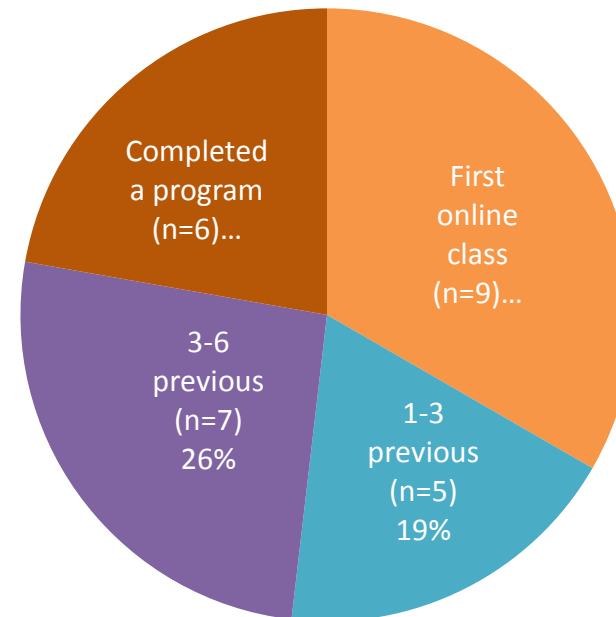
Florida Atlantic University	University of Northern Colorado	George Mason University
<p>Competition with Medical Students and other Colleges</p> <p>Lack of reimbursement to preceptors (vs. med students and private CONs)</p> <p>Large numbers of sites needed</p> <p>Lack of pediatric sites</p> <p>Organization leadership turnover</p>	<p>Preceptor recruitment</p> <p>Matching students and sites</p> <p>Preceptor training</p> <p>Licensure of faculty in state of site</p> <p>Licensure of NP student as RN in state of site</p> <p>Hospitals bought out by other companies</p>	<p>Bi-directional Communication</p> <p>Prioritization of goals</p> <p>Understanding Interprofessional Practice</p> <p>Resource allocation</p>

Challenges: Technology and On-line Learning

Childhood Experience w/ Computers



Experience in Online Learning



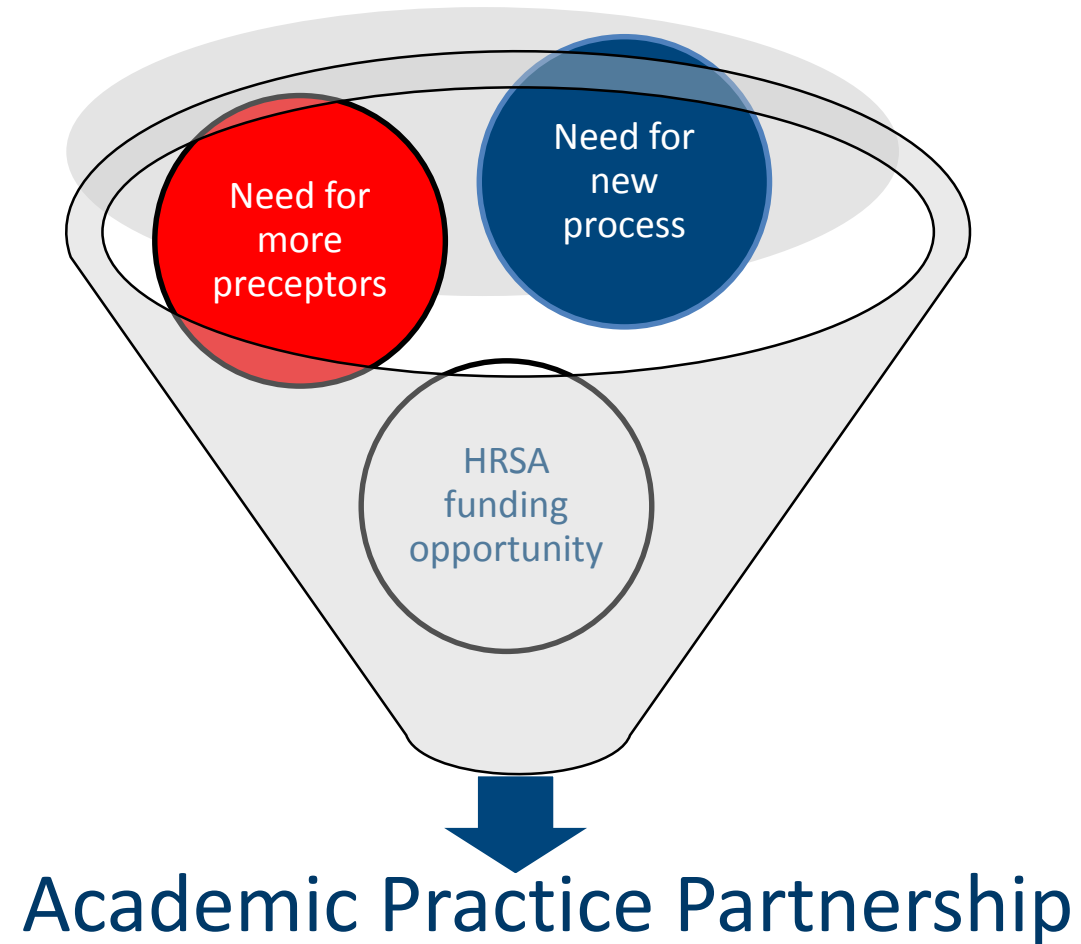
Digital Native: Someone that has used computers and the internet since childhood.
Digital Immigrant: Someone that learned to use computers as an adult.

Our stories:



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Florida Atlantic University



Palm Beach County ACO (2015)

1. History

- Submission for HRSA funding opportunity
- ACO – targeted via adjunct faculty employed as a PCP in one of the practices

2. Set meeting with business manager

3. Presented slide show at providers' monthly meeting

4. Highlighted benefits

Community Health Centers

HRSA 2016 ANE provided impetus

- Targeting education for rural/underserved
- Primary care NPs
- Preceptor preparedness
- Direct contact to offer APP (\$\$)
- Resulted in 4 partners



University of Northern Colorado Plan

- **The Adult Gerontology Acute Care Nurse Practitioner Program:**
 - will prepare graduates to work with clients from adolescents to frail elders
 - focuses on the rural/frontier environment and transitions of care with an understanding of aging in place whether this is home, a rehabilitation center, assisted living or nursing home.
 - offers an understanding of rural culture, resources in the rural environment and coordination/transitions of care and collaboration
- **Develop and implement an innovative academic-practice partnership**
- **Expand a community-based partnership to improve preceptor training and retention of preceptors in rural areas**
- **Initiate recruitment and training to increase minority or underserved preceptors**
- **Provide preceptors support via distance and simulation training**

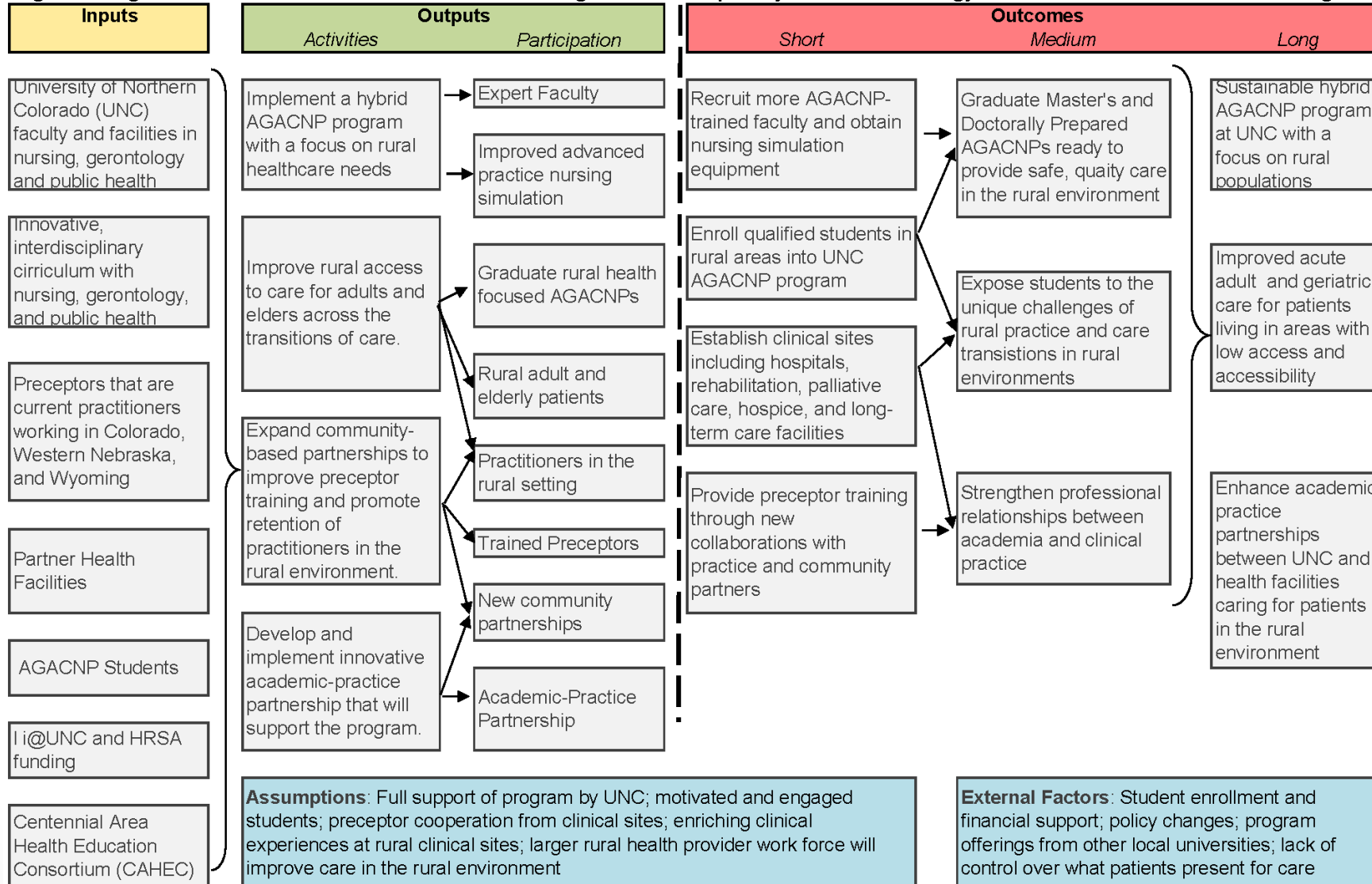


UNC AGACNP Program Details

- **Predominantly on-line program**
 - focus on recruiting BSN prepared nurses from rural areas or who work with patients from the rural area, (northern CO, WY & western NB)
 - students will continue to work in their current position while in graduate school
- **Two required summer intensives at UNC**
 - for health assessment check off
 - advanced practice skills, competencies, simulation
 - a community engagement project
- **Offers additional clinical partnership options in rural regions**
 - for a student to complete their practicums where they live
 - preceptors and contracts will be arranged
 - If not a possible, the student will complete their practicums in our region with Centennial AHEC (CAHEC) assistance

Logic Model

Figure 1: Logic Model for Rural Care Transitions: Creating an Interdisciplinary Adult-Gerontology Acute Care Nurse Practitioner Program



Collaborations with Community Partners

Centennial Area Health Education Center ((AHEC)

- Preceptor training CEs
- Student lodging

University of Colorado Health

Medical Center of the Rockies

Platte Valley Medical Center

Banner Health

Rural site placement

- Greeley, CO
- Brush, CO
- Sterling, CO
- Ogallala, NE
- Torrington, WY
- Wheatland, WY
- Worland, WY
- Fort Collins, CO
- Loveland, CO
- Telemedicine



Banner Health®



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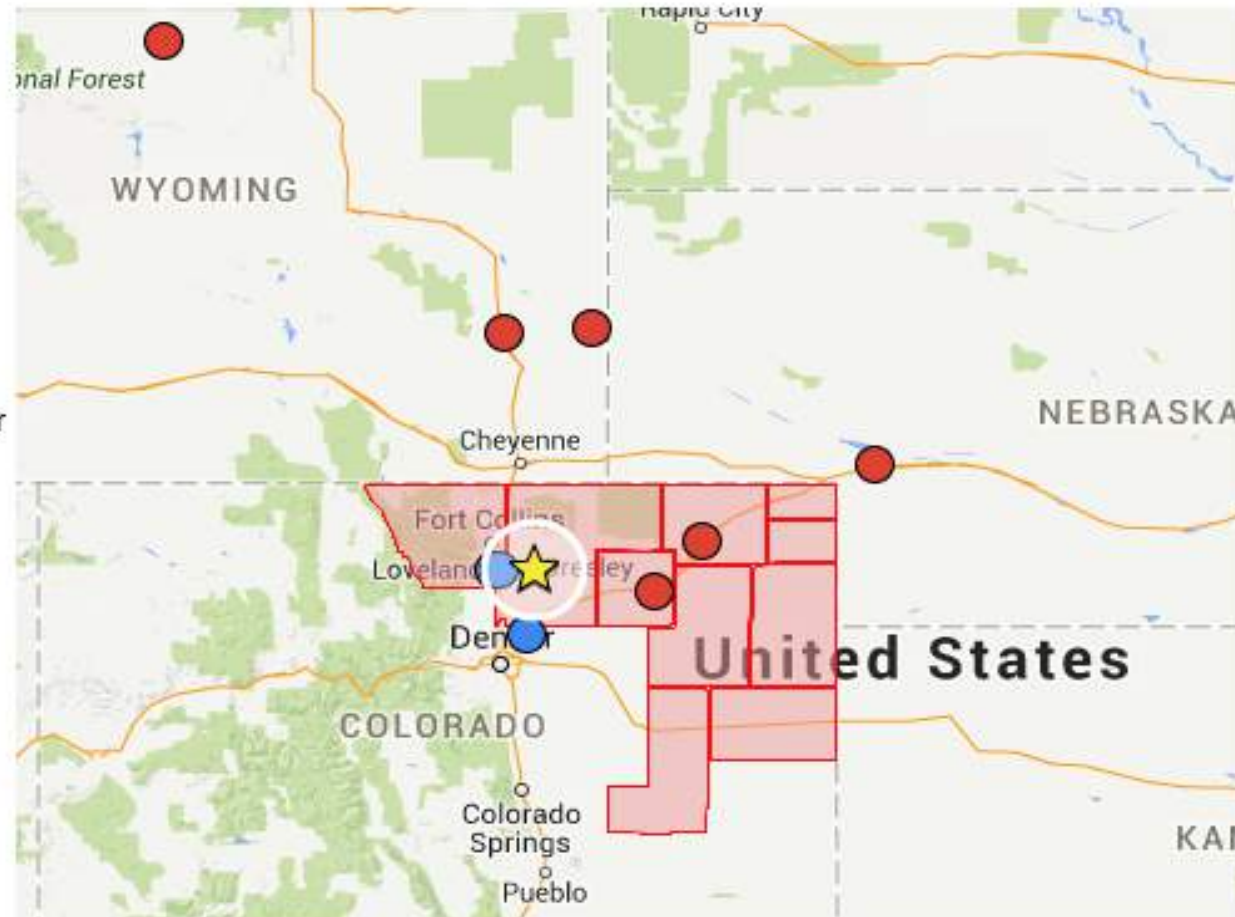


Platte Valley
Medical Center

Expanded Partnerships

Figure 1: Location of AGACNP Expanded Clinical Partnership Sites

- ★ University
 - Non-rural site
 - Rural site
 - CAHEC Region
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- ★ University of Northern CO
 - McKee Medical Center
 - North Colorado Medical Center
 - Medical Center of the Rockies
 - Platte Valley Medical Center
 - East Morgan County Hospital
 - Sterling Regional MedCenter
 - Ogallala Community Hospital
 - Banner Community Hospital
 - Platte County Memorial
 - Washakie Medical Center



Mason and Partners (MAP) Clinics

Mission: To improve the health status of underserved, uninsured vulnerable populations and to engage nursing, psychology, social work and other health and human service students in direct provision of healthcare services through interprofessional service learning.

Vision: The Mason and Partners (MAP) Clinics are a network of nurse managed health clinics (NMHC) affiliated with George Mason University College of Health and Human Services (CHHS) and managed by nursing faculty in collaboration with other CHHS faculty. The clinics follow a *Bridge Care* model which provides access to healthcare services for patients that lack health insurance. Through community partnerships the clinics focus on health education and preventative care to reduce risk and high-risk behaviors related to ongoing illnesses and chronic disease.

Mason and Partners (MAP) Clinics

Core Values

- *Community Partnerships:* We acknowledge our vital and dynamic role in our communities. We foster growth and development in a manner that understands and serves their needs.
- *Compassion:* We provide care with dignity, concern, kindness and a respect for the diversity of our community.
- *Fiscal and Operational Sustainability:* The financial plan for the Bridge Care clinics has three components: (1) sustained relationships with community partners to maximize use of clinic space and resources; (2) development of a formal plan for faculty to be in the clinic(s) as part of their teaching workload; and (3) fundraising activities with the academic organizations as well as continued efforts to secure external funding.
- *Innovation:* We are committed to a supportive environment that encourages new ideas and creativity.

Benefits of APPs to Practice Partners

- Strategic workforce development
- Helping hospitals, community clinics, and primary care providers to develop positions for APRNs
- Faculty participation on organization boards
- Faculty may practice at sites
- Bill – tax cuts for preceptors
- Preceptor benefits
 - Affiliate faculty appointments and use of college resources
 - “Sharpening the saw” Steven Covey (1990)

Best Practices in Academic Practice Partnerships (APP)

- Structured for sustainability and success
- Has mutually beneficial outcomes
- Improves patient care and outcomes
- Stimulates innovation
- Generates excitement
- Teaching workforce how to partner
- Success depends on commitment to the goals of the training, trust among all partners, an understanding of the time commitment, and ensuring that all partners are equal players in the process of implementation and participation in student evaluations (Snyder, A., Milbrath, G., Gardner, T., Meade, P. & McGarvey, E., 2015).

Examples from other APPs

- Please share your successes and challenges



Research Support

Research Support:

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- This information or content and conclusions are those of the authors and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.

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