

**Academic-Practice Partnerships
Partnership Expectation and Outcome Metrics Worksheet
University of Tennessee Health Science Center College of Nursing and Le Bonheur Children’s Hospital**

Partnership Goals	Activities	Outcomes
<p>I. Expand the Clinical Faculty APRNs (APRNs) practice through active participation in professional organizations to further develop scholarship, leadership, and research opportunities.</p>	<p>Clinical faculty APRNs are offered enhanced opportunities for professional development, education advancement through a tuition waiver program, support for conference attendance, and additional educational opportunities through the CON.</p> <p>1. Encourage participation in national professional organizations, including offering financial support.</p>	<p>1. Outcomes:</p> <ul style="list-style-type: none"> a. A group membership to the National Association of Pediatric Nurse Practitioners (NAPNAP) was obtained for the clinical faculty APRNs to receive a discounted membership rate. In 2020, this increased membership to NAPNAP by 27% from 24 to 32 members. This growth resulted in the chapter winning the 2020 NAPNAP chapter growth award. b. Three of the clinical faculty APRNs serve on national committees within NAPNAP. c. 89% (43 of 48) of the clinical faculty APRNs are members of at least one professional organization.

	<p>2. Promote clinical faculty APRN educational advancement in obtaining a terminal degree or earning additional certification within their specialty area.</p> <p>3. Increase the scholarship of the clinical faculty APRNs through resources available at UTHSC, including library access and editorial, librarian, and research support. As the APRNs are affiliated with Le Bonheur and UTHSC, CON, their scholarship highlights the academic-practice partnership by representing both of these entities.</p>	<p>2. The clinical faculty APRNs receive a tuition waiver, resulting in many advancing their education.</p> <ul style="list-style-type: none"> a. Nine APRNs have earned a terminal degree and 3 are currently enrolled in a doctoral level program. b. Eleven have earned specialty certifications and 2 are currently enrolled in a post-master's certificate program. c. The value of this partnership is that it has allowed APRNs who have been employed for several years and had an FNP to obtain a specialty in acute or primary pediatric care which ensures they are functioning within their scope of practice. <p>3. The clinical faculty APRNs have multiple publications in peer-reviewed journals and book chapters and presentations at local, regional, national, and international levels. Sample data from 2021 (annual data available):</p> <ul style="list-style-type: none"> a. 3 book chapters b. 11 peer-reviewed journal articles. c. 7 poster presentations d. 6 podium presentations e. 2 webinars f. Of special note is the development of a manuscript "Journey to a New Era: An Innovative Academic-Practice
--	--	---

		<p>Partnership. Journal of Professional Nursing” and published in the <i>Journal of Professional Nursing</i> in 2022 with authors representing both clinical and teaching faculty.</p> <p>g. A spotlight on the APRN role in the Le Bonheur Donor Magazine.</p>
<p>II. Support academic nursing as a full partner in health care delivery as evidenced by:</p> <ul style="list-style-type: none"> • Development of a leadership role to serve as an operational bridge between both institutions. • Increased access to the clinical faculty's expertise as a component of the CONs investment in training future nurses and APRNs. 	<p>1. Director of Advanced Practice (AP Director) hired in April 2019. This role is a joint appointment between the CON and LBCH.</p>	<p>1. Outcomes of the AP Director role are reflected by many of the items in the preceding and following sections. In addition:</p> <ol style="list-style-type: none"> a. The AP Director role serves as a liaison between the CON Department Chairs and clinical faculty and is also well-integrated into the hospital and academic-practice group. b. The AP Director collaborates with the CON Department Chairs and the Chief Nursing Officer (CNO) to implement standardized hiring, facilitate onboarding, and provide mentoring. c. The APRNs currently report to the AP Director who conducts their annual evaluations. Evaluations are standardized to include the development and evaluation of professional goals, input from their collaborating MDs, and communication with the CON Department Chairs.

	<p>2. Facilitate integrated collaboration between the CON and the APRNs.</p> <p>a. Create and maintain a master spreadsheet of the APRNs, their practice and contact information, and teaching preferences.</p>	<p>d. A shared governance charter was created for the APP council at LBCH and included the development of five committees within the council. (There is one PA at LBCH thus the term APP is used to be inclusive.)</p> <p>e. An annual APP retreat has been held for the last 3 years. The retreat is comprised of team-building exercises, wellness activities, leadership development, and goal setting. The date is determined well in advance and communicated with the hospital leadership that the retreat is mandatory and requested that all APRNs be released from clinical duties to attend.</p> <p>i. The 2023 retreat had an attendance of 90%.</p> <p>2.</p> <p>a. A master spreadsheet has been developed and maintained.</p> <p>i. The spreadsheet is shared with the concentration coordinators at the CON. This has facilitated the collaboration between the APRNs and the CON as it identifies their area of expertise for the student's clinical rotations and course content needs.</p>
--	---	--

	<ul style="list-style-type: none"> b. APRNs attend the CONs annual retreat and breakout groups are designed to explore opportunities to enhance the partnership. c. Streamline sign up process for teaching opportunities so all of the clinical faculty APRNs. 	<ul style="list-style-type: none"> ii. Included in the spreadsheet are the APRNs' name with a link to their hospital webpage so students can identify them in clinical rotations, contact information (preferred email and cell phone), credentials, typical clinical work schedule, and any specific teaching preferences. b. 35 of 48 APRNs attended the CON annual retreat in 2022 c. Collaborations between the CON and LBCH have led to the following being developed: <ul style="list-style-type: none"> i. A SignUpGenius has been created for the APRNs to sign up for numerous opportunities. New activities are added when they are identified, and a new sign-up is created each year. ii. Two APRNs, one in the inpatient setting and one in the outpatient setting have been designated as the points of contact for the CON so they can ensure the information is disseminated to the entire group, so all have equal access.
--	---	---

	<p>3. Novel ways for the APRNs to contribute to the learning of the students at the CON have been developed.</p>	<p>3. The following are some of the innovative teaching methods that have been initiated:</p> <ul style="list-style-type: none">a. Engagement of clinical APRN experts in working with the APRN students in conducting sports physicals in outlying communities. The APRNs who participate are experts in trauma and cardiology and have integrated best practice for cardiac and concussion clearance in child athletes.b. During their pediatric clinical rotation, BSN students have a 4-hour observation opportunity with APRNs to observe the role of an APRN in clinical practice.c. APRNs participate in APRN student skills days and train them on procedures they routinely perform in practice. This provides the students with an opportunity to learn procedures from a skilled clinician.d. Contributions of APRNs to the PNP-PC courses include:<ul style="list-style-type: none">i. 17 total voice over PPT lectures, all currently in use throughout three courses (PNP 811, PNP 803, PNP 805)ii. Two formative, non-graded activitiesiii. Two APRNs filled in to provide backup when a faculty member was on
--	--	--

	<p>4. Track the contributions of the APRNs to the teaching mission of the CON on an annual basis.</p>	<p>maternity leave. They graded assignments and completed clinical site visits.</p> <p>iv. 1 live lecture/Zoom</p> <p>e. Contributions for Peds Primary/Acute Skills Day include Evolving Case Simulation and Sports Physicals Day in Covington, TN.</p> <p>4. A master database has been created and is updated at the end of each year during annual evaluations to track the teaching contributions of the APRNs. A few examples of outcomes that have been captured in this spread sheet include: In 2021:</p> <ul style="list-style-type: none">a. The APRNs provided more than 4,200 hours of clinical opportunities for the CON APRN students.b. APRNs mentored 13 BSN students to expose them to the role of an APRN in pediatric specialty care.c. The APRNs contributed to the learning of the APRN and undergraduate students by delivering lectures on specialty topics and participating in simulation activities.
--	---	---

<p>III. Connect clinical practice to the academic mission of the CON and develop joint clinical research to improve patient outcomes.</p>	<ol style="list-style-type: none"> 1. Incorporate the expertise of the APRNs with grant opportunities with pediatric partners in the community. 2. Encourage intradisciplinary collaboration between the APRNs and with the students in the CON. 	<ol style="list-style-type: none"> 1. In 2021, a clinical faculty APRN collaborated with CON to submit a HRSA grant for sexual assault nurse examiner (SANE) training. <ol style="list-style-type: none"> a. A \$1.5 million HRSA grant was awarded in June 2021. b. Through this grant, a SANE certification program has been launched at the CON to train nurses from 21 counties in West Tennessee. 2. Specific examples: <ol style="list-style-type: none"> a. A Psychiatric Mental Health Nurse Practitioner (PMHNP) collaborated with a PMHNP DNP student and a physician colleague on a research study on “Melatonin Utilization and Prescribing Practice Patterns Among Pediatric Healthcare Providers”. b. The APRN council includes a research committee that collaborates with APRNs who would like to initiate or participate in research or QI projects.
--	--	---

<p>IV. Collaborate as partners to improve the health of the community and access to care for the underserved.</p>	<p>1. Identify opportunities for the APRNs to participate in service activities supported by UTHSC, the CON, and Le Bonheur.</p>	<p>1. LBCH, UTHSC CON, and the local chapter of NAPNAP have co-sponsored a Pediatric Advanced Practice Provider's Conference for the last 4 years. The conference is conducted in a hybrid format. In addition to offering continuing education units, the goal of this conference, "Best Practice, Best Care", is to bring specialized pediatric knowledge to hospital-based and rural community providers who care for children,</p> <p>a. In 2022, the conference was attended by over 80 APRNs from the Mid-South Region, including several outlying rural communities. 16 talks on a broad range of topics were offered and financial support was received from 14 vendors.</p> <p>2. The APRNs have participated in several community-based activities. Since the APRNs are faculty within the CON, this has also afforded the opportunity for students to earn clinical hours for their participation in these activities.</p> <p>Activities have included:</p> <p>a. Volunteering at local community health fairs.</p> <p>b. Conducting sports physicals at rural community high schools.</p> <p>c. Participating in COVID vaccine events with the students from the CON.</p> <p>d. Participating in interdisciplinary Poverty Simulations at UTHSC.</p>
--	--	--