



### **The Stony Brook University Hospital and School of Nursing Academic Practice Partnership**

The Stony Brook University Hospital (SBUH) and the School of Nursing (SON) have solidified the foundation of an academic practice partnership, established in 2010. The SBUH-SON collaborative relationship was implemented to address issues through mutual-goal setting; sharing of risks, responsibilities, accountability; and sharing of resources. The Chief Nursing Office of SBUH and the Dean of the SON have established an organizational structure that aligned the mission and visions of the hospital with the SON. The goals of the partnership are to: 1) respond to challenges inherent in patient care delivery; 2) develop systems improvements that increase quality and safety and reduce cost; and, 3) increase the research capacity through the development of a collaborative research infrastructure. To demonstrate mutual investment and commitment, a memorandum of understanding (MOU) was established between the individual academic and practice units. This MOU formalized relationships and delineates joint accountability. This strategic alliance created opportunities for shared responsibilities, governance and decision-making.

The Partnership was formalized through participation as academic and clinical partners in the jointly sponsored American Association of Colleges of Nursing (AACN)/The Dartmouth *Institute Nursing Faculty and Clinical Partners Improving Health Care Together: the Dartmouth Institute Microsystem Academy*. For the pilot project, improving the process of patient and family centered care (PFCC) on an inpatient, medical oncology unit was selected. The primary aims were to: 1) reduce patient falls; 2) decrease patient pressure ulcers; 3) decrease interruptions due to call lights; and, 4) improve patient satisfaction related to communication between the health care team and patients and families. A secondary aim of this partnership was to strengthen quality and safety knowledge in the undergraduate and graduate curricula of the SON. An intervention was implemented using PDSA and results indicated improvements in fall and UAPU rates, patient and staff satisfaction rates, enhanced patient and staff communication, and decreased interruptions to nursing's workflow. Additionally, the processes and outcomes of the project served to inform undergraduate and graduate curricular revisions in the SON.

The partnership provides a forum for leveraging expertise from the clinical and academic arenas. In 2012, the partnership jointly prepared for initial accreditation of SBUH's UHC/AACN Post-Baccalaureate Residency Program (PBRP) by the Commission on Collegiate Nursing Education. Key members of the partner units have joint appointments on committees responsible for research, education, and best practice. Sustainability of the partnership's efforts is demonstrated through a model of shared resources that includes non-salaried faculty appointments of SBUH professionals to the SON and off-set for faculty serving in dual roles. To drive transformation and implement change, the partnership's commitment to lifelong learning. Additionally, continuing education opportunities are jointly developed to provide relevant knowledge that will promote educational and career advancement. These efforts foster a commitment to professional baccalaureate education, seamless academic progression, and leadership development.

The partnership exists within an academic-medical center that is composed of five health professions schools and a tertiary-care hospital. The juxtaposition allows for interprofessional collaboration at the highest

level. Evidence includes the formation of project teams of faculty from the SON and key drivers from medicine, managed care, pharmacy, case management, clinical informatics, finance, planning, and other clinical and support areas in the hospital to improve hospital discharge processes, reduce the readmission rate and streamline patient's transition from acute-care to home-based care. This collaboration provides a forum whereby nurses facilitate interprofessional team building, engage in collaborative problem solving, and improve care coordination.

Dissemination of the partnerships of activities and outcomes is accomplished through joint publications. Each year, an additional report is jointly published from the Division of Nursing at SBUH and the dean and faculty from the SON. Additionally, an article highlighting the partnerships accomplishments in improving health care quality, safety, access and value was published in the nursing literature.

**Complete This Template to Develop Your  
Academic-Practice Partnership Summary Document**

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## PLAYERS

### Selecting Partners

Academic School:

Stony Brook University School of Nursing

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### Preparing for Your First Meeting

Date/Time of Meeting: March 3, 2010 9:00 am (initial meeting); meetings or

Place of Meeting:

Deans Conference Room, Stony Brook University School

What do you and your partner need to know about you and your organization?

Our organizations have a long-standing history of collaboration. The partnership became more formal when, in 2009, the then Chief Nursing Officer of Stony Brook University Hospital (SBUH), Dr. Lee Anne Xippolitos, was jointly appointed as Dean of the Stony Brook University School of Nursing (SBUSON). Prior to this joint appointment, the SBUSON and the SBUH facilitated many joint projects, but the depth and significance of these endeavors increased with the appointment of Dr. Xippolitos as Dean. Shortly thereafter, joint discussions ensued between SBUH and SBUSON leadership about how to structure a more formalized, mutually-beneficial partnership. At the first formal meeting, between Dr. Xippolitos and Dr. Marie Ann Marino, Associate Dean for Academic Affairs (SBUSON), organizational missions and strategic plans from each individual entity were discussed and compared.

## PARTNERSHIPS

### Initial Meeting

What is the right partnership activity for you and your partner?

The Partnership is rooted in the following mutually-set goals: 1. Expand the baccalaureate-prepared workforce; 2. Respond to challenges inherent in patient care delivery; 3. Develop systems improvements that increase quality and safety and reduce costs; and 4. Increase research capacity through development of a collaborative research structure. The Partnership was formalized through participation as academic and clinical partners in the jointly sponsored AACN/The Dartmouth Institute Microsystem Academy. For the pilot project, improving the process of patient and family centered care on an inpatient, medical oncology unit was selected. The primary aims were to: 1. Reduce patient falls; 2. Decrease patient pressure ulcers; 3. decrease interruptions due to call lights; and 4. improve patient satisfaction. Additional aims of this partnership activity were to strengthen the quality and safety knowledge in the undergraduate and graduate curriculum and to demonstrate feasibility of the partnership to conduct joint projects. Project aims were met and outcomes indicated that the Partnership's potential for meaningful collaboration was strong.

What documents about your organization should you bring to the meeting?

SBUSON can bring copies of their strategic most recent CCNE accreditation self-study, documents related to clinical affiliations at the SBUH, and syllabi for clinical courses and other courses relating to quality and safety. SBUH can bring documents describing clinical partnerships and affiliations, as well as, the most recent CCNE accreditation self-study for the AACN/UHC Residency Program.

What do you have to offer?

Across all levels of practice, education and research the SBUSON and SBUH collaboration at the highest level. The SBUSON offers leadership over the partnership activities. Dr. Marie Marino from the SBUSON was appointed by Dean Xippolitos as the Associate Dean for Academic Affairs and Strategic Partnerships and is jointly supported by SBUH. SBUSON faculty have expertise in nursing education, including curriculum development, innovative pedagogies, research, and clinical practice. SBUH offers a clinical campus that facilitates students' clinical learning, a venue for clinical research, and a platform for interfacility and interprofessional collaboration. Both entities have representation on each others research councils. SBUSON faculty serve as research mentors for all nurses from SBUH interested in clinical inquiry and research; from novice nurses in the Residency program to experienced clinicians. Additionally, nurses from SBUH sit on the SBUSON standing Research Committee. The entities have jointly developed and sponsored the annual "Coverging Science Summit" which provides academicians and clinicians a venue for scholarly exchange.

What is your vision for this partnership and does your partner share this vision?

The shared vision for our academic-practice partnership (SBUSON and SBUH) is to strengthen and advance nursing research, education and clinical practice at Stony Brook University through innovative collaborations. Both partners share this vision.

Who else needs to be involved in both organizations? Is top leadership involved?

The executive leadership for both entities and key stakeholders are involved in the partnership in meaningful ways.

1. The partnership was formed under the joint appointment of Dean and CNO Dr. Lee Anne Xippolitos.
2. Dr. Marie Marino was jointly appointed as Associate Dean for Academic Affairs and Strategic Partnerships and oversees all aspects of the partnership.
3. Project-level facilitators from each entity are supported and empowered with key resources (financial, human, etc) and implementation support.
4. The Associate Dean for Research, Assessment, Evaluation and Outcomes from the SBUSON, Dr. Lori Escallier, facilitates the evaluation of partnership outcomes.
5. Interfacility project teams, with relevant stakeholders, meet regularly to drive joint projects.

**What is the business case for the partnership?**

The partnership benefits both entities financially, clinically and academically. The SBUSOH has access to a wide variety of clinical placement sites for undergraduate, graduate and doctoral students. These include six (6) dedicated education units. Advanced practice nurses from SBUH are credentialed as adjunct clinical faculty in the SBUSON and serve on our Curriculum Committee to ensure that our curriculum is clinically relevant and in line with the needs of key stakeholders within our Communities of Interest. SBUH has access to expert faculty who facilitate implementation of evidence-based practice and assist in meeting the education needs of the clinical nursing staff. The SBUH and SBUSON jointly sponsor a CCNE-accredited UHC/AACN Nurse Residency Program that transitions new graduate nurses to safe and quality-focused clinicians. This program eases the burden of staff turnover and burnout and produces practicing nurses who perform at high levels, are focused on evidence-based practice and who are clinical leaders on their units.

## **Subsequent Meetings**

**Do you have clarity on goals and vision?**

All partnership projects and collaborative activities are mutually decided upon and are aligned with the partnership's shared vision of strengthening and advancing nursing research, education and clinical practice at Stony Brook University. Leadership and stakeholders discuss the feasibility of proposed projects and collaborative activities, develop project teams composed of interested parties from each entity and create an evaluation matrix to ensure that desired outcomes are measured and achieved.

**What are the details and time line of the initiative?**

Since the partnership's inception in 2010, the Stony Brook University Hospital and School of Nursing Academic Practice Partnership has implemented several initiatives aimed at: 1. Responding to challenges inherent in patient care delivery; 2. Developing systems improvements that increase quality and reduce costs; and 3. Increasing the research capacity through development of a collaborative research infrastructure. Senior leadership and key stakeholders facilitate collaboration at the highest level. Project teams of faculty and nursing clinicians from the entities meet regularly with critical drivers from medicine, managed care, pharmacy, case management, clinical informatics, finance, planning and other clinical and support areas to facilitate individual project activities and evaluation of outcomes.

**Whom can we call for expert consultation if needed?**

Dr. Marie Ann Marino - Associate Dean for Academic Affairs and Strategic Partnerships (SBUSON-SBUH)  
Dr. Lee Anne Xippolitos - Dean, SBUSON  
Margaret Duffy - Associate Director, SBUH

**What are the expected outcomes of the activity?**

To date, the partnership has resulted in several key outcomes, including: 1. Appointment of Dr. Marie Marino as Associate Dean for Academic Affairs and Strategic Partnerships; 2. Establishment of six (6) Dedicated Education Units at SBUH; 3. Creation of the "SB24" which credentials three advanced practice nurses as clinical adjunct faculty each semester and supports the clinical education of 24 SBUSON students at SBUH; 4. Implementation and initial CCNE accreditation of the UHC/AACN Nurse Residency Program at SBUH; 5. Creation of strategic joint appointments of key members of partner units on committees responsible for research, education, patient care, professional practice and care transitions; and 6. Implementation of a microsystem analysis on an inpatient medical oncology unit to improve the quality and safety of patient care processes using principles learned at the

## ENVIRONMENT

### Time

Is this the right time for this partnership?

The partnership was created when Dr. Lee Anne Xippolitos served as CNO and Dean in 2010. Since that time, a strong foundation has been laid to support the continued existence of the partnership. This is evidenced by partnership activities increasing in both depth and breadth since the partnership's creation.

What are the issues that will facilitate or impede the development of the partnership?

This partnership exists because of a shared vision, mutual goal-setting, and open communication. This fosters each entity having a unique perspective of the other entities challenges and opportunities. In order for the partnership to flourish, this will need to be maintained. Shared representation on eachother's key committees, joint appointments and co-sponsored projects will facilitate success of the partnership and mitigate potential challenges.

What is the time commitment for the partners?

Dr. Marie Marino's appointment as Associate Dean for Academic Affairs and Strategic Partnerships is supported by the SBUSON (75%) and SBUH (25%). The time dedicated to partnership activities is shared between both entities.

Whose time will be required?

SBUSON leadership and faculty and SBUH leadership and nursing personnel

When will the meetings be scheduled?

Meetings are held monthly (1 hour) and additional meetings relative to partnership projects are held more often and as needed.

## ENVIRONMENT

### Space

What space is required for the activity?

Meeting space is provided as needed by either SBUH and SBUSON. Conference facilities are available within Stony Brook University.

What equipment and supplies are needed?

Presently, dedicated computers, telephone, copier and email capabilities, software for research and presentations, and staff and technology support are available to the partnership.

What money is needed?

The partnership (SBUSON and SBUH) supports the salary of Dr. Marie Marino (75% and 25%, respectively). The hospital provides the offset for the faculty (6) from each of the dedicated education units. Clinical faculty salary offset for the SB24 are provided by SBUH. The SBUSON provides staff support to the partnership and its activities.

Where are we meeting?

The meetings are held within Stony Brook University, either at SBUSON or SBUH.

Where will we present outcomes?

Dissemination of the partnerships activities and outcomes are accomplished through joint publications and presentations. Each year, an annual report is jointly published by the SBUSON and Division of Nursing at SBUH. Additionally, an article highlighting the partnership's accomplishments in improving health care quality, safety, access and value was published in the nursing literature.

## ENVIRONMENT

### Regulation

What are the policies or regulatory issues that will impede or facilitate development of the partnership on both sides?

None at this time or anticipated in the future.

### Context

How will the partnership be funded?

The partnership and its activities do not require outside funding.

What are the constraints of both partners?

None at this time or anticipated in the future.

What history do the partners have with each other and each others' institutions?

The leadership and faculty of SBUSON and the leadership and faculty from the Division of Nursing at SBUH have enjoyed a mutually respectful and meaningful relationship for more than 35 years. The partnership was formalized in 2010.

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## Academic-Practice Partnerships Partnership Expectation and Outcome Metrics Worksheet

Partnership Goals	Activities	Outcomes
<p><b>Establish the infrastructure for a formal partnership that involves mutual goal-setting; sharing of risks, responsibilities, and accountability; and sharing of resources.</b></p>	<p>1. Dr. Lee Anne Xippolitos, Chief Nursing Officer at Stony Brook University Hospital (SBUH), is jointly appointed as Dean, Stony Brook University School of Nursing (SBUSON) and initiates a formal structure to the SBUH-SBUSON Academic-Practice Partnership.</p>	<p>1. Drs. Lee Anne Xippolitos and Marie Ann Marino attend the jointly sponsored AACN/The Dartmouth Institute <i>Nursing Faculty and Clinical Partners Improving Health Care Together: The Dartmouth Institute Microsystem Academy</i> as academic and clinical partners.</p>
	<p>2. The SBUH and SBUSON plan a joint retreat to review and align the mission, vision and values of each entity and develop a mutually beneficial strategic plan and goals.</p>	<p>2. Creation of a mutually beneficial strategic plan with shared mission, vision and values and goals that reflect the strengths and resources of each entity.</p>
	<p>3. Implement a leadership position to oversee all aspects of the partnership.</p>	<p>3. Dr. Marie Ann Marino is appointed as Associate Dean for Academic Affairs and Strategic Partnerships.</p>
	<p>4. Develop an Evaluation Protocol to assess outcomes and measure impact of Partnership's activities.</p>	<p>4. Evaluation Protocol developed and Dr. Lori Escallier, Associate Dean of Research, Assessment, Evaluation and Outcomes, dedicated to implement the Evaluation Protocol.</p>
	<p>5. Establish mechanisms to support strategic joint appointments for key clinical staff from SBUH.</p>	<p>6. <b>Track # of key clinical staff from SBUH jointly appointed at SBUSON:</b> Five key clinicians from SBUH jointly appointed to the SBUSON.</p>

Partnership Goals	Activities	Outcomes
<p><b>Enhance academic programming for students at all levels that promotes successful transitions to safe, high-quality clinical practice.</b></p>	<p>1. The capacity of clinical placement sites at SBUH is maximized to enable SBUSON students to complete the majority of their clinical experiences at SBUH/SBU affiliate.</p>	<p>1. <i>Track # of students from SBUSON complete the majority of their clinical training at SBUH:</i> 100% of all Accelerated and Basic Baccalaureate students have the majority of their clinical experience at SBUH/SBUH affiliate.</p>
	<p>2. An infrastructure and work plan for implementation of a new pedagogy for clinical learning, Dedicated Education Units (DEU), is developed for SBUSON Accelerated and Basic Baccalaureate students.</p>	<p>2. DEU workgroup, comprised of representatives from SBUH and SBUSON, formed and a work plan and “<i>Roles and Responsibilities</i>” developed.</p> <p><i>Track # of DEUs established at SBUH:</i> Three DEUs established in 2012; three additional in 2013; and one additional in 2014</p>
	<p>3. Seek initial CCNE accreditation for SBUH’s UHC/AACN Post-Baccalaureate Residency Program.</p>	<p>3. SBUH’s PBRP accredited by CCNE in 2012.</p>
	<p>4. Conduct “Teaching Clinical Nursing” workshops for clinical nurse educators at SBUH.</p>	<p>4. <i>Track # of workshops offered:</i> One workshop offered each year since inception (2010-2014)</p> <p><i>Track evaluation data related to attendance and satisfaction of participants:</i> 48 clinical nurse educators have participated since inception (2010-2014); 92% of workshop participants rated overall satisfaction as high</p>
	<p>5. Establish an infrastructure for non-DEU SBUH clinicians to serve as clinical faculty and preceptors for SBUSON students.</p>	<p>5. SBUH nurses at all levels - clinicians, nurse managers, clinical nurse specialists, nurse practitioners, nurse midwives and senior leaders – serve as guest lecturers, clinical adjunct faculty and preceptors.</p>

		<p><b><i>Track # of clinical staff from SBUH who guest lecture, precept and/or serve as clinical adjunct faculty at SBUSON:</i></b>  <i>SB24</i> is formed whereby each semester three advanced practice nurses serve as clinical adjunct faculty and support the clinical education of 24 SBUSON students.</p>
	<p>6. Develop a fast-track pathway within the Registered Nurse Baccalaureate Program to increase the number of baccalaureate-prepared nurses at SBUH.</p>	<p>6. A fast-track pathway with two entry points was developed was target marketed to AD-prepared nurses at SBUH and information sessions for interested staff was led by SBUH and SBUSON staff.</p> <p><b><i>Track # of information sessions offered:</i></b>  8 sessions offered (Year 1)</p> <p><b><i>Track # of AD-prepared nurses from SBUH who matriculate into the Registered Nurse Baccalaureate Program :</i></b>  Registered Nurse to Bachelors Program enrollment from SBUH increased by 20% (Year 1)</p>
	<p>7. Utilize registered nurses and advanced practice registered nurses from SBUH to inform simulation scenarios used in the clinical education of baccalaureate and graduate nursing students at SBUSON.</p>	<p>7. <b><i>Track # of simulations developed with contributions by registered nurses and advanced practice registered nurses from SBUH:</i></b>  (To be implemented Fall 2014)</p> <p><b><i>Evaluate learning outcomes and student and faculty satisfaction through student and faculty data:</i></b>  (To be implemented Fall 2014)</p>

Partnership Goals	Activities	Outcomes
<p><b>Respond to challenges inherent in patient care delivery by promoting a culture of high- quality, safe patient and engaging faculty, clinicians and students in interprofessional clinical practice, quality improvement, and community education opportunities.</b></p>	<p>1. Support strategic opportunities for faculty, clinicians and students to sit on committees/participate in projects that promote high-quality, evidence-based care.</p>	<p>1. <b><i>Track # of Faculty from SBUSON who sit on committees at SBUH:</i></b> Faculty from SBUSON sit on Patient Experience Committee; Care Transitions Committee; Heart Failure Council; Research Council; Patient Safety Fridays; BOOST (Better Outcomes for Older Adults through Safe Transitions) Committee.</p> <p><b><i>Track # of clinical staff from SBUH who sit on committees at SBUSON:</i></b> Staff from SBUH sit on Curriculum Committee, Research Committee and attend Undergraduate and Graduate Department meetings as relevant; Students sit on Curriculum Committee and Admissions and Academic Standards Committee.</p>
	<p>2. SBUSON and SBUH partners utilize a microsystems approach to improve patient care processes (hourly rounding) and outcomes (patient and family satisfaction, falls with injury, and unit acquired pressure ulcers) on an inpatient oncology unit.</p>	<p>2. <b><i>Track improvement in patient care processes and outcomes:</i></b> Microsystem analysis conducted and hourly rounding implemented; patient/family satisfaction improved by 20%; falls with injury decreased from 1.75% to 0%; and unit acquired pressure ulcers decreased from 3.25% to 1.25%</p>
	<p>3. Infuse quality and safety knowledge, skills and competencies, garnered from the microsystem project, into the curriculum of the SBSON's baccalaureate and graduate programs.</p>	<p>3. <b><i>Document and track curriculum changes made as a result of microsystem analyses at SBUH:</i></b> Curriculum changes include:</p> <ul style="list-style-type: none"> <li>a. Implementation of a new graduate Core Curriculum to include: <ul style="list-style-type: none"> <li>i. Organizational Leadership and Role Transformation</li> <li>ii. Quality Improvement, Safety and Health Care Technologies</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>iii. Health Care Policy and Advocacy</li> <li>b. Infuse QSEN KSAs, Future of Nursing/IOM implications, and appropriate Essentials into Undergraduate and Graduate curriculum</li> <li>c. Implement Microsystems approach as a methodology at the DNP level</li> </ul>
	<p>4. Design and implement an interprofessional collaboration of students and faculty from the SBUSON and School of Dental Medicine (SDM) to enhance interprofessional collaborative practice and confidence and credible familiarity with four established screening tools for oral-systemic disease.</p>	<p>4. <b><i>Track #s of students who engage in interprofessional training:</i></b>  24 SBUSON and 40 SDM students engaged in on-line interprofessional learning modules and simulated collaborative practice with standardized patients (Year 1)</p> <p><b><i>Track #s of students who engage in community education/collaborative practice:</i></b>  24 SBUSON and 40 SDM collaboratively conducted a Health Fair and Oral Cancer Screening Day at the Long Island State Veteran’s Home (Year 1)</p> <p><b><i>Track #s of patients who receive collaborative care by interprofessional teams of students:</i></b>  146 patient/family members screened/62 patients/family members referred for additional services (Year 1)</p>
	<p>5. Align SBUSON Doctor of Nursing Practice Scholarly Inquiry Projects with key quality initiatives at SBUH to improve patient care processes.</p>	<p>5. <b><i>Track #s of doctoral students whose scholarly focus is aligned with key quality initiatives at SBUH:</i></b>  18 Doctor of Nursing Practice Students focused their scholarly inquiry on key quality initiatives at SBUH <i>to date</i> including:</p> <ul style="list-style-type: none"> <li>a. Implementation and evaluation of a lung cancer support group and its effect on psychological resources of newly diagnosed patients</li> </ul>

		<ul style="list-style-type: none"><li>b. Effect of a re-engineered discharge on readmissions of elderly patients with multiple chronic conditions</li><li>c. Impact of a discharge preparation intervention on discharge readiness in cardiac surgery patients</li><li>d. Implementation and evaluation of an enhanced oral care intervention and its effect on hospital-acquired pneumonia in chronically-ventilated patients</li></ul>
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Partnership Goals	Activities	Outcomes
<p><b>Increase the research capacity through the development of a collaborative research infrastructure.</b></p>	<p>1. Collaborate and participate as partners on a national network study, STAR-2, aimed at frontline nurse engagement in quality improvement.</p>	<p>1. Co-sponsored (SBUSON/SBUH) application submitted and approved; study to commence July 2014.</p>
	<p>2. Develop a jointly-sponsored, biannual “Converging Science Summit” to establish a forum for scholarly exchange between academic partners (Schools of Nursing, Medicine, Dental Medicine, Social Work, and Health Technology/Management) and clinical partners (SBUH and clinical departments).</p>	<p>2. <b><i>Track # of Summits offered:</i></b> Two workshops offered since inception (2011 and 2013)</p> <p><b><i>Track evaluation data related to attendance and satisfaction of participants:</i></b></p> <ul style="list-style-type: none"> <li>a. 122 participants attended in 2011; 124 participants attended in 2013</li> <li>b. 92% (2011) and 94% (2013) of workshop participants rated overall satisfaction as high</li> </ul>
	<p>3. Collaborate on concept and conduct an interprofessional (SBUSON, SBUH, SDM) clinical trial on oral biomarkers and hospital acquired pneumonia.</p>	<p>3. Study underway</p>