

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

Partnership Goals	Activities	Outcomes
<p>Build an interprofessional experience for students in all academic levels from different professions with a goal of learning with and by one another.</p> <ul style="list-style-type: none"> <li>EVMS Interprofessional Care Clinic (IPC).</li> </ul>	<p><b>Development of Interprofessional Clinic</b></p> <ul style="list-style-type: none"> <li>Faculty from ODU in the graduate nursing program, physical therapy, dental hygiene, and clinical counseling and Eastern Virginia Medical School (EVMS) began meeting in 2015 to discuss the development of a clinic specifically addressing Social Determinants of Health (SDOH) for uninsured high users of health care services in Norfolk VA (an urban setting).</li> <li>The Ambulatory Care Clinic (ACC) is an existing clinic through Sentara Health Care. EVMS physicians manage a free clinic for uninsured patients at the clinic. Most of the patients have multiple chronic illnesses, and high users of healthcare, and have significant negative SDOH. The school of nursing was approached by EVMS faculty to assist in the development of a clinic focused on SDOH that would have an IP approach to care.</li> <li>The Interprofessional (IP) faculty developed a comprehensive screening tool for SDOH that addressed food, housing, transportation, mobility, dental health, mental health, safety and legal needs. The SDOH was developed by faculty because at the start of the clinic standardized validated SDOH</li> </ul>	<p><b>Clinic Development</b></p> <ul style="list-style-type: none"> <li>The clinic opened in the Fall of 2016</li> <li>First year internal medicine and family medicine residents from EVMS were scheduled to attend each clinic.</li> <li>To date each year a DNP student has lead the clinic. This includes patient recruitment, scheduling, mentoring students, managing the flow of the clinic, and running the post-clinic wrap-up.</li> <li>4 CNS students have been scheduled in the clinic over the 3-years that have developed the resource manual of services offered to patients.</li> <li>4 Dental hygiene students have attended each year.</li> <li>All 3<sup>rd</sup> year DPT students are required to attend the clinic.</li> <li>9 Masters level Clinical Counseling students</li> <li>2 Masters of Social Work students from Norfolk State University</li> <li>Each clinic had faculty from each represented profession present to mentor the students.</li> </ul>

	<p>tools were not available.</p> <ul style="list-style-type: none"><li>• The ISVS-9 tool was selected to assess student perception of the IP experience.</li><li>• It was determined early on that for faculty would not lead this clinic but it would be run by a Doctor of Nursing Practice (DNP) student.</li><li>• Patients were to be referred to the Student Run clinic by the Ambulatory Care Clinic providers. Patients were selected based on high ER usage and multiple hospitalizations.</li><li>• The clinic is scheduled two times a month on Tuesdays from 12-4pm. Each clinic would have up to 6 patients scheduled.</li><li>• The clinic was opened for students and patients in 2016.</li><li>• The month of clinic patients were with students, but not “real” patients. Standardized Patients (SP) from EVMS Standardized Patient were used. SPs were utilized that represented the patient population for the clinic.</li><li>• Following a month of simulated clinics faculty conducted a 360 evaluation of the clinic. Based on interviews with the SPs and IP students the format was changed with regards to the rooms used, time of clinic appointment, as well as student orientation and wrap up.</li></ul>	
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<p>Create an environment for IP research for DNP students in collaboration with the clinical practice site.</p> <ul style="list-style-type: none"> <li>• Faculty mentored DNP students in DNP Essential development and research.</li> </ul>	<p><b>Develop an IP/SDOH Research Agenda with the practice site</b></p> <ul style="list-style-type: none"> <li>• Provide BSN-DNP students and environment to further develop their clinical assessment skills, DNP Essentials and research.</li> </ul>	<p><b>Research Outcomes</b></p> <ul style="list-style-type: none"> <li>• The first years' (2016-2017) DNP student developed a resource guide for patients. This guide could be used for the IPC clinic as well as the ACC. This student established a relationship with a farm to table organization that brought low cost fruits and vegetables to the clinic for patients.</li> <li>• The first years' DNP student research evaluated student's perceptions of the IPC clinic using the ISVS-9 tool. This research was presented the Emswiller Interprofessional Summit (panel presentation), the National Clinical Nurse Specialist Conference (poster presentation), NEXUS Summit (panel presentation).</li> <li>• The second year's DNP student (2017-2018) worked with 2-1-1 VA to begin to utilize resources in the clinic. He established guidelines for 2-1-1 referrals and mentored both medical students and residents that cared for patients in the ACC on the resources.</li> <li>• This student research assessed the patient population at the clinic and measured pre and post biometric markers, ER usage and hospitalizations to determine patient outcomes as a result of attending the clinic.</li> <li>• This research has been presented at</li> </ul>
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		<p>Emswiller Interprofessional Summit (panel presentation).</p> <ul style="list-style-type: none"> <li>• As a result of this experience this student has been written into a grant through EVMS and Sentara Health System to lead a similar IP clinic for dementia clients at a free clinic in Suffolk VA.</li> <li>• In Year 3 (2019-2020) we have two students leading the clinic. One student is developing a training module and video for student attendees on motivational interviewing. The second student is assessing Nurse Practitioners knowledge of SDOH. This is a national survey.</li> <li>• As we move into the next academic year, nursing faculty will recruit one to two DNP students that are interested in IP and SDOH to lead the clinic the following year.</li> </ul>
<p>Build the capacity of nursing students to collaborate in interprofessional care settings.</p> <ul style="list-style-type: none"> <li>• EVMS Interprofessional Care Clinic (IPC).</li> </ul>	<p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>• Expose BSN students to models of collaborative care through mentor/mentee relationships between faculty, graduate students, and BSN students at the IPC.</li> <li>• Provide BSN students with practical experience as providers on interprofessional care teams to learn how to work within an interprofessional team of providers while engaging with the broader community.</li> </ul>	<p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>• Mentored 12 BSN students and 3 APN students in a Clinical Immersion Experience at the Interprofessional Care Clinic (IPC).</li> <li>• Met with IPC directors to establish guidelines for incorporating BSN students into the IPC.</li> <li>• Faculty, BSN, and APN students attended 14 IPC clinic days and addressed SDOH with 20 clients between August 2018-May 2019.</li> <li>• Mentored BSN students to work as patient</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide a mentored clinical experience each fall for senior level BSN students to demonstrate newly acquired skills in the clinic setting with Expose graduate nursing students to leadership roles with BSN nursing students.</li> <li>• Facilitate spring leadership experiences for senior level BSN students, under the mentorship of APN students and SON faculty, to address identified community needs at the IPC and FBSEVA.</li> <li>• Facilitate summer orientation experiences for junior level BSN students, under the mentorship of APN students and SON faculty, to educate on SDOH and to initiate early engagement with the IPC and local providers prior to commencement of fall IPC participation.</li> </ul> <p><b>Support Interprofessional Clinic Services</b></p> <ul style="list-style-type: none"> <li>• Educate local providers about the purpose and scope of the IPC, and the importance of client referrals, to stimulate increased numbers of IPC clients and expansion of our ability to improve local SDOH-related health issues.</li> <li>• Develop marketing products to be used in conjunction with provider education to increase IPC client referrals.</li> <li>• Develop patient education materials to increase client knowledge about the purposes and benefits of attending the IPC.</li> </ul>	<p>navigators to facilitate the client experience and provide centralized team coordination for SDOH assessments.</p> <ul style="list-style-type: none"> <li>• The BSN nursing student role quickly expanded from team participant to patient navigator and team facilitator after clinic faculty recognized their strengths as care coordinators and patient educators. Physician faculty director stated, “They changed the whole clinic”.</li> </ul> <p><b>Support Interprofessional Clinic Services</b></p> <ul style="list-style-type: none"> <li>• A provider education presentation module is currently in development by a team of 7 BSN students. Provider education will commence summer 2019.</li> <li>• 3 BSN students developed Interprofessional Clinic leaflet with information about clinic dates/times, location, and desired outcomes. Leaflet has been approved by IPC leadership and is being readied for printing (2000 copies).</li> </ul>
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<p>Build the capacity of nursing students to address Social Determinants of Health and food insecurity.</p> <ul style="list-style-type: none"> <li>• Provide didactic, clinical, and practical experiences for nursing students.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide nursing students with enhanced education on SDOH screening and addressing identified barriers to health equity, specifically food insecurity.</li> <li>• Develop educational products (SDOH multimedia training modules) to allow for sustainability of student SDOH and food insecurity training.</li> <li>• Supplement didactic instruction on SDOH and food insecurity assessment with a standardized patient experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed an SDOH training product to be used in conjunction with in-class didactic and experiential learning activities to prepare the students to participate in a standardized patient experience prior to clinical immersion at the SDOH Interprofessional Care Clinic</li> <li>• Hired ODU Center for Learning and Teaching to oversee production of SDOH Multimedia final product and worked with the EVMS Center for Simulation and Immersive Learning to develop a video montage depicting a social determinants of health client assessment. Six brief video vignettes were scripted, recorded, edited, and embedded into the final SDOH Multimedia product.</li> <li>• Collaborated with the EVMS/Sentara Center for Simulation and Immersive Learning (SCSIL) on a previously scripted case study to adapt for use in a standardized patient experience.</li> <li>• Provided the SDOH case study in advance of the SP experience, as an in-class activity, for students to begin identifying the perspectives of various disciplines within a team approach to SDOH assessment.</li> <li>• Engaged 58 undergraduate students and 6 faculty members in a standardized patient SDOH assessment simulation at</li> </ul>
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Partnership Goals	Activities	Outcomes
<p>Bridge education gaps to leverage existing community resources in addressing SDOH.</p> <ul style="list-style-type: none"> <li>Support community-based education, intra- and interprofessional experiences for BSN students</li> </ul>	<p><b>Develop Inter and Intraprofessional experiences</b></p> <ul style="list-style-type: none"> <li>Mentor BSN students in a real-life safe patient focused, student centered experience where they interact and communicate with other professions.</li> <li>Develop intraprofessional relationships between BSN students, CNS, NP, and DNP students.</li> <li>Mentor BSN students in the role of patient navigator in the IPC.</li> </ul>	<p><b>Student Outcomes</b></p> <ul style="list-style-type: none"> <li>Each BSN student that attended the IPC was provided the opportunity to navigate a patient from the check-in at the clinic through discharge. They became the voice and advocate for the patient. The BSN student role was to conduct the initial part of the SDOH of tool and report this to the small student team. The BSN remained with the patient throughout the visit navigating the experience. They reported concerns and patient understanding to the IP student team.</li> <li>The BSN students were able to work with the APN students experiencing the role of each specialty.</li> <li>NP and CNS students leveraged similarities and differences in their roles to develop patient education resources.</li> </ul>

<p>Bridge education gaps to leverage existing community resources in addressing SDOH and Food Insecurity.</p> <ul style="list-style-type: none"> <li>• Support outreach activities for the Food Bank of Southeastern Virginia and Eastern Shore</li> </ul>	<p><b>SNAP Civil Rights Module</b></p> <ul style="list-style-type: none"> <li>• Develop multimedia Food Insecurity Civil Rights Training Module for use in educating students and community volunteers on client rights regarding SNAP applications.</li> <li>• Provide FBSEVA with training module to use as a sustainable product for volunteer training.</li> </ul> <p><b>SNAP Sign-Up Assistance</b></p> <ul style="list-style-type: none"> <li>• Enhance the capacity of nurses to assist individuals in our communities with Supplemental Nutrition Assistance Program (SNAP) applications by providing related trainings.</li> <li>• Students will identify clients suffering from food insecurity at the IPC and other assigned community health sites like Village Point senior living, drug court, and Food Bank mobile pantries.</li> <li>• SNAP applications will be initiated for willing</li> </ul>	<p><b>SNAP Civil Rights Module</b></p> <ul style="list-style-type: none"> <li>• Fully developed a SNAP Civil Rights Training multimedia product, in collaboration with the FBSEVA Compliance Officer and the ODU Center for Learning and Teaching.</li> <li>• Drafted, scripted, and developed a narrated PowerPoint training module, engaged undergraduate students in the development and recording of the training module, and scripted animations for commonly encountered questions or situations as identified by FBSEVA compliance officer.</li> <li>• The final product is housed on You Tube to allow any Food bank in the United States to use our training materials to assist with volunteer training, which will effectively double the number of volunteers they are able to train by reducing manpower needs by ½.</li> <li>• Delivered the final product to the Food Bank of Southeastern Virginia in January 2019.</li> </ul> <p><b>SNAP Sign-Up Assistance</b></p> <ul style="list-style-type: none"> <li>• Conducted a two-day training for 58 undergraduate nursing students on Civil Rights for Food Bank recipients and Supplemental Nutrition Assistance Program (SNAP) training. Students received education about eligibility requirements, application procedures, and protection of client rights for community individuals who wish to sign up for SNAP (food stamp) assistance through the</li> </ul>
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	<p>clients.</p> <ul style="list-style-type: none"> <li>• Follow up and completion of SNAP applications will occur during set appointment times at the Food Bank if time does not allow during the IPC.</li> <li>• BSN students will facilitate scheduling and conduct the follow-up appointments for application completion.</li> </ul> <p><b>Produce Tips Cards</b></p> <ul style="list-style-type: none"> <li>• The IPC receives fresh produce from a local farmer to distribute to clients on clinic days.</li> <li>• Students will develop <i>Produce Tips</i> cards which will provide a single comprehensive resource for individuals that will discuss nutritional information and benefits of the produce, provide education on how to store it, and show basic preparation using photographs and simple language.</li> <li>• Develop a series of six <i>Produce Tips</i> cards: three vegetables and three fruits. A total quantity of 6000 cards will be printed in collaboration with a partnership with Professional Printing. Cards will</li> </ul>	<p>Food Bank of Southeastern Virginia (FBSEVA). This training prepared them to assist the FBSEVA with SNAP applications while engaging with the community in their various clinical education and future work settings.</p> <ul style="list-style-type: none"> <li>• BSN Students initiated a total of 40 SNAP applications in the Norfolk area between August and December of 2018, generating an additional \$95,663 in SNAP benefits utilizing the impact calculator. Over five months \$171,238 in economic benefits have been generated, since each SNAP dollar generates an estimated economic boost of \$1.70 in the local economy according to the Center on Budget and Policy Priorities (Blinder &amp; Zandi, 2015). An additional 31,161 meals are attributable to SNAP outreach completed by Population Health Learning Hub students.</li> </ul> <p><b>Produce Tips Cards</b></p> <ul style="list-style-type: none"> <li>• 8 BSN students and 2 faculty mentors developed vegetable prototype cards, which included food safety and storage tips, nutrition information, and easy to follow recipes.</li> <li>• 16 additional students tested the card prototypes in a community assessment with 100 participants to determine the preferred format including font, size, colors, and content using an IRB approved <i>Food Card Evaluation Survey</i>.</li> <li>• BSN Students created five fruit and five</li> </ul>
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	<p>be distributed at the IPC and to the Food Bank of Southeastern Virginia to assist in their client education needs.</p> <p><b>Red Yellow Green Initiative</b></p> <ul style="list-style-type: none"> <li>• Develop a food sorting system (similar to CHOP) in partnership with the FBSEVA Marketplace to assist community agency shoppers in making healthier food choices for distribution at community partner sites.</li> <li>• Pilot the implementation of a Red (Really Limit), Yellow (You're on the Right Track), Green (Go!) RYG food sorting system which will use marketing science and "nudges" employed by grocery stores to further sort foods so that healthier choices are at eye level (green foods), with yellow and then red in lower tiered bins.</li> <li>• Collect pre- and post-implementation surveys to assess feasibility and shopper's preferences about presentation of foods in the food bank marketplace.</li> </ul>	<p>vegetable cards based on the consumer-preferred format, including four additional cards (the original goal was six cards) developed to be kid-friendly with common fruits and vegetables and easy-to-follow recipes.</p> <ul style="list-style-type: none"> <li>• In-kind support from community partners in conjunction with judicious use of grant funds allowed us to print all 10 cards for a total of 10,000 Produce Tips cards which have been given to the food bank.</li> <li>• High demand for Produce Tips cards led to a food bank request for 10,000 additional cards.</li> </ul> <p><b>Red Yellow Green Initiative</b></p> <ul style="list-style-type: none"> <li>• Two BSN nursing students designed and implemented an educational intervention delivered at FBSEVA Agency Partner Institute.</li> <li>• Students developed and preliminarily tested a digital sorting system for RYG pilot.</li> <li>• Data collection and intervention currently underway.</li> </ul>
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<p>Bridge education gaps to leverage existing community resources in addressing SDOH and Food Insecurity.</p> <ul style="list-style-type: none"> <li>Promote 2-1-1 Virginia community health resources.</li> </ul>	<ul style="list-style-type: none"> <li>Educate IPC participants (faculty and students) on 2-1-1 Virginia services and resources.</li> <li>Students will distribute 2-1-1 Virginia promotional materials to clients at the interprofessional clinic to increase community awareness of local resources</li> <li>Students will recommend 2-1-1 Virginia resources as a supplement to SDOH screening, SNAP application, and referrals.</li> </ul>	<ul style="list-style-type: none"> <li>A desired outcome for The Planning Council (community partner) is to track and improve use of the 2-1-1 Virginia resources.</li> <li>Due to 2-1-1 Virginia representative scheduling restraints, promotional materials could not be provided until the end of November, thus limiting our ability to promote the services broadly.</li> <li>The reporting mechanism on the 2-1-1 website does not currently have a means to discern causation for increased traffic, thus limiting the ability to attribute increased website traffic to IPC promotion.</li> <li>We believe this represents a promising opportunity to continue working with the 2-1-1 Virginia representatives, on a longitudinal basis, to assist with promotion and referral to their services.</li> </ul>
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