



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

University at Buffalo School of Nursing (UBSON)

Sisters of Charity Hospitals: Catholic Health System (SOCH)

Partnership Goals	Activities	Outcomes
<p>Formalize academic-practice partnership through mutual goal setting</p>	<p>2012: Initial conversations occurred with the new UBSON Dean Marsh Lewis and SOCH Vice President of Patient Care Services Mary E. Dillon. The shared vision for this partnership was to strengthen and advance the professional growth and development of the nurses at SOCH, to promote the professional socialization and clinical education of the UBSON nursing students and to advance nursing research, education and practice through innovative collaboration to enhance patient outcomes. The partnership, grounded in a shared vision and willingness to work together and deliver quality care, promote professionalism, translate evidence into practice and advance the science of nursing through dissemination of our share expertise and experience.</p>	<p>2012: Dedicated Education Unit (DEU) Model of nursing practice education initiated on adult acute care unit.</p> <p>2013: DEU Model of education expanded to Mother-Baby and ICU settings.</p> <p>2014: First Labor and Delivery and NICU DEU in Erie County established.</p> <p>Currently UBSON has DEU on all units, except the OR, at SOCH throughout the academic year.</p> <p>The UBSON Dean and the SOCH Vice President of Patient Care Services continue to meet monthly. The SOCH Director of Professional Practice (Diane Ceravolo) and UBSON faculty member (Deborah Raines) hold on-going dialogue and planning meeting related to partnership activities and programmatic offerings/outcomes.</p> <p>Annual DEU Collaborative brings together managers, staff and faculty involved in the DEU model to share success and to determine new initiatives and strategies to grow the model and partnership.</p>

<p>Advance the science of nursing and scholarship of teaching through joint research.</p>	<p>UBSON faculty members consult with nursing unit leadership to fast track SOCH quality improvement and clinical topic priorities as UBSON evidence based practice projects for evidence search, synthesis, evaluation and reporting.</p> <ul style="list-style-type: none"> • Each UBSON student is allocated approximately 10 hours to complete the EBP/QI project. Extrapolated at an average RN salary of \$35.00/hour – each student EBP/QI project generates approximately \$350.00 in RN time. Multiplied by approximately 45 students per semester this yields an annual cost savings of over \$31,000 for the practice partner. Not included in this financial calculation is the expertise of the UBSON faculty member in designing and overseeing the project or the benefit to the UBSON student of gaining knowledge and skill in finding, evaluating and bring evidence to the practice environment. 	<p>Some examples of the evidence-based guidelines developed include:</p> <ul style="list-style-type: none"> • Fall and the development of a nurse alert • Rocking chairs for pain management • Bedside report • Metabolic screening in the newborn population • Eating and drinking during labor • Screening for substance abuse • Non-pharmacologic comfort measures • Does the Morse Fall scale identify risk in an obstetrical population? • Is vitamin K at birth necessary <p>All the EBP/QI projects completed by UBSON students are presented to the SOCH nursing staff through Lunch and Learn presentations and or on-unit posters, which are available for viewing by night staff and those unable to attend the lunch and learn sessions. The students share their work with the unit based practice councils who consider the projects as the foundation for practice changes.</p> <p>Many of these projects have culminated in joint presentation by SOCH nurses and UBSON students at the annual research dinner sponsored by the Western New York Professional Nurses Association and Local Chapters of Sigma Theta Tau.</p> <p>An article describing the process of involving students and nursing in the collaborative development of evidence-based guideline was published in Worldviews on Evidence Based Nursing.</p> <ul style="list-style-type: none"> • Raines, D. A. (2016). A Collaborative Strategy to Bring Evidence into Practice. Worldviews on Evidence Based Nursing, 13 (3) 253-255. DOI: 10.1111/wvn.12155
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	<p>2016: SOCH Director of Professional Practice (Diane Ceravolo) and UBSON faculty liaison (Deborah Raines) identified a need to support nurses practicing in a complex work environment. She developed a series of mindfulness workshops. The initial target group was nurse managers. These nurse managers participate in an 8-week series of mindfulness sessions with the goal of learning techniques to be present, be cared for and be nurtured and supported. After the successful completion of the nurse manager group, the series is being conducted for charge nurses, new graduates/novices, and all interested nursing staff. The goal is to extend these offerings to interprofessional groups in the future.</p> <p>A mixed methods research study was designed and implemented to measure - What do nurses know and want to learn about mindfulness, how did participation in a weekly mindfulness session impact levels of professional quality of life, perceived wellness and burnout and what behaviors will they implement in their daily role responsibilities. Data was collected prior to beginning the mindfulness series, at the end of the series and three months and six months after the series.</p> <p>A workshop coordinated by the SOCH education department, with representatives from the academic partner and presented by three UBSON faculty members as part of the Nurses Week Celebration activities. The workshop titled, <i>Mindfulness Strategies for Healthy Living and Caring</i> – was an interactive experience sharing theoretical foundations, experiential activities and the findings and implications of our research findings.</p>	<p>Mindfulness series was implemented and positively evaluated by attendees. Over 90% of nurse managers participated in the sessions. Individuals' identified specific behavior changes in their daily practice to enhance their personal well-being and their effectiveness as a caring leader with staff and patients. Sessions with charge nurses and new graduates/novice nurses are currently in progress.</p> <p>Dissemination:</p> <ul style="list-style-type: none"> • Raines, D.A. & Ceravolo, D. (2017). Promoting Wellness and Mindfulness for Nurses. Sigma Theta Tau International Creating Healthy Work Environments 2017 Conference. Indianapolis In. March 18, 2017 • Ceravolo D & Raines D. Mindfulness to Enhance Leadership Effectiveness. Poster presentation at the Western New York Professional Nurses Association Research Dinner. April 25, 2017. • Raines, D.A. & Ceravolo, D. (2017). The impact of a Mindfulness Intervention for Nurses. Sigma Theta Tau Biennial Convention 2017 Indianapolis In. October 30- November 2, 2017 (accepted for podium presentation) <p>The workshop filled to capacity, as over 100 nurses, social workers and other healthcare provider came together for a day of learning to advance the science of their practice.</p>
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<p>Increase the collaborative approach to nursing clinical education among nursing staff and faculty such as the expertise of each is effectively used.</p>	<p>A workshop for Nurses working with students in a Dedicated Education Unit (DEU) is held at the UBSON at the beginning of each semester. In conjunction with the January 2017, offering two UBSON faculty members launched a study to learn about the motivations, characteristics and expected benefits of being a nurse working with UBSON students in the DEU model of nursing practice education. Data was collected prior to attending the workshop and at the completion of the workshop. A third data collection is currently in progress to learn the nurses' perspective after spending a semester working with UBSON students.</p> <p>All UBSON clinical experiences at SOCH use the Dedicated Education Unit Model of Nursing practice education. UBSON students collaborate with a SOCH nurse during the clinical education experience. Consistency between student and nurse over the duration of the clinical education is the goal. This facilitates skill building and development of synergistic working relationships.</p> <p>UBSON students complete a K-W-L (know, what to learn, learned) worksheet for each clinical day. The <i>what I know</i> and <i>what I want to learn</i> columns are completed prior to arrival. These are given to the UBSON faculty member for review and then shared with the SOCH nurse working with the student. This provides the SOCH nurse insight into the students pre-existing knowledge and their personal learning goals. Students complete the <i>learned</i> column at the end of the clinical day. The SOCH nurse also completes a daily progress sheet for their student providing feedback related to performance of</p>	<p>The preliminary analysis of the pre/post workshop data show that majority of the nurses volunteer for the role and enjoy working with students and teaching in general. Important characteristics identified by the group included being friendly, patient, and being able to explain things. We are currently awaiting completion of the end of the semester data collection to see if the expected benefits change from before and after actually working with nursing students in the clinical setting. Both the academic and the practice partner will use these findings to enhance the effectiveness of the DEU model workshops and to better support the SOCH nurses who share their expertise with UBSON students.</p> <p>The Director of Professional Practice, Unit Manager and UB Faculty member at the end of each rotation conduct a debriefing. A sample of student responses during the debriefing include:</p> <ul style="list-style-type: none"> • "I did more in one day here, that I did all semester in my last clinical". • "The nurses were interested in teaching us" • "I really have a better understanding of what nurses do after this experience." • The nurses encouraged me to critically think through med administration and patient care." • "we were never made to feel like we are a burden or that we couldn't ask a question, everyone, both nurses and doctors included us" • "best clinical environment we have had, they made us feel confident and that we could do more" <p>A sample of SOCH nurse responses include:</p> <ul style="list-style-type: none"> • "they were well prepared, know their meds, understood common conditions and procedures seen on this unit"
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	<p>nursing skills, critical thinking, teamwork, communications, documentation, patient teaching and other activities completed during the day.</p> <p>In 2016, the SOCH Director of Professional Practice and a UBSON Faculty member developed two workshop at SOCH for further development of our partnership and the DEU model.</p>	<ul style="list-style-type: none"> • “They were ready to jump in and help out. It is actually a help to have a student not a burden like it is with some of the other schools” • “I get to learn new things from the students”. • “It is helpful to know the students learning goals in addition to the course objectives.” • “The students were prepared; I liked to be able to read about the students before they appeared on the unit. My student said she was unsure of what to do when a patient asked a question, so I worked on her gaining confidence; it was helpful”. • “The students did well, I felt bad that they couldn’t always talk about what was going on depending on the situation- students were aware and understood- very engaged and very positive”. <ul style="list-style-type: none"> ○ “A manuscript describing the use of the K-W-L worksheet is in press with Nursing Education Perspectives <ul style="list-style-type: none"> ▪ Raines, D.A. (in press). A K-W-L Chart to Bridge the Theory Practice Gap. Nursing Education Perspectives. (Accepted Dec 7, 2016). <ul style="list-style-type: none"> • August dinner workshop for SOCH nurse managers/leaders and UBSON faculty member was attended by approximately 25 individual. Evaluation of the content and discussion was overwhelming positive. • September breakfast workshop for SOCH charge nurses and unit nurses working with UBSON student was well attended and positive received. The unit nurses shared a number of ideas and strategies to help student critical think about patient situations and to engage in the
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		<p>practice of nursing. A video on the Role and Responsibilities of the RN in the DEU model was produced: https://www.youtube.com/watch?v=8nsBalU4vTo</p>
<p>Provide high quality clinical learning experience focusing on the total role of the professional nurse and not just the completion of tasks.</p>	<p>A perinatal clinical expert on faculty at the UBSON collaborate with SOCH leadership and unit managers to initiate and to support the transition from separate post-partum and nursery staffing model to a mother-baby staffing model with couplet care.</p> <p>Activities included:</p> <ul style="list-style-type: none"> • Hospital-wide <i>Lunch and Learn</i> presentation by UBSON faculty expert on change process and expert nurses learning to care for a new clinical population. September 23, 2015. • UBSON faculty provided on unit role modeling and on the spot learning opportunities for SOCH RN staff while they were learning and adapting to a new model of care. • UBSON students shared evidence-based knowledge from their classes with RN staff as the RN staff were learning and adapting to a new model of care and working with the nursing students. 	<p>Transition to a Mother-Baby Unit and couplet care was achieved on October 1, 2015.</p> <p>During their maternal-newborn experience UBSON student and their DEU nurse care for 3-4 mother-baby couple, which enhances the students understanding of family dynamics.</p>

	<p>UBSON students with their designated nurses attend unit-based meetings reviewing patient satisfaction results. An example of learning activities are a result of attendance at these meeting is as follows:</p> <p>One group of students identified that unit specific data showed patients were getting pain medications yet were indicating an unsatisfactory level of pain and discomfort.</p> <ul style="list-style-type: none">• UBSON students and SOCH RNs reviewed these data, applied a root cause analysis process to identify possible causes of this finding.• UBSON students searched for evidence on non-pharmacologic measures of pain management and to promote patient comfort.• UBSON students developed an information sheet with non-pharmacologic evidence based-practices to promote comfort/pain management	<p>Student applied the quality improvement process to an actual situation in the clinical setting</p> <p>Evidence-based findings and recommendations based on the evidence were shared with SOCH RNs and the unit practice council.</p> <p>Nursing staff has become more aware of non-pharmacologic intervention to promote patient comfort.</p>
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	<p>To quantify learning outcomes of UBSON students engaged in a DEU experience, junior students (n=56) were surveyed using the Casey-Fink Nurse Experience Survey to gain insight into their learning in a DEU environment on a mother-baby and labor and delivery unit. Students completed the survey before the start of their clinical experience and at the end of the clinical experience.</p>	<p>The data analysis of the post-clinical survey with 3rd year/junior students revealed:</p> <ul style="list-style-type: none"> ● 100% of students indicated they had the opportunity to practice skills and procedures more than once <ul style="list-style-type: none"> ○ 100% of students had administered IV-push and IV-piggy-back medications. ○ 68% (38 out of 56) of students had the opportunity to insert a Foley catheter. ● 100% of students were comfortable asking the nurses for help ● 92% of students felt comfortable sharing evidence based practice with other nurses ● 92% of students felt comfortable communicating a change in the patient's status with physicians. ● 84% of students felt comfortable caring for an assignment of 3-4 patients/mother-baby couples. ● 84% of students reported communicating a change in patient status to a physician or midwife. ● 62% of student gave hand-off report to a nurse as the patient was transferred to a different unit. <p>The skills demonstrating the greatest change in the student's reported level of comfort performing between the pre and post clinical survey are: Administering IV medications, applying fetal monitors, oral medical administration (adult and neonatal) and newborn assessment.</p>
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	<ul style="list-style-type: none">• The University at Buffalo and National Organizations have recognized our Partnership.	<ul style="list-style-type: none">• Mary Dillon, MS, RN, NEA-BC, Vice President, Patient Care Services & Chief Nursing Officer at Sisters of Charity Hospital (SOCH) received the 2017 Patricia H. Garman Award for Excellence and Service in Nursing from the UBSON, May 24, 2017• Deborah Raines, PhD, EdS, RN, ANEF Associate Professor at University At Buffalo received the National League <i>for</i> Nursing Isabel Hampton Robb Award for Outstanding Leadership in Clinical Practice. September 23, 2016.• Deborah Raines, PhD, EdS, RN, ANEF Associate Professor at University At Buffalo received the ELSIE (Elsevier Leading Star In Education) Award – Clinical Education, from Elsevier Publishers. January 4, 2016. http://nursing.buffalo.edu/news-events/latest_news.host.html/content/shared/university/news/news-center-releases/2016/01/017.detail.html
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<p>Recruit and retain well qualified new graduates</p>	<p>During the debriefing at the completion of a DEU clinical rotation, a representative from the practice setting collects name and e-mail address from students who are interested in nursing assist positions while completing school or being informed of available RN positions as graduation approaches.</p> <p>UBSON students work with a SOCH nurse during the clinical education course experiences throughout the nursing program of study. A number of students return to a nursing unit and SOCH nurse partner for completion of the end of program capstone clinical experience. A number of these individuals accept positions as new graduates on these units. We are currently developing a database to record students' experiences on a DEU, as a Nursing assistant, or completing the capstone clinical experience at the practice partner institution. This data will be used to create individualized orientation plan for graduate nurses with these experiences with the goal of shortening the length of new graduate orientation while enhancing the quality of the transition from student to graduate nurse to RN.</p>	<p>Approximately 60% of UBSON students sign up. The most common reason for not signing up is that the student is not local or does not plan to remain in the area following graduation.</p> <p>In the summer of 2016: approximately 29 (approximately 25% of the graduating class) new graduate nurses from UBSON were hired by the practice partner. This includes individuals hired for specialty units such as Mother-Baby, ICU, and Labor and Delivery. A number of other UBSON graduates were hired by other Catholic Health facilities in the Buffalo area.</p>
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<p>Promote lifelong learning through professional development activities and higher level of education.</p>	<p>The UBSON faculty member in the maternal newborn area had a proposal accepted by Neonatal Network: The Journal of Neonatal nursing to write a series of manuscripts on neonatal care for nurses practicing in mother-baby units. Each article is co-authored by a SOCH nurse and a UBSON undergraduate nursing student.</p>	<p>To date we have two published articles with two in press.</p> <ul style="list-style-type: none"> • Cardona, J, Simoncelli, ML, Sexton, C & Raines, D.A. (2017). Pre-eclampsia and Care of the Newborn. Neonatal Network, 36 (1) 50-52. • Cardona, J., Barclay, S., Izquierdo, K., O'Hagen, K & Raines, D. (2017). Partnering for evidence based practice. Neonatal Network: The Journal of Neonatal Nursing, 36 (2) 107-109. • Provinelli, T, Lim, C & Raines, D.A. (in press). Care of the Infant Born to a Woman with Gestational Diabetes. Neonatal Network. • Wagner, A, Salinas, A & Raines, D.A. (in press). Intraamniotic Infection and the Term Neonate. Neonatal Network. <p>Four addition manuscript from the Spring 2017 clinical rotations are in process:</p> <ul style="list-style-type: none"> • The importance of keeping mother and Baby Together • Hyperbilirubinemia • The evidence for giving Vitamin K at birth • Metabolic Screening: what every nurse needs to know.
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<p>Maintain collaborative activities that support the development of evidence-based practice (EBP) and the dissemination of EBP knowledge.</p>	<p>Students in each DEU develop and share an evidence-based guideline for a clinical topic appropriate to the clinical setting.</p> <p>An exemplar that illustrated the collaboration of SOCH nurses and UBSON students and has included guideline development and implementation, evaluation research and program expansion, is described below:</p> <p>2013: Developed and implemented an evidence-based safe sleep parent education program.</p> <ul style="list-style-type: none"> This activity was initiated when three nursery nurses (T. Povinelli, D. Manquen, & A. Wagner) voiced a concern about how infants were being positioned for sleep, and UBSON faculty (D. Raines) guided and facilitated the process of finding and evaluating the evidence to respond to their concern and to guide practice. 	<p>Publication:</p> <ul style="list-style-type: none"> Povinelli, T. Manquen, D., Wagner, A. & Raines, D.A. (2014). An Evidence-Based Safe Sleep Teaching Program. <i>Neonatal Network</i>, 33(6), 353-355. <p>Presented a hospital-wide lunch and learn about the process of moving a clinical question to publication:</p> <ul style="list-style-type: none"> Wagner, A., Povinelli, T, Manquen, D. and Raines, D. Safe Sleep: An Evidenced Based Safe Sleep Teaching Program. Lunch and Learn at Sisters of Charity Hospital. February 25, 2015. <p>Poster presentation:</p> <ul style="list-style-type: none"> Povinelli, T., Manquen, D., Wagner, A & Raines, D.A. (2015). Clinical Question to Publication: A Partnership Adventure. Professional Nurses Association of Western New York Research Conference. April 28, 2015. <p>Presentations:</p> <ul style="list-style-type: none"> Barlow, K. Manquen, D Povinelli, T, Wagner, A. Raines, D. (2016) University at Buffalo, School of Nursing and Sisters of Charity Hospital. Evaluation of an Evidence Based Teaching Program for Newborn Safe Sleep. WNYRNA Research Dinner. April 19, 2016. Barlow, K & Raines, D. What factors influence infant sleep position in the home? Celebration of undergraduate excellence. University at Buffalo, April 18, 2016. Raines, D.A., Barlow, K, Manquen, D., Povinelli, T, Wagner, A. (2016). Evaluation of an Evidence-Based Teaching Program for Newborn Safe Sleep. <i>Neonatal Network: The Journal of Neonatal Nursing</i>, 35 (6) 397-400. The Quality Improvement Study on infant sleep, completed by Khloe Barlow and Deborah Raines was selected as an Undergraduate Research Highlight by the
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	<p>2014: Safe Sleep parent teaching program implemented by nursing staff and nursing students.</p> <p>2015: Evaluation research of the safe sleep parent teaching program:</p> <ul style="list-style-type: none"> • Survey instrument developed by SOCH nurses and UBSON faculty member • Data collected by UBSON student completing an Honors program research practicum • Data analysis and results completed by SOCH nurses, UBSON student and UBSON faculty member. <p>2016: Designed and produced the Safe Sleep BABY video. The goal of this two-minute video is to provide an easily accessible and engaging medium to help mothers educate family members and caregivers about the safe position for newborns during sleep.</p>	<p>Council on Undergraduate Research (CUR) and is posted on their web-site: http://www.cur.org/highlights/highlight_category/?code=Health%20Sciences#2693 (April 2017).</p> <p>Safe Sleep BABY video: https://www.youtube.com/watch?v=gKcBW_Ew1qM</p> <ul style="list-style-type: none"> • Produced by UB School of Nursing and Nursing Leadership at Sisters of Charity Hospital. • Funded by Sisters Hospital Foundation <p>Grant funded for studying the impact of the Safe Sleep Baby Video</p> <ul style="list-style-type: none"> • Academic/Public Health Impact Evaluation Project: Evaluation of an Evidence-Based Safe Sleep Teaching Program". D. Raines (PI) American Colleges of Nursing and CDC. (\$5000.00). Awarded July 2016. <ul style="list-style-type: none"> ○ Hospital nurses and nursing students participated in data collection and analysis procedures. <p>Presentations:</p> <ul style="list-style-type: none"> ▪ Lim C, Ceravolo D, & Raines, D. Evaluation of the Safe Sleep Baby Video. Poster presentation at the Western New York Professional Nurses Association Research Dinner. April 25, 2017.
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<p>Disseminate the process and outcomes of an academic-practice partnership.</p>	<p>Sharing the process and outcomes of our partnership with other. The goal is to provide a model for nursing practice education, to enhance the professional development of nurses and to promote quality outcome for patients</p>	<p>Our work was cited as one of the <i>Fifteen UB research projects that made headlines worldwide in 2015</i>: http://www.buffalo.edu/news/releases/2015/12/033.html</p> <p>A number of media outlets reported on our collaborative research:</p> <ul style="list-style-type: none"> • Unsafe newborn sleep influenced by grandmas and family traditions - http://www.buffalo.edu/ubreporter/stories/2015/07/newborn_sleep.html • Does listening to grandma lead to higher rates of SIDS? http://blogs.babycenter.com/mom_stories/072715-does-listening-to-grandma-lead-to-higher-rates-of-sids/ • Is Sudden Infant Death a Result of Stubbornness? http://www.huffingtonpost.com/van-winkles/is-sudden-infant-death-sy_b_7810908.html • In the delivery room, the next generation of nurses is born. http://nursing.buffalo.edu/news-events/latest_news.host.html/content/shared/university/news/ub-reporter-articles/stories/2017/05/nurses-week.detail.html <p>Local television interviews about our work on safe sleep:</p> <ul style="list-style-type: none"> • Raines, D.A. (2016). Self-comforting for infant sleep. Interview with WIVB-TV Channel 4. http://wivb.com/2016/05/30/new-study-finds-common-techniques-help-babies-sleep-no-long-term-harm/ • Raines, D.A. (2016). Does swaddling baby increase SIDS? Interview with WIVB-TV channel

		<p>4: http://wivb.com/2016/05/09/new-study-says-swaddling-babies-increases-risk-of-sids/</p> <p>An article sharing the process of establishing a dedicated education unit in a specialty practice area was published in Nursing for Women’s Health:</p> <ul style="list-style-type: none"> • Raines, D. A, (2016). A Dedicated Education Unit for Maternal-Newborn Nursing Clinical Education. Nursing for Women’s Health, 20(1):20-7.
<p>Maintain ongoing leadership collaboration and mutual support between University at Buffalo School of Nursing and Sisters of Charity Hospital.</p>	<p>Ongoing meeting between UBSON Dean and SOCH Vice President of Patient Care Services</p> <p>Ongoing meetings between SOCH leadership and UBSON onsite faculty member</p> <p>Ongoing nurturing and support for UBSON students and SOCH RN staff.</p>	<p>On-going outcomes:</p> <ul style="list-style-type: none"> • Open and transparent communications between all levels of administration, management, faculty, RNs and students in both partner’s organizations. • Development of new research collaborations • Participation in Strategic Planning to promote goals and mission of both partner’s organizations • Collaborative presentation and publication at the local, regional and national level. <p>Sharing of data and project outcomes</p>