# Academic-Practice Partnerships

## Partnership Expectation and Outcome Metrics Worksheet

### University of Hawai‘i at Mānoa School of Nursing & Dental Hygiene and The Queen’s Health System

#### 2007 to 2017

<table>
<thead>
<tr>
<th>Partnership Goals</th>
<th>Activities</th>
<th>Outcomes</th>
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| **Structure:** Establish academic-practice partnership between the University of Hawai‘i at Mānoa School of Nursing & Dental Hygiene (SONDH) and The Queen’s Health System (QHS) | • Identify key stakeholders  
• Establish regular meetings  
• Create a Memorandum of Understanding (MOU)  
  o Define purpose of partnership  
  o Identify research goals and objectives  
  o Outline roles & responsibilities  
  o Determine funding mechanism  
  o Delineate application requirements  
  o Determine priority research areas  
• Develop process to monitor and evaluate partnership | • QHS: Chief Nursing Officer & Director of the Queen Emma Nursing Institute; SONDH: Dean, Associate Dean for Research, & Director for Community Partnerships  
• Key stakeholders held regular meetings over six months to develop MOU.  
• MOU executed at public signing with CEO of QHS and Vice Chancellor for Research at UH Manoa  
  o Purpose of partnership outlined in MOU  
  o Goals were delineated:  
    ▪ To provide evidence that research collaboration and mentoring are instrumental in shaping nursing infrastructure and capacity  
    ▪ To provide evidence of consultative and mentoring activities that will effectively engage faculty and staff nurses in a University - Practice Research partnership.  
  o MOU outlined roles & responsibilities of each partner  
  o QHS & SONDH allotted funding  
  o Requirements included a written research proposal & budget  
  o Priority research areas: Patient safety, patient outcomes, and/or work environment issues  
• The Director for Community Partnerships schedules annual meetings with the key stakeholders to review the partnership goals, progress to-date, revise activities, and resolve any barriers to success. |
| Process: Establish an interactive research practice | • Identify QHS & SONDH Directors  
• Prepare & finalize annual fixed-price contract, outlining terms of administration, start and end dates, funding mechanisms, etc.  
• Prepare an annual Request for Proposals (RFP)  
• Establish a procedure for proposal review  
• Communicate internally and externally about the partnership | • QHS Director of Queen Emma Nursing Institute, SONDH Director for Community Partnerships & an Assistant Professor named as Partnership Co-Directors.  
• ‘Task Orders’ were/are developed for each year of the partnership, signed by both organizations, and managed through the Office of Research Services at UH.  
• The co-directors developed and distributed an RFP each year outlining the purpose of the partnership, commitments needed, expected end-products, eligibility, support available (administrative & research), deadlines, and application requirements.  
• A scoring sheet was developed to conduct scientific and programmatic reviews of each proposal.  
• Information about the partnership was distributed widely  
  ○ QHS incorporated information about the partnership on their internal Nursing Research Council website.  
  ○ SONDH created a [web page](#) about the partnership.  
  ○ An article was published describing the process of developing the partnership  
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| Process: Partner faculty and nursing staff to develop and implement research projects (2007 – 2014) | • Solicit faculty and nursing staff partners each Fall  
• Pair staff and faculty with similar research interests  
• Research partners prepare proposal and budget  
• Conduct scientific review of each project’s proposal  
• Conduct programmatic review of each project’s proposal & budget | • The RFP was distributed each year with outreach to QHS nursing staff and SONDH faculty members.  
• The co-directors communicated with interested staff and faculty, exploring interest areas and determined possible partners.  
• Staff/faculty partners developed research proposals in accordance with the RFP and guidance from the co-directors.  
• Reviewers were solicited from QHS and SONDH. Each proposal underwent scientific review by one QHS staff member and SONDH faculty member. Scoring sheets were submitted to the co-directors.  
• The co-directors reviewed each proposal, their scientific review scores, and the budget of each proposal prior to a |
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<tr>
<th>Process: Develop/refine requisite knowledge and research skills (2015 – present)</th>
<th>• Establish a Nursing Research Fellowship (NRF)</th>
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<tr>
<td>• Develop curriculum for proposal preparation</td>
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<tr>
<td>• Solicit staff nurse participation</td>
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<td>• Review applications</td>
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<td>• Notify research teams of acceptance</td>
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<tr>
<td>• Engage faculty</td>
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<tr>
<td>• Develop application</td>
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meeting to determine which proposals would be accepted for funding and the funding amount.

- A SONDH administrative staff member prepared the award letter and distributed them to the research partners, the fiscal officer, and the co-directors.
- Quarterly progress reports (via email) were solicited from the research partners.
- Agenda for the co-directors’ monthly teleconferences consisted of discussing the current status of each study. If any known barriers to progress surface, one of the co-directors took responsibility to reach out to the staff/faculty team to provide assistance. A tracking sheet was updated monthly.
- The tracking sheet was updated to reflect dissemination of results locally, nationally, and internationally.
- Any translation to practice of study results were documented on the tracking sheet.

• The first annual NRF class was first offered in 2008. In 2015, the biennial NRF was extended to include implementation & evaluation components.
- The original content for eight classes included developing a research question, analyzing and organizing the literature, research methods, data collection & analysis, and research ethics. In 2015, the NRF curriculum was expanded to a second year and included workshops in data entry and analysis, writing the results, limitations, and discussion sections, and dissemination products.
- An application form was developed and distributed to all QHS product lines.
- The partnership co-directors reviewed & selected projects for topical fit with QHS priority areas and team composition.
- Research teams were notified of acceptance or denial.
- SONDH faculty and the QHS librarian, IRB administrator, and a researcher served as guest speakers.
- Originally, the end-product was an IRB application. Starting in 2015, the end product is a manuscript.
| Offer curriculum | From 2008 to 2014, eight monthly, 4-hour proposal development sessions with an expectation of 4 hours of homework were offered. Since 2015, the curriculum is offered for six monthly sessions from January to June and consists of proposal development and submission to the IRB. The teams are given until September to obtain IRB approval and then enter the remaining nine sessions through June the following year. |
| Disseminate information about the NRF | An article was published describing the NRF: Latimer, R. & Kimbell, J. (2010). Nursing research fellowship: Building nursing research infrastructure in a hospital. *Journal of Nursing Administration*, (40)2, 92-98. |

**Outcome:** Enhance scientific understanding to improve health through nursing practice

- Increase research knowledge and skills
- Review, approve, & support nursing studies
- Complete studies
- Disseminate results of studies

- **To-date,** a total of 16 SONDH faculty members, including a Psychologist & DrPH, and 42 QHS staff members, including a Physical Therapist, have participated/are participating in the partnership.
- An indirect outcome is the academic progression to graduate school of nine Fellowship participants of whom seven enrolled at SONDH.
- Twenty-four studies were reviewed, approved, & supported.
- Of the 24 studies, 13 were completed, six are in progress, and five were not completed.
- Partners from the Hawai’i State Center for Nursing, QHS, and SONDH developed a biennial writing workshop offered in six monthly didactic sessions resulting in, to-date, the preparation of 23 manuscripts, submission of 22 manuscripts, and publication of 16 manuscripts.
- Dissemination products directly related to this partnership include 34 publications and presentations. To-date, three teams of SONDH faculty and QHS nursing staff published their results in national peer-reviewed journals:

- 23 podium presentations were disseminated at local, national, and/or international conferences:
Paper presented at the Pacific Institute of Nursing Conference, Honolulu, HI.
  o Sablan, V. & Wong, L. (2016). Interdisciplinary team training with the use of patient simulation as an educational methodology to improve communication, leadership and teamwork (HIPSTER). Paper presented at the American Organization of Nurse Executives Hawai‘i Conference, Honolulu, HI.
• Eight poster presentations were dissemination at local, national, and/or international conferences:
  o Alarcon, E., Bloodgood, K., Fuimaono-Poe, M., & King, K.
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<tr>
<th>Study</th>
<th>Poster Presented At</th>
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<tr>
<td>o Fukuda, N. &amp; Leake, A. (2016). Impact of a diabetes intervention on diabetes distress and glycemic control in an Asian Pacific Islander (API) population.</td>
<td>Department of Native Hawai‘i an Health He Huliau Conference, Honolulu, HI.</td>
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<tr>
<td>o Hata, R. &amp; Han, L. (2016). Impact of a surgical intensive care unit progressive mobility program on delirium.</td>
<td>American Organization of Nurse Executives Hawai‘i Conference, Honolulu, HI.</td>
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- Translate study findings to practice
- Findings from seven of the 13 completed studies were translated to practice:
  o Humor DVDs used with Cancer Center patients
| o Standardized Dialysis Clinic patient education materials  
| o Blue cloth underpads pulled from supply  
| o Integrated contrast-induced neuropathy screening into the electronic medical record (EMR); order set revised  
| o Temperature management guideline institutionalized by adding to the EMR, used in clinical ladder evaluations  
| o APRN transition clinic sustained for diabetes management  
| o Interprofessional education training incorporated into critical care unit orientation |