

Academic-Practice Partnership Award

Rush University College of Nursing and Chicago Public School System

The Rush University College of Nursing (RUCON) and the Chicago Public School System (CPS) have worked together since 1996 to provide opportunities for nursing education and scholarship, while working to improve adolescent health. This is accomplished through the provision of direct care/screening, teacher training, CPS student education, and community engagement activities through three School-Based Health Centers (SBHC) managed by and staffed with RUCON faculty. These initial relationships have served as a gateway for the expansion of the RUCON and CPS working partnership to include the projects outlined in this document. In 2013, both partners recognized the magnitude and innovation of the developing partnership and intentionally set out to establish a mutually beneficial vision and set of goals. This partnership provides faculty the chance to practice, evaluate interventions, produce scholarship, and teach students at both the prelicensure and specialty (DNP) levels. RUCON students are able to explore roles aimed at improving health and reducing health disparities that prepare them for critical community-based nursing roles generated by the Affordable Care Act and supported by the IOM Future of Nursing report. As a result, CPS students have direct access to health care and are empowered to engage in evidence-based health promotion and disease prevention strategies to improve their own health and, subsequently, their school performance. The CPS Office of Student Health and Wellness (OSHW) depends on health and wellness partners, such as RUCON, to meet the needs of students and schools.

For the purposes of this application, three programs are outlined to highlight the work of the academic-practice partnership. These programs are the School-Based Health Centers (SBHC), a Sexual Health Education program, and an Obesity Prevention program. Access to key health services, sexual health education and obesity prevention are both city and CPS priorities. Outcomes from the partnership programs each address a target area identified by Healthy Chicago 2.0, a city-wide initiative which established health priorities for its diverse communities, a guiding framework used by both CPS and the RUCON.

Specific practice outcomes include:

- Access to care - increase of total patient (CPS student) visits of 14% in 2015
- Child and adolescent health/Reproductive health - decrease in subsequent pregnancy rate for parenting teens from 30% in 2011 to 6% for the last 3 years
- Chronic disease control and prevention - increased identification of asthma in CPS students by 196% in 2015 and increase in the number of asthmatics who receive care and preventive service
- Infectious disease prevention - decrease in chlamydia for CPS students at the 3 CPS schools with SBHCs and an increase in child/adolescent immunization rates by 179% in 2015
- Mental health and bullying - increase of mental health diagnoses by 89% in 2015 and increase in the number of comprehensive risk assessments completed on high-risk youth by 27%
- Obesity prevention - knowledge gained regarding healthy lifestyle
- Presentations at state and national conferences on the sexual health model.

Academic outcomes include

- Poster and podium presentations at local, state, and national conferences by students and faculty
- Hiring of MSN/DNP graduates into the SBHCs and CPS; RUCON degree attainment by CPS RN
- Thousands of student clinical hours in the SBHCs and in the classrooms
- Sexual educator certification for all involved MSN students
- Opportunity for faculty practice.

The RUCON-CPS partnership has been intentionally formed to be mutually beneficial to each partner and their stakeholders and is supported by leaders in both organizations. This relationship is sustained through standing meetings, task forces, and committee work by partner members at all levels to plan expanded opportunities and evaluate outcomes.

Academic-Practice Partnership Summary Document

Players

Academic School: Rush University College of Nursing (RUCON)

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Preparing for Your First Meeting

Date/Time of Meeting: 8/14/13 @ 1:00 PM

Place of Meeting: Rush University College of Nursing, conference room

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

In order to develop a successful partnership between Chicago Public Schools (CPS) and Rush College of Nursing (RUCON), both partners must ensure alignment between organizational missions & visions, possess shared values, and determine project priorities that meet the needs and resources of both partners. Both partners must be well-informed of the history, current practice and future of sustained partnership projects.

Below is specific information about each partner that was shared at the inception of this formalized relationship.

CPS is the third largest school district in the country. In Chicago, where students spend at least seven hours a day at school and nearly 90% of families are low-income, the school environment plays an especially critical role in ensuring student health and wellness. The CPS Office of Student Health and Wellness (OSHW) aims to remove health-related barriers to learning, so that students may succeed in college, career and life. The main categories of work that OSHW is responsible for include:

- Chronic Disease Policies (Asthma, Diabetes, Food Allergy, AED/CPR)
- Instruction (Physical Education, Sexual Health Education, Health Education)
- Health Services (School Based Health Centers, Vision Exams and Dental Exams)
- LearnWELL (activities related to healthy foods and physical activities)
- Medicaid (health insurance) and SNAP (food stamp) Enrollment

OSHW depends on health and wellness partners to implement health initiatives and services in schools.

RUCON The learning model of the RUCON is based in the unification of education, research and practice. Faculty with graduate education and advanced clinical skills hold strategic positions in the college, as well as in the medical center and community, with 90% of faculty in active clinical practices. It is this overriding and consistent academic clinical focus that drives the outstanding national reputation of the college. RUCON prepares nurses leaders who will help to meet the demands of a changing health care system. To this end, Rush faculty seek student/practitioner experiences that focus on prevention

and wellness in the community. Through community-based learning activities, innovative educational strategies, a faculty practice model, and scholarly graduate and doctoral projects, RUCON creates sustainable, meaningful, and measurable change. RUCON faculty seeks exposure to nursing roles in the community for prelicensure and specialty/DNP nursing students.

Current Partnership Projects in place between CPS and RUCON include:

- **School Based Health Centers (SBHC):** Rush has successfully operated three SBHCs for 20 years at Orr Academy High School, Crane Medical Preparatory High School, and most recently Simpson Academy for Young Women. The Rush SBHCs are state-certified hubs of wellness that offer primary and preventive medical and behavioral health services to students and community members. Services include comprehensive risk assessment, physical examinations and immunizations, laboratory and diagnostic screenings, urgent care, health education and counseling, behavioral health services, alcohol, tobacco and substance abuse treatment and counseling, reproductive health services, Early Periodic Screening and Diagnostic Testing (EPSDT), and dental and nutrition services. Rush SBHC staff work in partnership with the CPS OSHW as well as individual school administrators to ensure services provided meet the emerging health and social needs of CPS students. The Rush SBHCs are nurse-managed with direct care services provided by Advanced Practice Nurses, who are primarily RUCON faculty. The director of the centers is a RUCON faculty member and the centers serve as clinical training sites for RUCON students with RUCON students from prelicensure and DNP programs involved in over 4000 hours of experiential learning each year. In school year 2016-17, the SBHCs will become interprofessional training sites.
- **Sexual Health Education:** Cook County teens aged 15-19 years old have the highest rates of gonorrhea in the nation, rank 2nd for rates of chlamydia and syphilis, have seen a 43% increase in HIV infection since DATE, have teen birth rates 1.5 times the national average and are likely to engage in sexual activity before the age of 13. In 2013, the IL General Assembly passed legislation that requires “medically accurate, developmentally and age-appropriate curriculum be implemented in schools that choose to teach sex education.” In response to these statistics and the change in IL legislation, CPS revised their sexual health education policy to include the provision of age-appropriate, comprehensive and medically accurate information for all students, grades, K-12. While successful policy implementation began in 2013, challenges in implementation were identified by CPS. RUCON (faculty and students) provided resources including time, expertise, and manpower needed to mitigate identified barriers.
- **Obesity Prevention:** Approximately, 50% of CPS students are overweight or obese. CPS passed two obesity related policies in 2012. The Local School Wellness Policy and the Healthy Snack and Beverage Policy ensure that students have access to healthy foods and physical activity while in school. OSHW developed a technical assistance model called LearnWELL to support schools in achieving the wellness policies. Key features of LearnWELL include nutrition education, mandatory recess, classroom physical activity breaks, and guidelines on healthy celebrations and rewards. Additionally, CPS passed a Physical Education policy in 2013 to support increased physical activity in school. RUCON has nursing students and faculty that work with CPS principals, teachers and staff to assess the school environment and identify potential community partners to design, implement and evaluate best practice interventions, related to obesity prevention. These interventions are tailored to the unique populations and needs of our partner school.

- **Additional Resources and Activities:** In addition to these core projects, RUCON supports CPS student health and wellness through RUCON faculty and student engagement in additional activities including community health fairs and supplemental health promotion and educational programming. In particular, many RUCON students are involved in the Rush Community Service Initiative Program (RCSIP). The mission of RCSIP is to provide community based volunteer experiences for interprofessional Rush students that enhance their ability to work in teams, develop patient relationships, care for diverse populations, and to provide targeted services based on community need. RCSIP programs are student-driven and implemented in a variety settings including CPS schools. *RCSIP Youth Advocates* provide much needed clinical support in the Rush SBHCs and conduct comprehensive risk assessments on CPS students patients, assisting SBHC staff in identifying critical issues in need of follow up. The *5+1=20* program aims to educate high school students at CPS on the five diseases prevalent in the surrounding community (asthma, hypertension, HIV, diabetes and cancer). The *5+1=20* program is based on the idea that knowledge of these five common conditions plus one informed high school student (or person) can extend one life by 20 years (individuals without health insurance have an average life expectancy of 20 years less than the general U.S. population). Twice a month, RUCON student volunteers teach a health topic related to the five diseases to high school students. Participating schools include Benito Juarez High School, Crane Medical Preparatory High School, and the Marine Math and Science Academy.

Initial Meeting

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

Partnership projects (SBHCs, Sexual Health Education and Obesity Prevention) are aligned with the missions and visions of both organizations and fit within organizational priorities. This partnership and all activities are based on shared values and are developed in response to the needs of the community. Partnership activities are in alignment with population assessment results including Healthy Chicago 2.0, CPS LearnWELL initiative, needs identified by the Youth Behavior Risk Survey (YRBS) and individual community needs assessments.

The following projects have been determined appropriate for the partnership as they meet the above mentioned criteria.

- **SBHCs:** The Rush SBHCs have been successfully integrated into the three schools for many years and have a proven record of successful health-related outcomes. The SBHCs provide a solid foundation on which to expand programming that is mutually beneficial to both RUCON and CPS for CON clinical training and scholarship and improved CPS student health and academic outcomes.
- **Sexual Health Education:** CPS seeks an effective strategy to meet the policy requirement that all CPS students receive sexual health education and share best practices. After a successful pilot between RUCON and CPS, both partners agreed that pre-licensure, graduate nursing students could effectively provide this content. This provides a mechanism for increasing CPS student knowledge, while also meeting the Public Health Nursing clinical course objectives for nursing students and providing RUCON faculty with a valued source of clinical scholarship.
- **Obesity Prevention:** RUCON students and faculty initiated meetings with CPS partner schools to identify strengths and opportunities for growth in meeting the needs of the healthy eating and physical activity LearnWELL policy requirements. After a planning period, both partners agreed

that RUCON students would be valuable in helping to align the school community with LearnWELL policies, while also meeting the Public Health Nursing clinical course objectives for nursing students and providing RUCON faculty with a valued source of clinical scholarship.

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

In order to ensure all partners have a full understanding of each organization the following documents are necessary from both organizations: mission, vision, organizational chart and strategic plan, including priorities.

In addition, each partnership project requires documents specific to the overall project goals and activities.

- **SBHCs:** Timeline of RUCON involvement in the SBHCs, school data and demographics, SBHC audit reports from Illinois Department of Public Health, relevant course syllabi with content outline/objectives documentation regarding existing health and academic outcomes, DNP and MSN project planning guidelines, MSN terminal objectives, Medicaid enrollment data, YBRS data, scholarly articles supporting value of SBHCs, compilation of DNP and MSN student projects and outcomes.
- **Sexual Health Education:** American Association of Colleges of Nursing Clinical Nurse Leader competencies, Rush Generalist Entry Master's Program objectives, relevant course syllabi with content outline/objectives, report demonstrating need for sexual health education, YBRS data, list of priority schools for sexual health education identified by CPS, CPS Sexual Health Education policy and overview of CPS Sexual Health Education Training and Curriculum.
- **Obesity Prevention:** American Association of Colleges of Nursing Clinical Nurse Leader competencies, Rush Generalist Entry Master's Program objectives, relevant course syllabi with content outline/objectives, LearnWELL policy compliance by school, obesity related school policies, and CPS School Progress Report and Healthy CPS certification as determined by Healthy CPS school survey

What do you have to offer?

Both partners have a wide variety of skills and resources necessary to ensure partnership success and improved health outcomes. Overall CPS offers physical locations for project activities, administrative oversight and support, training, expertise related to CPS student education and health, and most valued - access to CPS students open to health and wellness interventions. RUCON offers expertise and clinical practice in a wide variety of health fields, administrative support, and most valued - committed faculty and graduate nursing students. CPS and the RUCON work together to identify priority areas of student health need for CON student projects as well as best practices to reach the optimal number of CPS students. Both partners offer commitment to sustained and measurable change.

In addition, with each partnership activity CPS and RUCON offer a unique set of skills and resources necessary for success:

- **SBHCs:** CPS offers dedicated clinical space in each school that meets the standards for the provision of safe and quality care, daily custodial services of the SBHC, access to students in need of primary and mental health services, ability to outreach into and provide health programming in the school community, school RNs, and a committed and collaborative school

administration and staff. RUCON offers administration and staffing of nurse-managed health centers where services are provided at each site by a team consisting of an APN, RN, medical assistant, front desk staff, and behavioral health specialist. All medications, immunizations, equipment, and clinical and office supplies are supplied by the RUCON. RUCON SBHCs provide a setting for a wide range of clinical experiences and projects for CON students of all programs and RUCON faculty provide oversight of student learning.

- **Sexual Health Education:** CPS offers an engaged student population, committed teachers and administrators as facilitators of the project, physical space and supplies necessary to implement sexual health teaching. CPS offers administrative support. CPS also leads the policy and compliance work as it relates to sexual health education, and leads overall strategic efforts around school-based sexual health. RUCON offers professional, graduate nursing students with advanced knowledge of public health and sexual health concepts and board certified public health nurses serving as faculty to oversee students and project. Together students and faculty offer skills in the following areas: health promotion and prevention, cultural adaptations, health literacy and health policy. Furthermore, they have technological and education skills necessary to best reach CPS students. RUCON offers expertise in planning, implementation and evaluation.
- **Obesity Prevention:** CPS offers access to students, teachers and staff that are interested in promoting healthy lifestyle behaviors within the school community. CPS offers administrative support and also leads the policy and compliance work related to school obesity initiatives and overall strategic efforts as they relate to school-based obesity initiatives. RUCON offers professional, graduate nursing students with mastery of public health, and obesity prevention programs. Nursing students are able to identify culturally relevant, evidence based approaches to meet the needs of Chicago Public Schools. RUCON faculty provide oversight to the nursing students and oversee the initiative. RUCON offers expertise in planning, implementation and evaluation. Nurses from the SBHC are available for student referrals for services and as consultants for special projects.

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

A sustainable, mutually rewarding partnership that is effective in the provision of critical health information/care needed to improve access to care, quality of care and ultimately health outcomes in Chicago children and teens, while empowering nursing students to be clinical nurse leaders, advanced practice nurses and nursing scholars in the community. This vision was created and realized by both partners.

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

This partnership is supported by a wide variety of staff from each organization, including leadership.

- **CPS:** CPS Sexual Health Manager, School-based Health Center Project Manager, CPS Chief Health Officer, school principals and administrators, school nurses, and CPS teachers
- **RUCON:** Dean of the College of Nursing, department chairs, program directors, , course directors and clinical faculty.
- **Rush University Medical Center:** Associate Vice President of Community Engagement and Practice, Senior Vice President VP of System Integration

What is the business case for the partnership?

“You can’t educate a child who isn’t healthy, and you can’t keep a child healthy who isn’t educated”

- *M. Jocelyn Elders, MD, Former U.S. Surgeon General*

Literature shows that healthy students are better learners. Students need to be in school in order to learn. High attendance rates support schools and students in meeting their academic goals. Health impacts attendance in the following ways:

- Nationally, teen pregnancy is the number one reason girls drop out of school
- CPS Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) students are more likely to skip school due to fear of bullying
- CPS students with documented diabetes and asthma experience below average attendance
- According to a study conducted in LA Unified, students that experience dental pain miss a significant amount of school compared to their peers
- Students who eat breakfast are shown to have better grades
- Regular physical activity is associated with increased attendance, decreased suspensions and increased test scores
- Access to health insurance and food security programs help with students being able to access much needed chronic illness medication and nutritious foods

School funding is dependent on student attendance. Based on this evidence, there is a clear case for improved access to quality health care and health education for CPS students, as a means to keep students in school and maintain funding. Individual schools are charged with meeting CPS health and wellness policy requirements. The Office of Student Health and Wellness sees this partnership as a cost-effective way to assist schools in meeting policy requirements.

Clinical education is a core component of graduate nursing education. However, clinical education sites are becoming limited. Because of this, many universities use live simulation scenarios and online training modules. While these methodologies show promise, they are costly and are not meant to replace real life clinical interaction with individuals and populations. By partnering with CPS to provide community-based clinical settings, RUCON limits the costs of simulation and online training while providing students with excellent clinical education that allows them to acquire and practice new skills of client engagement and motivation in a community setting. Changing how nurses practice and provide care is the key to transforming the healthcare delivery system, increasing positive client outcomes, and improving quality care.

RUCON provides doctoral education for advanced practice nurses. With this comes the need for scholarly projects to address health care gaps. Given the number of Americans who now have health insurance under the Affordable Care Act, there is a need for nurses and APRNs who can transition to work in community settings. Because of the complex health care delivery system, we need clinical sites that are rich with community experiences and scholarly activities.

Each partnership project contributes to the overall business case in a variety of ways:

- **SBHCs:** Research supports that students in a school with a SBHC have better health and academic outcomes than their peers in schools without a SBHC. A notable Rush SBHC outcome is the large reduction in unplanned subsequent pregnancy rates from 30% in 2011 to a current

6% among parenting girls from Simpson Academy. Because a single unplanned pregnancy requires \$7700 to \$12,600 of public funding, this reduction has resulted in large societal savings. Academically, over 90% of pregnant and parenting girls attending Simpson remain in school and graduate, a rate much higher than the national average of 50% for the same. Physical examinations and immunizations provided in the SBHCs for CPS medical compliance optimizes funding the each CPS school. Non-compliance rates for students in CPS schools with a Rush SBHC have dropped from an average 27% to a current 2%. For the RUCON, the SBHCs located in CPS schools provide a sustainable source of ongoing nursing student learning and project development and implementation.

- **Sexual Health Education:** RUCON student nurses deliver sexual health education, freeing up valuable CPS educator/staff time. Comprehensive, medically accurate sexual health education is evidence-based and proven effective in decreasing rates of teen pregnancy and sexually transmitted infections (STI). The benefits of preventing teen pregnancy and STIs are social and economic. It is estimated that new cases of STIs in youth cost the United States over \$6 billion annually, while teen pregnancy costs the nation over \$9 billion annually. During financial analysis of comprehensive sexual health programs, researchers recently found that for every dollar spent, \$2.65 is saved by program implementation. Implementation of sexual health education at CPS schools may lead to positive social and financial outcomes.
- **Obesity Prevention:** Research supports that students who eat healthy foods and get physical activity are better prepared to handle the academic requirements of the day. School based interventions to reduce obesity have been found to prevent up to an estimated 1.9% of the female students from becoming overweight adults. As a result, in that population alone, an estimated \$15,887 in medical care costs and \$25,104 in loss of productivity costs was saved (<http://onlinelibrary.wiley.com/doi/10.1038/oby.2003.178/full>). This partnership will provide nursing students opportunities for nursing students to meet course requirements while working with schools to meet their Live WELL goals.

Subsequent Meetings

Do you have clarity on goals and vision?

Yes. Both partners believe that CPS students should have access to care and information to empower them to make better health choices and to prepare nursing students as nurse leaders to meet the demands of providing health care in the 21st century in the community. Commitment to this results in a sustained partnership which allows both partners to meet emerging needs of populations /organizations.

Detailed project goals and outcomes can be found on the attached Outcomes Table. Mutually agreed upon goals from each partner's perspective include:

- **CPS:** Healthier students make better learners. CPS OSHW depends on health and wellness partners to meet the needs of students and schools. Access to key health services, sexual health education and obesity prevention are both city and CPS priorities.
 - Increase access to health services for CPS students through the school based health centers
 - Increase number of students will receive sexual health education
 - Knowledge increase in sexual health topics
 - Increase in number of students who participate in the obesity prevention initiatives

- CPS and Rush will participate in regular meetings to ensure that project goals are being met

- **RUCON:**
 The aim of the College of Nursing is to educate nurse leaders capable of reducing the fragmentation in the healthcare system through lateral integration of outcome-based care, clinical leadership, quality improvement strategies, and microsystems and macrosystem management (AACN, 2007 as cited in AACN 2013). Rush CON depends on community partners to provide meaningful experiences for student clinical education and scholarship opportunities.
 - Increase number of MSN students completing final capstone projects in community sites
 - Increase number of doctoral nursing students completing doctoral projects in community sites
 - Increase number of MSN and doctoral students participating in providing access to health services for CPS students
 - Increase number of MSN students presenting sexual health education and health topics to CPS students
 - Increase the number of MSN students participating in obesity prevention activities with CPS students
 - Provide faculty practice and scholarship opportunities

What are the details and timeline of the initiative?

This partnership is a work in progress, with no planned end in site. Due to each organization's commitment to community engagement and improved health outcomes, the relationship between RUCON, and CPS is long and extensive. Each of the three projects has a different start date, goal, outcomes and all share mutual benefits. Earlier meetings in 2014 focused on logistics, student/site selection while later meetings focused on issues of sustainability and outcome measurement.

Details and timelines for each project are discussed below.

- **SBHC:** The SBHCs at the Crane and Orr high schools were two of first SBHCs to open in Illinois in 1986 and 1987 respectively. In 1996, sponsorship of the SBHCs shifted to the RUCON, at which time CON faculty APNs began to manage and provide services in the SBHCs. In 2010, the RUCON was invited to sponsor, staff, and operate the SBHC at Simpson Academy. These changes allowed for expanded opportunities for CON student learning in the SBHCs that in turn broadened the range of services to CPS students. It also opened the door for additional partnership possibilities for Rush including those listed in this application. Depending on the site, RUCON faculty and SBHC staff meet weekly or monthly with CPS staff to review progress toward agreed upon outcomes, such as percentage of students meeting medical compliance requirements and success in linkage of students in need of primary and mental health care services. In addition, these meeting serve to guide and inform each party of Rush DNP and GEM student projects and activities. Currently, contracts between Rush and CPS for SBHC operations provide for an ongoing relationship with no determined end date.

- **Sexual Health Education:** The sexual health education pilot took place in the Spring 2014 with eight MSN student volunteers. Through this students collected hours towards the clinical leader professional development hours, a graduation requirement. Based on the success of the initial pilot, the project was piloted again, this time as a clinical rotation for a Women's Health and

Public Health course, in the Fall 2014. In this pilot, 15 MSN students completed the required CPS on-line sexual health training and delivered an eight-week sexual health program to 5th-9th grade student groups from three schools. Based on feedback from this second pilot, it was decided to make this an ongoing clinical site offered twice yearly to MSN students in Public Health beginning in Spring 2015. RUCON students continue to deliver sexual health education for CPS students. In addition, there have been a number of MSN Capstone and doctoral projects completed as related to this project. RUCON faculty and CPS OSHW meet quarterly to discuss project implementation and evaluation. RUCON faculty meet regularly with individual school faculty and administrator to discuss planning, implementation and evaluation for each individual school. There is not an anticipated end to the program.

- **Obesity Prevention:** The initial meeting to develop a partnership took place Spring 2014 with nursing faculty and SBHC. Subsequent meetings with 3 nursing students began Summer 2014. These students met with the principal, SBHC key stakeholders and school staff to assess the current understanding of LearnWELL and needs of the school. In Fall 2014 8 nursing students recruited CPS students from the school that were interested in wellness to start a wellness club focused on promoting healthy eating and physical activity in the school. In Spring 2015 8 nursing students worked with the CPS students to establish the club by-laws and acquire funding for the program. The nursing students and CPS students also led a school-wide cooking demonstration and food tasting during a lunch period. In Fall 2015 8 nursing students worked with the CPS students to lead a school-wide physical activity event outside of recess and physical education class called "Power Hour." During this time the nursing students determined the evidence rationale and evaluation plan for each event. The CPS students and nursing students collectively designed an implementation plan for each of the events. The nursing students will return to the school Fall 2016 and resume the 10-12 week program of weekly after-school meetings. In the interim College of Nursing faculty and CPS principal stay in contact by phone, email or face to face to maintain the relationship.

Whom can we call for expert consultation if needed?

As previously mentioned, this partnership is supported by a wide variety of staff from each organization, including leadership. Contact information included below is of those most often utilized for expertise within CPS, Rush CON and supporting organizations.

- **CPS:**
 - Megan O. Erskine, Healthy CPS Project Manager; Office of Student Health and Wellness
 - Lara Altman, Senior HIV/STI Prevention Specialist, Office of Student Health and Wellness (contact information for both are provided at the beginning of this document)
 - School Nurses
 - Individual school principals, administrators and teachers
- **RUCON:**
 - Rush School Based Health Centers/Adolescent Health: Sally Lemke, DNP, WHNP-BC, Director, Community Based Practices, Instructor (contact information provided)
 - Sexual and Adolescent Health: Heide Cygan, RN, DNP, APHN-BC, Assistant Professor
 - Obesity Prevention: Monique Reed, RN, PhD, Assistant Professor
 - Student Professional Development: Beth-Anne Christopher MS, RN, CNL
 - Women's Health Specialist: Jennifer Rousseau, DNP, WHNP-BC
 - Population Health: Diane McNaughton, PhD, APHN-BC, Associate Professor

- **Supporting Organizations:**

- Illinois Department of Public Health, Office of School Health: Victoria Jackson, RN, MSN, IL/PEL-CSN, School Health Program Administrator
- EverThrive IL: Heidi Ortolaza-Alvear, AM, MPP, Director, Child and Adolescent Health Initiative, Illinois School Based Health Alliance
- MIKVA Challenge: Steven Rasdao, Director, Teen Health Council

Environment

Time

Is this the right time?

This partnership directly addresses several of the components outlined in the Healthy Chicago 2.0 Improvement Plan, the Rush Community Needs Assessment and Community Health Improvement Plan as well as priorities areas established by CPS. Additionally between 2011 and 2012, CPS passed several progressive school health policies around sexual health education, chronic conditions, food allergy and obesity prevention. Much of the work following the passage of these policies has been coordinating efforts with school health partners that can support implementation. Partners like Rush are an important component in ensuring that momentum is maintained in implementing critical health policies at the school level.

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

There are a wide variety of issues that may facilitate or impede the development of this partnership, emerging from both partners.

- **Facilitators identified include:** CPS policies informed by identified health needs of students, local level commitment and collaboration at individual CPS schools, engaged community partners, parental involvement and engagement, CPS and RUCON commitment, Rush CON strategic plan and commitment to community engagement, the RUCON growing faculty practice, increased student demand for clinical and scholarly activities, commitment and expertise of RUCON faculty and students, consistent RUCON faculty involvement, support from RUCON leadership.
- **Challenges identified include:** Alignment of CPS calendar with RUCON academic calendar, time-consuming background checks and paperwork required by CPS for RUCON faculty and students, current Illinois state budget impasse, competitive foundation funding, inconsistent parental involvement and engagement.

What is the time commitment for the partners?

Meetings with the entire partnership team are held monthly. Each meeting is scheduled for 90 minutes and participants can call in or attend in person. Each person has an assignment related to their specific area of focus to keep the project moving forward. In addition, there is a time commitment that is required to keep each of the individual projects running.

- **SBHCs:** The Rush SBHCs are in operation year-around when students are in attendance for 28-36 hours a week each, depending on site. In addition, SBHC staff and RUCON faculty attend a variety of meetings both weekly and monthly with CPS staff regarding CPS student services and integration of RUCON student projects into the school community. Each year, 50-60 RUCON

doctoral and masters students are placed in the SBHCs for precepted clinical training and project work. RUCON faculty and SBHC staff provide oversight for over 4000 hours of student learning a year.

- **Sexual Health Education:** Each term, 12-15 RUCON students commit to at least 120 hours of time spent working on this project. Each term, 2-3 RUCON Faculty commit to approximately 150 hours to clinical education and oversight per term. At least one additional RUCON faculty and administrative support member act as supports for the project. Throughout the duration of the project each term, 6-10 CPS teachers and staff support the program through collaboration and administrative support.
- **Obesity Prevention:** Each term, 6-8 RUCON students commit to at least 120 hours of time spent working on this project. One to two times per year, RUCON Faculty commit to approximately 150 hours to clinical education and oversight. Throughout the duration of the project each term, the principal, assistant principal with selected teachers and staff support the program through collaboration and administrative support.
- **Chicago Public Schools:** CPS staff supports the project through an administrative level and is available to Rush during partnership meetings and on a needed basis. Further, ongoing work around policy, compliance and partnership development supports the overall goals of the project.

Whose time will be required?

See above.

When will the meetings be scheduled?

General partnership meetings are scheduled monthly, based on the schedules of all people involved. Players involved in each project schedule additional meetings based on the individual project needs.

Space

What space will be required for the meetings?

General partnership meetings require a conference room with seats for 8 equipped with Smartboard to review documents/edits drafts & schematic/conference call capability.

What equipment and supplies are needed?

See above.

What money is needed?

The RUCON and CPS support faculty and staff salaries and budget for space, supplies and operational expenses related to planning, administering and evaluating the program(s) delivered.

Where are we meeting?

General partnership meetings take place at RUCON. Meeting to discuss each project take place at the CPS administrative building, individual schools and community sites.

Where will we present outcomes?

General partnership outcomes are shared internally within each organization with departments and leadership. In addition to strategic planning, reporting of outcomes internally ensures continued support for the project and allows for guidance from organizational leadership. In addition, outcomes from each project have been presented as indicated below:

- **SBHCs:** RUCON faculty and as well as staff from the Rush SBHCs have presented numerous times both locally and nationally during the last several years on outcomes related to student health improvement and efforts to improve SBHC financial and operational sustainability. Recent presentations include a podium presentation in collaboration with faculty from the Obesity Prevention Program at the APHA in 2015. Presentations given in 2016 include a podium presentation at the annual Illinois March of Dimes Perinatal Conference on the health and academic outcomes resulting from SBHC services in the SBHC at Simpson Academy and a podium presentation at the EverThrive Illinois Maternal Child Health Conference on the integration of behavioral and primary health care services in the SBHCs. National presentations currently scheduled for 2016 include a podium presentation on reducing Sexually Transmitted Infection rates through a CPS-Rush SBHC project and two oral/poster presentations on behavioral health and SBHC sustainability at the National School Based Health Alliance conference in June. Pending approval from Rush University Institutional Review Board and the CPS Research Review Board, results may be disseminated further through publications.
- **Sexual Health Education:** Outcomes will be presented internally to guide strategic planning for CPS and RUCON public health faculty. Outcomes have been presented by CPS staff, and Rush CON faculty and students. The partnership model for this portion of the project have been presented as a podium presentation at the 2015 Association of Community Health Nursing Educators Annual Institute in Denver, Colorado, the 2015 Annual Meeting of the American Public Health Association in Chicago, IL and the 2015 Sigma Theta Tau International biennium in Las Vegas, Nevada. The model was presented as a poster presentation at the 2015 Midwest Nursing Research Society annual meeting in Chicago, Illinois. CPS has presented the district's sexual health model at the American Public Health Association (APHA) Conference (2015) and at the Illinois Maternal and Child Health Conference (2016). Pending approval from the Rush University Institutional Review Board and the CPS Research Review Board, results may disseminated further through presentations and publications.
- **Obesity Prevention:** The partnership model for this portion of the project was presented by CPS staff and RUCON faculty and students:1) as a poster presentation at the 2015 Association of Community Health Nursing Educators Annual Institute in Denver, Colorado and 2) as a podium presentation at the 2015 meeting of the American Public Health Association.

Regulation

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

Facilitators

Both partners have legal departments available for contract review and approval, necessary prior to RUCON students and faculty working within CPS.

Impediments

Depending on the nature, Rush IRB review and CPS Research Review Board review and approval may be required for student projects, presentations, and publications.. While these requirements are not necessarily impediments to partnership development, they have the potential to affect the timing of implementation of select partnership projects.

Context

How will the partnership be funded?

While no money exchanges hands between CPS and Rush CON, each partnership project requires resources. Financial information for each project is included below:

- **SBHCs:** The annual operating budget includes combination of Medicaid reimbursements, grant funding, and in-kind services from Rush.

Medicaid revenue	Grant funding	In-Kind (from Rush)	Total SBHC funding for FY15
\$110,000	\$534,670	\$178,702	\$823,372

- **Sexual Health Education:** The annual operating budget includes faculty salaries of approximately \$20,000.
- **Obesity Prevention:** The annual operating budget includes faculty salary for the course offered twice per year (\$10,000) and yearly costs for supplies and incentives for program participants (\$1,000).

What are the constraints of both partners?

The CPS academic calendar and the RUCON academic calendar are not in alignment.

RUCON faculty must ensure that students meet course and terminal program objectives while also meeting the needs of CPS.

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

The Rush University Medical Center and RUCON have a long history with CPS including but not limited to the implementation of School Based Health Centers (SBHCs) to improve access to care, provide immunizations, and manage chronic diseases for students in select Chicago Public Schools. Other ongoing projects include Obesity Prevention Project, LearnWELL evaluation, the provision of sexual health education, sites for faculty practice, and the implementation/evaluation of MSN Capstone/DNP Scholarly projects.

**Academic Practice Partnerships
Partnership Expectation and Outcomes Metrics Worksheet
Rush University College of Nursing (RCON) and the Chicago Public School System (CPS)**

Partnership Goals	Activities	Outcomes	Comments/Sustainability/ Impact																				
<p>Goal: Increase access to health care for CPS students and their children while providing opportunities for faculty practice, clinical learning, and scholarly activity.</p> <p>Healthy Chicago 2.0 Target Area: Access to health care</p> <p><u>Rush Programs</u> School Based Health Centers (SBHCs)</p> <p><u>Practice Partner</u> CPS schools:</p> <ul style="list-style-type: none"> • Crane Med Prep • Simpson • Orr 	<p><u>Direct care:</u></p> <ul style="list-style-type: none"> - Physical assessments of CPS students and their children (prenatal through age 20 years) by APNs - Comprehensive risk assessments - Mental health services - Linkage to dental services - Screening and linkage to vision services - Reproductive health screening, education, and care - Asthma care <p><u>MSN Capstones:</u></p> <ul style="list-style-type: none"> - Increase identification of asthmatics - Increase identification of adolescent substance abuse - Increase identification of sports-related injuries - Increase freshman utilization of SBHC <p><u>DNP Projects:</u></p> <ul style="list-style-type: none"> - Lean Six Sigma project to 	<p><u>Practice</u></p> <table border="1" data-bbox="898 435 1377 769"> <thead> <tr> <th colspan="2">Unduplicated SBHC FY 15 Students Seen</th> </tr> </thead> <tbody> <tr> <td>CRANE MED PREP HS</td> <td style="text-align: right;">376</td> </tr> <tr> <td>ORR ACADEMY HS</td> <td style="text-align: right;">468</td> </tr> <tr> <td>SIMPSON ACADEMY HS</td> <td style="text-align: right;">170</td> </tr> <tr> <td>Grand Total</td> <td style="text-align: right;">1014</td> </tr> </tbody> </table> <table border="1" data-bbox="898 776 1377 1058"> <thead> <tr> <th colspan="2">Duplicated SBHC FY 15 Student Encounters</th> </tr> </thead> <tbody> <tr> <td>CRANE MED PREP HS</td> <td style="text-align: right;">1212</td> </tr> <tr> <td>ORR ACADEMY HS</td> <td style="text-align: right;">1637</td> </tr> <tr> <td>SIMPSON ACADEMY HS</td> <td style="text-align: right;">889</td> </tr> <tr> <td>Grand Total</td> <td style="text-align: right;">3738</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Increase of total patient care visits by 14% from school year 13-14 to school year 14-15 <p><u>Academic</u> Presentations: Podium: Integration of Mental Health Services into Primary Care in SBHCs at the Illinois EverThrive Maternal Child Health Conference, Chicago IL,</p>	Unduplicated SBHC FY 15 Students Seen		CRANE MED PREP HS	376	ORR ACADEMY HS	468	SIMPSON ACADEMY HS	170	Grand Total	1014	Duplicated SBHC FY 15 Student Encounters		CRANE MED PREP HS	1212	ORR ACADEMY HS	1637	SIMPSON ACADEMY HS	889	Grand Total	3738	<p>In the past year, more than 40% of Chicago youth did not see a health care provider. Our efforts:</p> <ul style="list-style-type: none"> • Increased access to care for underserved youth • Allowed for identification of risk factors affecting academics and life course - homelessness, family and environmental trauma, abuse and neglect, and lack of basic needs - through comprehensive risk assessment for each CPS student seen in the SBHCs. <p>Per Victoria Jackson, School Health Program Administrator for the Illinois Department of Public Health, School Health Center annual performance review for the Crane, Orr and Simpson school health centers operated by Rush University School of Nursing indicate that all sites received maximum scores in fiscal years '13, '14, and '15. The sites consistently rank in the upper 10% of all Illinois School Health</p>
Unduplicated SBHC FY 15 Students Seen																							
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	<p>improve workflow and clinic efficiency for accommodation of increased visits</p> <ul style="list-style-type: none"> - Integration of behavioral health into primary care services - Behavioral health referral and linkage to care 	<p>April 2016 Poster: Integration of Mental Health Services into Primary Care in SBHCs at the national School Based Health Alliance conference, Arlington VA, June 2016</p> <p>In FY15, Rush College of Nursing (CON) students completed 4147 hours of formal clinical training in the three School Based Health Centers (SBHC). This number represents ALL degree programs (MSN, DNP, Advanced Practice Nurse programs of FNP and PNP).</p>	<p>Centers. Crane, Orr and Simpson School Health Centers are consistently found to be in full compliance with Illinois Standards Title 77: Public Health, Chapter IV, Subchapter J: School-Based/Linked Health Centers.</p>
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Partnership Goal	Activities	Outcomes	Comments/Sustainability/Impact
<p>Goal: Improve pre- and postnatal health of CPS students and their children while providing opportunities for faculty practice, clinical learning, and scholarly activity.</p> <p>Healthy Chicago 2.0 Target Area: Child and Adolescent Health; Reproductive health; Healthy Mothers and Babies</p> <p><u>Rush Programs</u> SBHCs</p> <p><u>Practice Partner</u> CPS schools:</p> <ul style="list-style-type: none"> • Crane Med Prep • Orr • Simpson 	<p>-Prenatal care at Simpson; Prenatal and Parenting Care Coordination at all SBHCs</p> <p>-Dedicated care coordination program for parenting girls for contraceptive counseling and management</p> <p>-Initiation of Title X funded family planning services in May 2015 at the SBHC at Simpson which now allows for insertion of LARCs (Long-Acting Reversible Contraceptives) in the SBHC, the first SBHC in state of Illinois to be approved for this.</p> <p><u>MSN Capstones:</u></p> <p>-Peer-led teen pregnancy prevention</p> <p>-LARC education</p> <p><u>DNP Projects:</u></p> <p>- Evaluation of an educational program for pregnant and parenting students</p> <p>-Breastfeeding promotion for adolescents</p> <p>-Infant care education</p> <p>-Teen mother self-efficacy</p>	<p><u>Practice</u></p> <p>Documented decrease in subsequent pregnancy rates for parenting teens:</p> <p>2011: 30%</p> <p>2012: 3%</p> <p>2013: 8%</p> <p>2014: 6%</p> <p>2015: 6%</p> <p>2016: 6%</p> <p>100% graduation rate at Simpson Academy for the past 5 years with higher than average enrollment rates in institutions of higher education.</p> <p><u>Academic</u></p> <p>Podium presentation at Illinois March of Dimes Perinatal Conference; Supporting Success for Teen Mothers: Results in the Rush SBHC at Simpson Academy, March 2016</p>	<p>Nationally, 50% of all pregnant and parenting teens drop out of high school. School administrators credit the innovative Simpson model of education for pregnant and parenting teens that encompasses academics, onsite healthcare and childcare, and wrap-around community services with these outstanding outcomes.</p> <p>Each year, teen childbearing in Illinois cost taxpayers at least \$434 million. Prevention of teen pregnancy, and especially repeat teen pregnancy benefits teens, communities, and society as a whole</p> <p>First official audit of new Title X/Family Planning services at the SBHC at Simpson revealed no major corrective action needs. Comments from nurse auditors were that it was the best first annual audit of an upstart they have ever done</p>

Partnership Goal	Activities	Academic/Practice Outcomes	Comments/Sustainability/Impact
<p>Goal: Improve the identification and control of asthma in CPS students while providing opportunities for faculty practice, clinical learning, and scholarly activity.</p> <p>Healthy Chicago 2.0 Target Area: Chronic Disease Prevention and Control</p> <p><u>Rush Programs SBHCs</u></p> <p><u>Practice Partner</u> CPS Schools:</p> <ul style="list-style-type: none"> • Crane Med Prep • Orr • Simpson 	<ul style="list-style-type: none"> - In-school asthma self-care education groups - Provision of direct care - CPS teacher trainings on asthma identification - School-wide awareness events on asthma <p><u>MSN Capstones:</u> Three separate projects with focus on asthma care and treatment improvement</p> <p><u>DNP Project</u> (evolved from MSN capstones) - Asthma care and treatment improvement</p>	<p><u>Practice</u></p> <ul style="list-style-type: none"> • Increased identification of asthmatics by 196% from SY13-14 to SY14-15 • Increased number of asthmatics receiving EBP care (flu shots, appropriate tx, spacers) <p><u>Academic</u> Poster presentation on Addressing Health Disparities in Vulnerable Youth through APN Care in SBHCs, DePaul University Health Disparities Conference, April 2015 (faculty and students)</p> <p>RUCON student participation in and training for Asthma Initiative in partnership with American Lung Association</p> <p>RUCON student evaluations reflect 100% satisfaction rate with academic and clinical training placements in SBHCs and CPS schools</p>	<p>Research shows that medical issues related to poorly controlled asthma result in missed school days and 911 calls from schools. Our efforts:</p> <ul style="list-style-type: none"> • Increased the number of students identified with asthma so they can be evaluated and appropriately treated • Allowed for in-SBHC treatment of asthma exacerbations, keeping student in school and out of the emergency room <p>Evaluation of longer term impact of like projects in other schools with SBHCs has demonstrated less missed school due to asthma or respiratory issues; next phase of project will be to track academics of CPS asthmatic students cared for in the Rush SBHCs.</p>

Partnership Goal	Activities	Outcomes	Comments/Sustainability/Impact												
<p>Goal: Increase the number of CPS students receiving comprehensive, medically accurate sexual health education and services while providing opportunities for faculty practice, clinical learning, and scholarly activity.</p> <p>Healthy Chicago 2.0 Target Area: Infectious Disease Control and Prevention/ Reproductive Health</p> <p><u>Rush Programs:</u> Sexual Health Education by Rush MSN students SBHCs</p> <p><u>Practice Partner</u> CPS Schools:</p> <ul style="list-style-type: none"> • Lindbloom • Crane Med Prep • Ellison • Simpson • Orr • Mason 	<p>-Selected MSN students earn sex-ed certification and provide 8-week course to CPS students grades 5th - 12th.</p> <p>- All school-STI (Chlamydia and Gonorrhea) screening events at Simpson and Orr schools for all enrolled students</p> <p>- Ongoing access to STI/HIV screening in SBHCs</p> <p><u>MSN Capstones</u></p> <p>- Sexual health education (3 projects)</p>	<p><u>Practice</u> Presentations - CPS has presented the district's sexual health model at the American Public Health Association (APHA) Conference (2015) and at the Illinois Maternal and Child Health Conference (2016).</p> <p>Since September 2014, CPS student knowledge have been measured through pre- and post-tests.</p> <ul style="list-style-type: none"> • 19 out of 20 (95%) of CPS student groups have shown increased score on post-tests. • 31%: average percent increase of pre- and post-test scores for all classes taught <p>STI rates have decreased through in-SBHC screening and all-school STI screening events</p> <p>Change in STI Rates (chlamydia)</p> <table border="1" data-bbox="898 922 1488 1230"> <thead> <tr> <th>School</th> <th>2011 % of chlamydia tests positive</th> <th>2015 % of chlamydia tests positive</th> </tr> </thead> <tbody> <tr> <td>Crane</td> <td>17.4</td> <td>13.8</td> </tr> <tr> <td>Orr</td> <td>15.3</td> <td>10.0</td> </tr> <tr> <td>Simpson</td> <td>17.0</td> <td>9.7</td> </tr> </tbody> </table> <p><u>Academic:</u> Presentations:Podium (Sexual health education): Association of Community Health Nurse</p>	School	2011 % of chlamydia tests positive	2015 % of chlamydia tests positive	Crane	17.4	13.8	Orr	15.3	10.0	Simpson	17.0	9.7	<p>Based on the provided outcomes, provision of sexual health education as a MSN clinical experience has proven effective in meeting the needs of CPS and Rush CON. Rush CON faculty are committed to continuing provision of sexual health education at Mason Elementary and Lindblom Academy. Clinical rotations are scheduled for the 2016-17 school year and are anticipated in future academic years. Rush CON will continue to work with CPS to meet the emerging sexual health education needs of the district.</p>
School	2011 % of chlamydia tests positive	2015 % of chlamydia tests positive													
Crane	17.4	13.8													
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		<p>Educators Annual Institute in Denver, Colorado, June , 2015 (faculty)</p> <p>Podium (Sexual health education): Annual Meeting of the American Public Health Association in Chicago, IL, October, 2015 (faculty)</p> <p>Podium (Sexual health education): Sigma Theta Tau International biennium in Las Vegas, Nevada. November 2015. (faculty and students)</p> <p>Podium (All-school STI screening): Implementing an All -School STI Screening Event at the annual School Based Health Alliance conference, Arlington VA, June 2016 (faculty and students)</p> <p>Poster (Sexual health education): Midwest Nursing Research Society annual meeting in Chicago, Illinois, March 2015 (students)</p> <p>-Sexual Educator certification for all MSN students/faculty participants -Positive nursing student course evaluations</p> <p>Since September 2014:</p> <ul style="list-style-type: none"> • 1,516 CPS students have been taught sexual health education by MSN students • 3 schools have utilized MSN students to teach sexual health education • 54 MSN students have taught sexual health education • Each term, there have been 3-4 clinical faculty involved in the project • 100% of MSN students involved have met all clinical objectives through the CPS clinical 	
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Partnership Goal	Activities	Outcomes	Comments/Sustainability/Impact
<p>Goal: Increase immunization rates for CPS students while providing opportunities for clinical learning and scholarly activity.</p> <p>Healthy Chicago 2.0 Target Area: Infectious Disease Prevention</p> <p><u>Rush Program:</u> SBHCs</p> <p><u>Practice Partner</u> Crane Med Prep Orr Simpson</p>	<p>-CPS Staff in-services on immunization best practices -Collaboration with host schools to address mandatory school medical compliance requirements -Collaboration with school principals and school nurses for immunization outreach, administration, and completion</p> <p><u>MSN Capstone</u> Changing APN practice to improve immunization rates</p>	<p>opportunity</p> <p><u>Practice</u></p> <ul style="list-style-type: none"> Documented increase in immunization administration by 179% SY13-14 to SY14-15 <p><u>Academic Presentations:</u> Podium: Addressing Health Disparities in Vulnerable Youth through APN Care in SBHCs, DePaul University Health Disparities Conference, April 2015 (faculty and students)</p> <p>CON student training/clinical application of immunization administration and schedule management</p> <p>RUCON student evaluations reflect 100% satisfaction rate with academic and clinical training placements in SBHCs and CPS schools</p>	<p>Immunization rates for students attending the Chicago Public School's housing the Rush SBHC rates rank among the lowest for Illinois and the nation.</p> <p>Our efforts resulted in: -Increased number of fully vaccinated children allowing them to remain healthy and in school</p> <p>- Improved medical compliance rates for host schools (27% non-compliant Sept 2015 reduced to 2% May 2016)</p>

Partnership Goal	Activities	Outcomes	Comments/Sustainability/Impact
<p>Goal: Increase identification of CPS students at risk for or experiencing behavioral health issues and link them to services while providing opportunities for clinical learning and scholarly activity.</p> <p>Healthy Chicago 2.0 Target Area: Violence and Injury Prevention/Bullying and Mental Health</p> <p><u>Rush:</u> Educational sessions by Rush MSN students SBHCs</p> <p><u>Practice Partner</u> Crane Med Prep Orr Simpson</p>	<p>- 8-week cyber-bullying course provided by MSN students</p> <p>- Comprehensive risk assessments in SBHCs and SBHC mental health services</p> <p>-Development of dedicated care coordination algorithm and program for mental health follow up</p> <p>-Partnerships with community mental health agencies for in-SBHC counseling services and in-school mental health groups</p> <p>-In-school mental health events conducted by MSN students aimed at reducing stigma around accessing mental health services</p> <p><u>MSN Capstones</u></p> <p>-SBIRT: Addressing adolescent substance abuse</p> <p>-Adolescent cyber safety education</p> <p><u>DNP Projects</u></p> <p>-Increasing identification and</p>	<p><u>Practice</u></p> <p>Increased identification and linkage of students with behavioral health risks and needs to services and programming:</p> <ul style="list-style-type: none"> • Number mental health diagnoses made/ Increase of 89% from SY13-14 to SY14-15 • Number of comprehensive risk assessments completed on high-risk youth/ Increase of 27% SY13-14 to SY14-15 <p><u>Academic</u></p> <p>Podium presentation on the Integration of Mental Health Services into Primary Care in SBHCs at the Illinois EverThrive Maternal Child Health Conference, Chicago IL, April 2016 (faculty and students)</p> <p>Poster presentation with oral presentation on the Integration of Mental Health Services into Primary Care in SBHCs at the annual School Based Health Alliance conference, Arlington VA, June 2016 (faculty and students)</p> <p>RUCON student evaluations reflect 100% satisfaction rate with academic and clinical training placements in SBHCs and CPS schools</p>	<p>In Illinois, up to 20% of school-age youth have emotional or behavioral challenges. This percentage is estimated to be higher in low-income populations and for youth exposed to violence. Our efforts:</p> <ul style="list-style-type: none"> • Increased access to behavioral health care for underserved youth • Allowed for identification of risk factors affecting academics and life course - homelessness, family and environmental trauma, abuse and neglect, and lack of basic needs - through comprehensive risk assessment of each CPS student seen in the SBHCs and in-school cyber-bullying and stigma reduction groups.

	linking to services for youth with mental health issues		
Partnership Goal	Activities	Outcomes	Comments/Sustainability/Impact
<p>Goal: Collaborate with CPS to provide after school programming that provides leadership opportunities for CPS students and promotes LearnWell values while providing opportunities for clinical learning and scholarly activity.</p> <p>Healthy Chicago 2.0 Target Area: Obesity Prevention</p> <p><u>Rush Program:</u> MSN Public Health Nursing</p> <p><u>Practice Partner :</u> Crane Med Prep</p> <ul style="list-style-type: none"> Health Ambassador's Club (HAC) 	<p>Collaborative effort between MSN students and Crane Med Prep students for the establishment of the Health Ambassadors Club (HAC), a student-led after school program focusing on obesity prevention.</p> <p><u>MSN Capstone:</u> The After School Diet, Exercise</p>	<p><u>Practice</u> As an outcome of the RUCON and HAC collaboration: -150 Crane Med Prep students participated in a food demonstration Spring 2015 -500 Crane Med Prep students and faculty participated in a Power Hour of fitness Fall 2015 -15 Crane Med Prep/ HAC students organized and implemented the food demonstration and Power Hour event for 500 students and faculty. -There was a 23% increase in HAC students who reported the recommended 60 minutes of exercising every day (Jan 2015 - November 2015) -Perception of the barriers in the HAC students' environment was access to space for physical activity and time for physical activity -Walking was the most popular physical activity 100% of HAC students accurately identified the 5 sections of MyPlate and gave two examples of knowledge gained via survey.</p> <p><u>Academic</u> Presentations: Podium: Lessons learned/ best practices at national Association of Community Health Nurse Educators annual conference, Denver, Colorado June, 2015 (faculty and students) Podium: American Public Health Association annual conference, Chicago IL, October, 2015 (faculty, Crane Med Prep principal and students)</p> <p>RUCON MSN students completed 120 hours of</p>	<p>The partnership with Crane Med Prep and CON MSN PHN faculty/ students to address Learn Well began Summer 2014 and continues today. Through the sustained efforts of CON faculty and Crane Med Prep leadership, cohorts of MSN PHN students work with Crane Med Prep students to sustain after school programming and promote Learn Well. As the student population of Crane Med Prep continues to grow, the goal is to build capacity of Crane students, faculty and staff to promote and maintain LearnWell values and activities within the school.</p> <p>MSN students and Crane Med Prep key stakeholders evaluate formative and summative success of the program at regular scheduled meetings.</p>

Partnership Goal	Activities	Outcomes	Comments/Sustainability/Impact
<p>Goal: Increase the number of well qualified new graduates seeking employment at community settings.</p>	<p>RCON MSN/DNP student clinical placements that lead to employment opportunities in nursing positions that serve CPS students</p> <p>Provide educational opportunity to CPS school RNs seeking advanced degrees</p>	<p>public health nursing clinical rotation</p> <p><u>Practice:</u> New hires: 1 RUCON RN graduate hired as CPS school nurse</p> <p><u>Academic:</u> New hires: 3 RUCON RN graduates and 5 RUCON graduate APNs hired into SBHCs</p> <p>New RUCON students: 1 CPS RN completed Advanced Public Health Nursing Masters program</p>	
<p>Goal: Empower community members to improve their own health and provide opportunity for MSN students to work in an interprofessional environment.</p> <p>Chicago 2.0 Target Area: Partnerships and Community Engagement</p> <p><u>Rush Program</u> RCSIP (Rush Community Service</p>	<p>Health fair for CPS students</p> <p>5=1+20 Concussion module was presented at Benito Juarez and Crane Spring sports teams</p> <p>Youth advocates</p>	<p><u>Practice/Academic</u> FY16 data:</p> <ul style="list-style-type: none"> • 42 nursing students volunteered • triaged 300 people • provided physical exams for 250 children • administered over 100 vaccinations • distributed 350 backpacks <p>5+1=20 - Interprofessional opportunity comprised of 50% nursing students (16 students) providing 36 hours of care to 364 patient encounters; MSN students teach teen community volunteers health information to share in their communities</p> <p>Youth Advocates - Interprofessional students</p>	<p>For 25 years,RCSIP has provided community-based volunteer experiences for interprofessional Rush students that enhance their ability to work in teams and care for diverse populations. RCSIP programs are student-driven and implemented in a variety settings including CPS schools.</p>

<p>Initiative Program)</p> <p><u>Practice Partner:</u></p> <p>CPS :</p> <ul style="list-style-type: none">• Benito Juarez• Crane Med Prep• Simpson		<p>involved in the Youth Advocates sub-group of RCSIP (Rush Community Service Initiative Program) engaged in 75 hours of volunteer time in the SBHCs. Nursing students comprised 20% of students and they provided 29 hours of care during 31 patient encounters</p>	
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