

Using Strategic Partnerships to Maximize Critical Thinking and Creating Collaborations



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BECAUSE OF LIMITED BUDGETS AND FACULTY SHORTAGE, THE AMERICAN ASSOCIATION OF COLLEGES OF NURSING (AACN) HAS RECOMMENDED THE USE OF STRATEGIC PARTNERSHIPS BETWEEN HOSPITALS AND NURSING SCHOOLS. THESE PARTNERSHIPS OFFER OPPORTUNITIES TO CREATE A HIGHLY EDUCATED NURSING WORKFORCE, BRIDGE THE FACULTY SHORTAGE GAP, AND STRENGTHEN CLINICAL CONNECTIONS WITH AREA HEALTHCARE AGENCIES. A ONE-DAY, CLINICAL SIMULATION, FACILITATED BY HEALTHCARE NURSE EDUCATORS, ACLS INSTRUCTORS, AND NURSING FACULTY, PROVIDED STUDENTS A HANDS-ON EXPERIENCE WITH WITNESSING, RUNNING, AND PARTICIPATING IN A CODE BLUE SITUATION

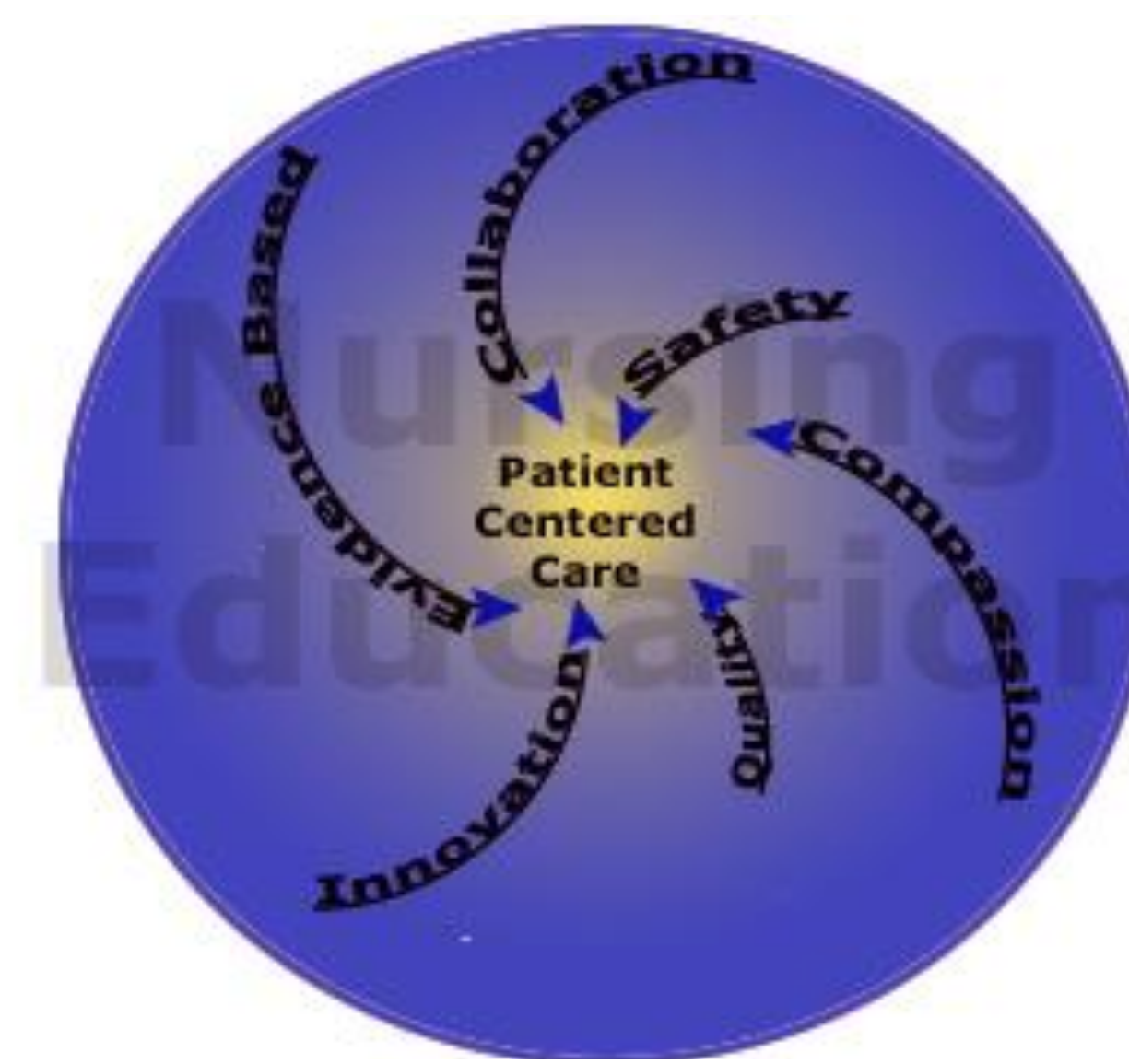
THE MISSION OF THE SCHOOL OF NURSING IS TO PREPARE SAFE AND COMPETENT PROFESSIONAL NURSES, WHO IN COLLABORATION WITH OTHERS, PROVIDE OR FACILITATE HIGH QUALITY PATIENT-CENTERED CARE IN A GLOBAL SOCIETY.” (SON FACULTY SPRING 2011)



DEFINING COLLABORATION

- Involves functioning effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making with patients and families to achieve quality patient care (QSEN, 2011)
- Education would be connected to *quality indicators* from the beginning: A spirit of inquiry would pervade the academic and clinical environments; varied and appropriate teaching strategies would be used; students would engage in higher order thinking; **interdisciplinary learning and practice would be evident; and everyone would be engaged in helping students be successful.** (NLN Think Tank on Transforming Clinical Nursing Education, 2008)
- Academic-practice partnerships provide the needed leadership, mentorship, and support in a collaborative process to translate and incorporate the best new evidence into practiced and fosters a high level of professional engagement by nurses (NACNEP 2010).
- Effective communication and collaboration among health professionals is imperative to providing patient-centered care. All health professions are challenged to educate future clinicians to deliver patient-centered care as members of an interprofessional team, emphasizing communication, evidence-based practice, quality improvement approaches, and informatics. Interprofessional education is defined as interactive education activities involving two or more professions that foster collaboration to improve patient care. Teamwork among health professionals is associated with delivering high quality and safe patient care. Collaboration is based on the complementarities of roles and the understanding of these roles by the members of the healthcare teams

GSW's Conceptual Model



COLLABORATION ENHANCERS

- Shared goals
- Understanding of other's roles & responsibilities
- Mutual respect
- Clear communication
- Openness to learning
- Ability to change one's viewpoint, given new information



OTHER COLLABORATIVE INITIATIVES

- Mock Interviews
- OR Simulation Experiences
- Statewide Collaboration with expert clinicians to provide topic specific seminars
- Community agencies to provide hands on opportunities for cultural competent care in underserved populations
 - Migrant Health Fair
 - Community Disaster Drill
 - Mental Health Programs
 - Baldwin Community Outreach
 - Childhood Obesity Project
- Individualized clinical experiences in regional facilities

REFERENCES

QSEN
<http://www.qsen.org>
 Final Report of the 2008 NLN Think Tank on Transforming Clinical Nursing Education (Rep.) (2008)
 Kein-Collins, R. A Policy Brief on Innovation in Nursing Education-Council for Adult and Experiential Learning (2011)
 The Essentials of Baccalaureate Education for Professional Nursing Practice. American Association of Colleges of Nursing (2008)
 National Advisory Council on Nurse Education and Practice (NACNP). Addressing New Challenges facing Nursing Education: Solutions for a transforming healthcare environment (March 2010)

