

**Leveraging Community Partnerships:
Everybody Wins**

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Objectives

- Discuss the current challenges clinical programs face in finding suitable placements for trainees
- Review an example of a grant-based academic-community partnership that provides benefits to both clinical agencies as well as students and faculty
- Consider how such a relationship might work for your institution and what first steps could help in creating such a partnership

The Challenge

- Clinical agencies face increasing demands in the current economic climate
- Decreased staffing and increased productivity expectations result in more and more agencies reducing the number of trainees they will accept for precepting, or closing their doors completely
- Given these challenges, NP training programs are constantly charged with finding creative ways to incentivize the clinical placement process for agencies and preceptors

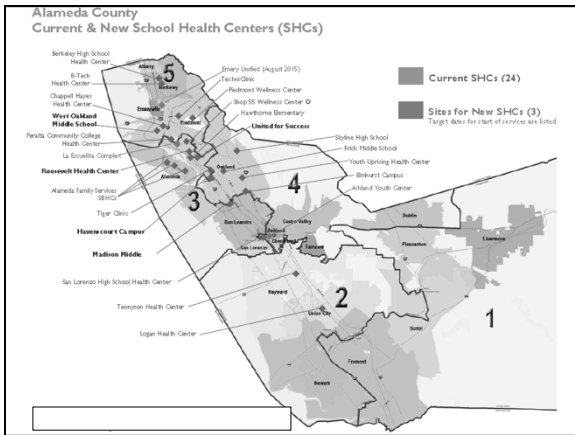
The UC San Francisco-Elev8 Healthy Students & Families Grant

Awarded by Atlantic Philanthropies from 6/11-6/14 to work with Oakland Elev8 Middle School Project to:

- improve the health and future lives of children
- promote healthy families from underserved urban communities
- develop replicable health and education models for school-based care**

Elements of partnership:

- UCSF Schools of Nursing and Dentistry
- Faculty and trainee participation in SBHC activities through practice and service-learning opportunities



UCSF-Community Partnership: Meeting the Needs of Both Sides

University	Community Clinic
<ul style="list-style-type: none"> Clinical training programs (eg Nursing, Dentistry) need community sites <ul style="list-style-type: none"> Faculty practice Student practicums Student QI projects University mission to impact health in underserved communities 	<ul style="list-style-type: none"> Provision of Services Marketing and Outreach School Integration Funding/Billing

Provision of Services

Nurse practitioner faculty from UCSF staff 4 SBHCs at one half-day per week, year-round

Each faculty member precepts one NP student (PNP or FNP)

Additional clinical experiences are done throughout the year with groups of students, to support mass screenings

- Sports PEs
- STI screening
- Oral health

Screening Campaign Examples

Oral health screenings & fluoride varnish application:

- 1300 visits - 3 sites - 4 days

"Get Yourself Tested" Campaign for teen STI and oral health screening - 1 site - 3 days

- 276 medical visits
- 169 dental visits

Sports Physicals for School Teams

- 45 visits – 1 site – 3 days

Mostly billable visits!!

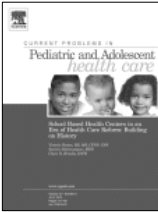
Additional Learning Opportunities

- Students complete pre and post reflections for any experience at one of the school-based health centers
- Aim to collect data re: students' perceptions and experiences working with underserved youth in this unique setting
- Provides the student an opportunity to further process clinical experiences

Assistance with Sustainability

- Mass screening/interventions maximize billing by precepting multiple students
- Dissemination of evidence-based guidelines and best practices (including maximizing billing) through faculty-led trainings involving various sponsor organizations
- Joint grant applications, or use of student projects to assist in grant-writing

Marketing and Outreach



Faculty/trainees improve SBHC visibility through publication and presentation

- 2 posters presented
- 6 presentations at state and national conferences
- 2 publications

Collection/evaluation of data can be used to promote SBHCs and/or request funding

- Student QI project used as lit review for grant application

School Integration

Utilization of students in classroom-based health education curricula

NP student leadership projects:

- Oral health resources and education
- Integration of SBHC into school support services teams
- Development of bilingual low cost physical activity resource list by zip code
- MDI access program for undocumented pts with asthma
- BMI measurements of entire school
- Group obesity interventions

Can this work for you?

Consider the community agencies in your area that might benefit from collaboration with your program

- Don't underestimate your geographical reach – distance experiences may work for a variety of students, and may provide more community partners who are available and interested

Not everyone has grant funding

- Talk with the community organization to see what is feasible – ie providing reimbursement for faculty time (eg per diem salary)
- Plant the seeds so that when they are writing for grants, they include you
