Developing Meaningful Partnerships: Academic Partnerships & Advisory Councils

Defining the Academic–Practice Partnership

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Roadmap

What we'll cover

1. **Frameworks & the MOU**
   What CAPP and AACN/AONL require to formalize a partnership

2. **Two ways we engage**
   The CAPP-accredited program vs. the academic-partner model

3. **Defining each relationship**
   Who hires, places, accredits, and carries liability in each model

4. **Where CAPP accreditation sits**
   The Current Landscape and what it means for our graduates

5. **Governance, outcomes & discussion**
   The Advisory Council, the shared outcome matrix, and your input

Two Frameworks Govern the Partnership

Options for a SON to partner with practice

CAPP Accreditation Requirement

- A formal agreement or MOU must be in place wherever an academic partnership exists.
- It must recognize the fiscal and academic responsibilities of all parties and the term of the agreement.
- Not optional documentation — you are surveyed against it.

AACN / AONL Guiding Principles

- An intentional, formalized relationship grounded in mutual goals, respect, and shared knowledge.
- Established at the senior-leadership level; joint competency development and accreditation prep.
- New AACN/AONL Playbook (Dec 2025) offers sample MOUs, pro formas, and role descriptions.

What the MOU Must Define

The terms that prevent friction and satisfy the surveyor

Mission & Measurable Goals

Shared purpose and outcome targets

Term, Renewal & Termination

Duration and exit provisions

Governance & Decision Rights

Oversight, cadence, dispute resolution

Fiscal Responsibilities

Salary, braided funding, 340B / §330

Accreditation Roles

CAPP sponsor of record

IP & Data Ownership

Sharing and stewardship of data- Evaluations & Productivity

Liability & Malpractice

Coverage delineation by party

Credentialing & Privileging

Pathways within each system

Our CAPP-Accredited Program & Practice Sites

The School of Nursing hires the NPs and places them across these eight practice sites

Standardized across every site:

- Curriculum & competencies
- Faculty & preceptor development
- Ramp up cadence
- Evaluation, outcomes & data

The School of Nursing as Academic Partner

Clinics hire their own APPs and complete our academic curriculum

Standardized across every site:

- Curriculum & competencies
- Faculty & preceptor development
- Ramp up cadence
- Evaluation, outcomes & data

SON Responsibilities as the Accredited Program

What the SON owns as the CAPP-accredited program

Academic Program of Record

Curriculum architecture, competency framework, and didactics — standardized across all sites.

Accreditation Stewardship

CAPP sponsor of record; owns the self-study and continuous-quality-improvement cycle.

Faculty & Program Leadership

Names the Program Director, manages faculty, runs preceptor development.

Competency Assessment & Evaluation

Milestones, progression and remediation policy, and outcomes aggregated across sites.

Infrastructure & Scholarship

LMS, library, the EBP/QI scholarly project and any research associated with the project.

Workforce & Pipeline Integration

Develops and negotiates the ramp up schedule with practice partner.
Feeds the NP pipeline and aligns the program to FQHC community needs.

Relationship: When We Are the Accredited Program

The SON hires the NPs, holds accreditation, and places them at practice sites

ACCREDITED PROGRAM
CONSORTIUM
FOR ADVANCED PRACTICE PROVIDERS

School of Nursing
Accredited Program & Employer

- Holds CAPP accreditation (program of record)
- Hires & employs the NP fellows — salary & benefits
- Braided funding – grants & practice partner income
- Credentialing & privileging within university system
- Owns curriculum, competencies & didactics
- Program director, faculty & competency evaluation
- Places fellows at practice sites; manages rotations
- Confers completion of the accredited program

Practice Site
Placement Site

- Provides the clinical environment & patient panel
- On-site precepting & clinical supervision
- Credentialing & privileging within its system
- Day-to-day scheduling
- Billing for provider visits (retains income)
- Performance feedback to the program
- Hosts the fellow — but does not employ them

CAPP-accredited: fellows train within — and graduate from — an accredited program.

Relationship: When We Are the Academic Partner

The clinic hires and employs the NPs; the SON provides the academic programming

School of Nursing
Academic Partner

- Does not employ the NP
- Provides the accredited academic curriculum & didactics
- Competency framework & learning objectives
- Academic faculty mentorship for coursework
- Confers completion of the academic program
- Does not accredit the local program or manage placement

Clinic
Employer & Program Host

- Hires & employs the NP — salary & benefits
- Runs its own onboarding / fellowship (not accredited)
- Clinical supervision, precepting & patient panel
- Credentialing, privileging, billing & malpractice
- Owns the local program structure & schedule
- Contracts with the SON for academic content

Not CAPP-accredited: the SON supplies accredited academic curriculum only; the local program is not accredited.

Accreditation: The Current Landscape & What it Means

Postgraduate APP training is voluntary; CAPP accreditation attaches to the program — not the curriculum or the site

The Issue: postgraduate APP fellowships are voluntary and not required for APPs to practice; CAPP accreditation attaches to the sponsoring organization — not to a curriculum or an individual site. So, in a distributed model, where it sits depends on who holds the CAPP sponsorship.

CAPP-accredited program

SON-anchored fellowship

- Betty Irene Moore SON is the CAPP sponsor of record and the accredited academic anchor.
- Practice partners serve as sites within the accredited program: HALO · Alexander Valley · One Community · Sacramento County Health Center · Harmony Health · Sutter Lakeside.
- **NPs who train here graduate from a CAPP-accredited program.**

Not CAPP-accredited

Clinic-run, SON as academic partner

- The clinic hires its own APPs and contracts with the SON only as the academic partner.
- Those APPs complete the SON's accredited academic curriculum.
- **The clinic's local program is not CAPP-accredited — accreditation does not travel with the curriculum.**

The bottom line: CAPP accreditation sits with the sponsoring organization, not with the curriculum a site licenses. Same curriculum; different accreditation status.

APP Fellowship Advisory Council: Purpose & Scope

Why the council exists and what it covers

Purpose

Advises the Program Director and sponsoring institution on the quality, relevance, and sustainability of the APP Fellowship.

- Brings diverse stakeholder expertise to curriculum, outcomes, and accreditation readiness
- Provides input and guidance on the program
- Bridges the academic–practice gap
- Keeps the program aligned to evolving workforce and community needs
- Strengthens CAPP accreditation readiness

Scope

- Advisory, not governing — the Program Director retains operational authority
- Reviews curriculum, outcomes, resources, fellow well-being & workforce needs
- Reports to the Program Director & sponsoring institution
- Balanced internal & external stakeholder membership
- Out of scope: day-to-day operations & individual trainee discipline
- Defined by a written charter / terms of reference
- Meets at least semi-annually

APP Fellowship Advisory Council: Core Functions

The recurring work that keeps the program accountable

Curriculum Currency & Relevance

Review competency alignment and revisit the needs assessment as scope and practice evolve.

Outcomes & Metrics Oversight

Recruitment, completion, board pass, and retention / employment of graduates.

Resources & Sustainability

Funding mix, braided funding, and the program's return on investment.

Workforce & Community Alignment

External and community voice ensuring graduates meet real-world needs.

Fellow Voice & Well-Being

Trainee feedback, support, and the confidential concern pathway.

CQI & Accreditation Readiness

Close the loop on recommendations and jointly prepare for CAPP review.

The AACN Academic–Practice Outcome Matrix

Example: our CAPP-accredited NP fellowship — School of Nursing as the accredited program, with practice/placement sites

Partners jointly set goals, split the action steps, and define measurable outcome thresholds with timeframes. **AP (academic side) = School of Nursing, the CAPP-accredited program · PP (practice side) = practice / placement site**

Partnership Goals *Mutually established*	**Activities · Action Steps** *Jointly planned, split AP / PP*	**Expected Outcomes & Timeframe** *Measurable target thresholds*
Transition licensed new-graduate NPs to safe, autonomous primary care practice	**AP: structured didactic curriculum; competency milestones; faculty mentorship & evaluation** **PP: progressive clinical autonomy with physician / APP preceptors; managed patient panel**	__% complete the 12-month fellowship (annually) __% attain independent-practice competency milestones (at completion) Median time-to-independent panel management (months)
Build role confidence & readiness for complex, underserved primary care	**AP: simulation & case conferences; integrate SDOH; reflective practice with structured feedback** **PP: precepted management of complex / high-acuity panels; specialty exposure**	__% report confidence in autonomous practice (validated scale, at completion) __% meet panel-size / productivity targets within 6 months Reduced early-career burnout (validated measure)
Advance evidence-based practice & QI in the fellow's clinical role	**AP: mentor the EBP / QI scholarly project; provide the IRB pathway** **PP: clinic leaders identify priority clinical problems**	__# QI projects completed per cohort __% adopted into FQHC clinical protocols __# disseminated (poster / publication)
Retain new-grad NPs in the safety-net workforce & support CA practice pathways	**AP + PP: braided funding (HRSA, 340B, §330); pathway to credentialing & ongoing employment at partner sites** **AP + PP: fellowship hours & mentorship count toward AB 890 transition to practice**	__% hired at partner sites at completion __% retained at 12–24 months Hours applied toward AB 890 §2837.103 TTP (4,600 hrs / 3 FTE yrs)

Structure per the AACN–AONE Partnership Expectation & Outcome Matrix Worksheet. Blank thresholds (__) are set by the partners during planning. Fellows enter licensed and board-certified.

Keys to a Durable Partnership

Formalize at the senior-leadership level
The MOU is a CAPP standard — and your strongest protection against ambiguity.

Be clear which role you're playing
Accredited program or academic partner — that determines who holds CAPP accreditation, who employs the NP, and who carries liability.

Build the financial reality in early
Fund both sides of the partnership and make the ROI explicit for funders and partners.

Evaluate with a shared outcome matrix
Use the AACN Academic–Practice Outcome Matrix to track value across every site.

Thank You

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Small-Group Discussion

In your small groups (~20 minutes), use one or more of these questions to jumpstart a discussion; Dani Herbert, Surani Kwan and I will be roaming the room to answer questions

1

ROLES & THE MOU

Which responsibilities are hardest to assign cleanly between the School of Nursing and the practice site — and where might friction arise?

2

OUTCOMES & VALUE

Which fellowship outcomes would most convince your leadership the partnership is worth the investment — and how would we measure them?

3

BUILDING THE PARTNERSHIP

What is the biggest barrier to establishing an academic–practice partnership in your region — and what would help overcome it?