Academic-service partnerships in nursing: an integrative review

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Abstract

This integrative review summarizes currently available evidence on academic-service partnerships in the profession of nursing. More than 300 articles, published primarily in refereed journals, were accessed. Articles (110) were included in this review as they presented detailed and substantive information about any aspect of a nursing academic-service partnership. The majority were anecdotal in nature. Topics clustered around the following categories: pre-requisites for successful partnerships, benefits of partnerships, types of partnerships, and workforce development with its themes of academic-practice progression and educational re-design. Many examples of partnerships between academic and service settings were thoroughly described and best practices suggested, most often, however, without formal evaluation of outcomes. Nursing leaders in both settings have a long tradition of partnering with very little replicable evidence to support their efforts. It is critical that future initiatives evaluate the effectiveness of these partnerships, not only to ensure quality of patient outcomes but also to maximize efforts at building capacity for tomorrow's workforce.
This integrative review was conducted to explore nursing faculty perceptions of service-learning, including perceived benefits and barriers. Limited literature on nursing faculty perceptions of service-learning resulted in the need to analyze literature regarding general faculty perceptions of service-learning. Community-academic partnerships: Developing a service-learning framework. Journal of Professional Nursing, 31, 395–401. http://doi.org/10.1016/j.profnurs.2015.03.008 doi:10.1016/j.profnurs.2015.03.008