**Implementation Guidelines and Fidelity Measures**

These Implementation guidelines serve as a template for replication by other schools of nursing and health care agencies engaged in Dedicated Education Unit Clinical Education Partnerships.

To support the ongoing development and evaluation of the Dedicated Education Unit (DEU) innovation for the clinical education of pre-licensure nursing students, an Academic-Service Clinical Education Partnership needs to first be established. The school of nursing designees and agency partner associates in this new partnership take responsibility for creating, implementing, and sustaining this change in nursing clinical education practice. This responsibility includes assessing the implementation of requisite Processes, Inputs and Outputs, and associated activities, for attaining desired Outcomes as outlined in the DEU Partnership Model below. Based on lessons learned from our Robert Wood Johnson Foundation *Evaluation Innovations in Nursing* grant, a modified, revised, generic DEU Model is now presented for use as a Replication Template. Most importantly, Critical Elements to ensure fidelity have been developed, including the following fidelity measures: the DEU Partnership Model, the DEU Implementation Agreements, a DEU Clinical Instructor Orientation Manual, Position Description Guidelines for the school of nursing’s DEU Director, Clinical Faculty Coordinators, and DEU Clinical Instructors, and Guidelines for the First Three Week Schedule of DEU clinical education on the nursing unit.

The following DEU Implementation Agreements are important to first establish by new DEU Partnership members prior to instituting DEUs:

DEU Implementation Agreements

1. The School of Nursing (SON) and Agency Partner create a shared and common mission, vision, agreements, and goals for addressing quality improvement in education and practice and nurse faculty and RN shortage (s) and for advancing higher education, including capacity building, productivity, and retention.
2. The involved clinical agency partners and SON faculty, staff, and students share a dedicated commitment to the DEU Partnership and to developing and sustaining the model of DEU clinical education. This commitment extends to other SON faculty and nursing service staff not directly participating in DEU education, yet supportive of a healthy working environment and culture for DEU teaching and learning.
3. The SON agrees to commit resources for DEU implementation: upper level nursing administration support; program and course support; administrative assistant staff support; provision of DEU CI orientation and ongoing professional development sessions for CFCs and CIs; incentives for CIs; support for partnership meetings. The SON determines the amount of credit allocation for Clinical Faculty Coordinator (CFC) and DEU Program Director roles in the DEU Partnership.
4. The Clinical Agency Partner agrees to commit resources for DEU implementation: upper level nursing administration support; mid-management, unit nurse manager, and unit educator support; staff nurse and nursing team support; staffing commitment- possible addition of 1 RN staff member first 1-4 weeks of implementation; CI incentives; support for partnership meetings and release of CIs for orientation and development sessions. The Agency Partner builds in time to staff responsibilities to support the DEU Nurse Manager, DEU Program Director, DEU Unit educator roles in the DEU Partnership.
5. The Agency Partner agrees to the presence of one SON on its selected nursing unit designated for the dedicated clinical education by its staff nurses and SON faculty to the school’s nursing students.
6. The Agency Partner and SON explore possible education programs to be provided by DEU students to DEU units and nursing staff on regular basis.
7. The Agency Partner and SON explore possible employment opportunities at agency for DEU students as aides and as graduates developing plans for reduced orientation and transition to practice.
8. The DEU Partnership determines its ability to provide consultations/and other activities to interested parties and develops associated implementation plan and guidelines.
9. The DEU Partnership creates DEU information sources and maintains ongoing data collection and development (DEU partnership meeting minutes; CFC course team meeting minutes; DEU/SON spreadsheets for junior and senior students/ CFC/CIs/units/ incentives/stipends/costs/student and faculty presentations/publications; ns manager spreadsheets; SON and Agency Survey Evaluation results from students, CIs, CFCs, partners, nursing units; consultation reports )
10. The DEU Partnership routinely monitors the DEU Implementation, discussing the need for and collectively agreeing to implementation variations and revisions.
11. The DEU partnership regularly reviews the implementation of the DEU Partnership Model and evaluates its inputs, activities, outputs, and outcomes, including costs and benefits, according to an established timeline.
12. See Inputs, Activities, Outputs, and anticipated Outcomes outlined in the DEU Partnership Model for specific components to address and activities to carry out.

Dedicated Education Unit Partnership Model Template (for replication purposes)

Note: This template is for suggested use for implementation of DEUs at the Junior Level/Adult Health/Medical-Surgical Nursing Clinical Experiences over a full semester, 14-15 week period, and for its associated use at the Senior Level/Adult Health Precepted Clinical Experiences, also over a full semester, 14-15 weeks, or 168 clinical hours/semester.

**Dedicated Education Unit Partnership Model**

|  |  |  |  |
| --- | --- | --- | --- |
| **INPUTS**  **Clinical Agency Partner:**  --Selected Unit(s) for Available DEU clinical placements for Jr. level students and for precepted Sr. level students from one SON; presence of only one SON on DEU unit  --Nursing staff and nurse manager,  CNS /educator support/mid-management and CNO support  --Staff nurses for selection as Clinical Instructors for Jr. level students (1:2 ratio) and for Sr. level students (1:1-2 ratio) for entire semester  --Committed nursing unit personnel with adequate staffing resources , including CI release to attend orientation/  ongoing prof. devt.  **Nursing Education Program (SON) :**  --Junior level, adult health, medical-surgical course with full course faculty support  --Course (s) clinical instructor (s), full-time/part-time, support for role change to Clinical Faculty Coordinator (CFC), motivated for DEU teaching  --CFC ratio to students is approx. 16; 1 CFC to 8 CIs  --Enrolled Jr. level nursing students in course motivated for DEU clinical learning  --Sr. level nursing course with precepted clinical learning and students available for DEU placement in same agency as Jr level DEU clinical  --Incentives by SON for Agency’s DEU nursing staff , such as  tuition vouchers for BS, BS-RN, MS programs; Incentive stipends  --Incentives by Agency for DEU nursing staff, such as career ladder advancement, additional compensation  Placement agreements with school and agency personnel with procedures for student placement assignments/faculty hiring based on enrollment  Approval granted for clinical innovation by  State Board of Nursing for BSN prepared Staff Nurse Clinical instructors  Possibilities for additional clinical agency affiliates with actual and/or potential placement for new DEUs/expansion | **ACTIVITIES**  **Academic/service clinical DEU partnership:**  Agency and school partners form DEU partnership is established and plans to meet 2-4 times during first semesters prior to implementation and during first semesters of implementation, then determine frequency to 1-2 times/semester thereafter;  group identifies roles/responsibilities for levels of oversight, communication, coordination, decision-making, monitoring implementation and ongoing evaluation of DEUs and partnership  Partnership members include SON and Agency mid-level and unit/course level staff; partnership decision-making is performed by consensus.  DEU Partnership develops position guidelines for all SON and agency DEU members  DEU Ns. Manager recruits/selects BSN staff nurses as new DEU CIs with 1-2 alternatives; provides support /staffing resources with other RNs and nursing staff members on DEU student days; establishes ongoing communication with CFC  Ns. Manager and SON/CFC determine start dates and days for DEU student experiences  SON and CFCs select and assign students for DEU clinical experience and to specific DEU CFC with selected CIs  CFC  CFC coordinates with Ns. Manager and CIs for designating CI – student patient and/or unit assignments; Lead CFC coordinates and communicates on weekly and ongoing basis with CFCs, CIs, and Ns. Manager  CFC orients DEU students to DEU unit and facilitates initial DEU CI-student relationship and learning activities  CFC has presence on DEU unit for full days/week at beginning of clinical experience and partial days/week throughout semester providing coaching to CIs and student orientation/ conferencing, and facilitates student referrals for needed clinical learning support and development on campus  CFC and CIs negotiate assessments of students’ clinical learning; participation in student clinical evaluation  CFC establishes ongoing communication on and off units to assigned CIs; oversees CI instruction of students /problem-solving/maintains responsibility of overall clinical evaluation of students; monitors DEU education implementation on units  DEU CIs  Students are assigned patients by CI/unit ; students provide patient care and participate on nursing unit as instructed by CI who provides clinical instruction to DEU students while caring for assigned patient assignment , based on SON clinical learning objectives in collaboration with CFC each week  CIs instruct junior level students on DEUs for semester – 12 hour clinical day each week of 14 wk. semester (168 hours)  Senior level students participate in precepted 1:1 clinical experiences on DEU units per required clinical hours, usually 2-3 12 hour shifts/week for 168 hours/semester  DEU Students  DEU students also develop and provide unit level or dept. level educational program of benefit to nursing staff each semester in collaboration with Unit Educator, unit level QI program, CFC, and additional identified resources.  Agency considers implications/next steps for development and practice change based on new evidence/best practices/recommendations provided in educational program  Students/CIs/CFCs/units participate in clinical education evaluation each semester  SON  SON and CFC provide Day of Orientation for new DEU CIs; also provides ongoing professional devt. for clinical instructors  SON and agency offer incentives to DEU CIs who commit for 1+ years  Selected CIs designated as SON part-time or adjunct clinical instructors  SON completes any Board of Nursing reports/ documents/waivers  SON provides orientation to new CFCs and ongoing support to CFCs | **OUTPUTS**  **Clinical Instruction/**  **Teaching Productivity**  1a) # New staff nurses recruited and selected and # oriented to DEU Clinical Instructor role  1b) # CIs / semester on DEU unit providing Jr. level students  / & Sr. level student instruction  and # returning to role each semester  1c) # Students/ DEU CI at Jr/ Sr. level provided DEU instruction  1d) # DEU students / CFC /semester and # CFC returning each semester  **Clinical Faculty Worklife and Productivity**  Incentives  2a)#stipends or vouchers used/costs/semester provided by SON to agency/DEU nursing staff  2b) # and type of Career Ladder advancements; monetary incentives provided by agency to DEU nursing staff  Coaching and Support  2c) CI rate ongoing CFC support and relationship as positive and  CFC state CI engagement in student instruction and CI ongoing commitment to development as positive  2d) DEU unit states positive collaboration with CFC and students and each semester  2e) CFCs and CIs each semester use/ collaborate/revise Orientation Manual and First Three Weeks Implementation Schedule to ensure consistency and quality orientation and implementation  Orientation Manual; Guidelines for First Three Weeks Schedule; and Ongoing Professional Development for CIs /CFCs  2f) SON develops and disseminates Orientation Manual and First Three Weeks Guidelines Sessions/Meetings for CIs and CFCs  2g) SON develops and provides CEUs for Ongoing Professional Development for CFCs and CIs with positive ratings from participants  Clinical Education and Practice Partnership Products  2g) # and type of student presentations provided to nursing unit/staff and # attendees and # participants who rate learning experience as positive  2h) # and type of CFC, CI, DEU partnership presentations and publications, partnership meetings  2i) Position guidelines for DEU partners, CFC, CI roles and responsibilities to ensure continuity with DEU Partner turnover  2j) # consultations/monies generated provided by DEU partnership  **Educational Quality**  3a) # and % students successfully complete DEU clinical experiences and clinical courses  3b) # and % students rate DEU learning experience as positive  3c) # students explore possibilities for employment at DEU agency as nurse aide while a student or as RN upon graduation  3d) # students complete nursing program and attain licensure | **OUTCOMES**  **Teaching Productivity**  1a) Inc in # students/ FTE  1b) Inc # students/ CI/CFC  1c) Inc # UMB Faculty available for instruction and/or other faculty roles  1d) Inc # students enrolled in UG program  1e) Inc # of student placements on unit  1e) Inc # staff nurses retained as CIs each year  1f) Inc # staff nurses recruited as new CIs each year  1g) Development of new DEUs in same agency with same SON or new SON; devt. of new DEUs in additional agencies by SON  **Faculty Worklife**  2a) Inc professional satisfaction reported by staff nurses, CIs, CFCs, SON faculty and DEU partners in sustaining DEU partnership  2b) types of advancement/  recognitions/awards/  and positive turnover of DEU Cis  2c) Inc retention rate of staff nurses on DEU unit  2d) Inc in quality and quantity of publications and presentations by CI/CFCs/partners  2e) Grant funding or other DEU funding secured  2f) Inc in # of vouchers used for BSN or Graduate level nursing courses by CIs & nursing staff  2g) # of staff nurses apply, enroll, and complete BSN and graduate nursing programs  2h) # of SON faculty apply, enroll, and complete graduate /doctoral nursing programs ; awards/recognition; positive turnover  **Education Quality and Practice Quality**  3a) Decreased orientation time/cost for new nurses aides hired as DEU students  3b) #DEU graduates hired as RNs with decreased orientation time and costs and retention for 1-3 years  3c) # and type of practice improvements as direct result of student-led presentations  3d) # DEU graduates as staff nurses who become DEU CIs  3e) # new partnerships established with new SONs and agencies  3e) # and type of education improvements as result of DEU education in clinical courses, curriculum and program.  Note:  Inc= increase  Dec= decrease  SON= School of Nursing  DEU= Dedicated Educ. Unit  CI= Clinical Instructor  CFC= Clinical Faculty Coordinator  UG= Undergraduate  Jr= Junior  Sr= Senior  hr= hour  wk= week  sem= semester  mtgs= meetings  ns= nurse  mgr= manager  PCA= Pt care assistant  CNO= Chief Ns Executive  orient.= orientation  evals.= evaluations  #= number |

Fidelity Measures

**DEU Clinical Experience Junior Level DEU Students**

**First Three Weeks Schedule: Orientation to the Nursing Unit**

**The educational objectives for the first three weeks of the DEU clinical experience are for the student to gain beginning level clinical knowledge and skills and an appreciation for the patient care team and usual daily unit practices and nursing care provided. All DEU students and CFCs are expected to follow this schedule.**

**Schedule of Activities**

**Week One**: Students will meet their Clinical Faculty Coordinator (CFC) in the lobby. The following clinical learning activities will be completed by the student over a 1-2 day time period, with CFC support:

* Obtain IDs and gain an appreciation for the necessity of wearing them at all times for safety reasons and where to turn them in at the end of the semester
* Obtain computer access for use with patient documentation
* Tour the unit including utility rooms, medication rooms, patient rooms and location of IVs, code cart, EKG, fire safety, and other needed equipment
* Describe common illnesses, related patient care and common patient concerns for this unit’s patient population and the related assigned text readings
* Utilize the documentation system of the unit. Using a fictitious patient document vital signs, I&O, admission data, and nursing assessments
* Utilize the call bell system of the unit, demonstrating room locations and how to respond to call lights.
* Describe common types of Precautions on the unit and the location of supplies and resources needed for caring for patients on specific types of precautions.
* Gain an initial understanding of the medication administration system by observing a nurse retrieving medications for a patient using the system.
* Review the following patient care skills: vital signs with specific equipment, emptying Foley catheters, turning and positioning patients, bed making- occupied and unoccupied, bathing patients, placing a bedpan or urinal and transferring patients and use of mobility devices (The use of an empty room would be ideal for this).
* Observe, then demonstrate beginning level competency with Imeds/ Ivacs/pumps utilized on the unit. Prime an IV and correctly insert into pump; respond to the alarm and trouble shoot appropriately. Verbally describe signs of infiltration of IV fluid with related nursing responses.
* Observe the 02 delivery systems utilized on the unit; then demonstrate beginning level of competency with the use of oxygen equipment and related nursing care- from assessment to evaluation.
* Reflect on first week experience in conference with CFC. CFC reviews planned activities with students and unit staff for Week Two student-CNA experience.

**Week Two:** Students will work with a Certified Nurse Assistant (CNA) in a 2-3: 1 ratio, student to CNA. The following clinical learning activities will be completed by the student in this 12 hour day:

* Articulate specific teamwork and collaboration concepts in use while providing nursing care on the patient care unit
* Describe the role and responsibilities of the CNA; gain an appreciation for the role; and observe delegation and communication processes required by the RN –CNA team
* Assist in patient care with assigned CNA: AM care, meals, bed making, vital signs, I&O calculations, transferring patients, weighing patients, glucometry checks, O2 sats, setting up rooms for new patients, discharging patients, locating all needed supplies and resources
* Respond to call lights and interact with the nursing staff
* State an increase in overall comfort with the day to day workings of the unit; identify areas of discomfort
* Contact your Staff Nurse-Clinical Instructor (CI) to discover where your patient assignment will be posted for the first patient care day
* Reflect on second week experience in conference with CFC at end of experience
* CFC reviews planned activities with students and CIs for Week Three student-CI experience

**Week Three:** First week of nursing student with CI and assigned patient. Note: The student will work in student pairs caring for a patient, that is, 2 students with 1 patient, if possible.

The following clinical learning activities will be completed by the student in this 12 hour day:

* Obtain the patient assignment the day/evening prior to the first day. The assignment will be posted in a previously agreed upon place by the CI. The student will look up the patient’s diagnoses, diagnostic and therapeutic procedures, PMH, initial plan of nursing care, as well as have medication cards on patient’s current meds.
* Provide a report to your CI regarding patient information and patient care obtained. The student will include priority assessments needed to provide safe and effective quality patient care.
* Perform am care (with student partner). Complete basic patient assessments with CI observing. Also complete bed-making, complete and document vital signs and maintain I&O.
* *Observe* your CI administering medications, and
* Assist with patient’s dressings, and other nursing care and treatments.
* Communicate with assigned patient to develop a therapeutic rapport and increase comfort in providing psychosocial interventions, caring behaviors, and communication skills.

By the end of Week Three, the educational objectives to be met by students include:

-Verbalize any anxiety or concerns with CI and CFC and state beginning level comfort in providing nursing care on the patient care unit,

-Establish a working relationship with the CI for providing safe and effective quality patient care and for initiating, maintaining, and enhancing the teaching-learning experience, and

-Gain both a greater understanding of and appreciation for nursing and health care team members’ roles and responsibilities and the student’s role and responsibilities on the patient care unit through observations, interactions, and dialogue and reflection with CFC.

-Reflect on third week experience in conference with CFC at end of experience, including

-Assess and discuss individual learning needs; develop goals and verbalize plans for upcoming weeks.

CFC reviews the following planned activities of student with assigned CI for upcoming weeks:

* In upcoming weeks, students continue to perform patient care activities for assigned patient and further develop abilities to notice, interpret, respond to, and reflect on actions (developing clinical judgment).
* The CI and student focus weekly on learning goals and planned activities related to specific course content and nursing clinical and professional concepts.
* Students begin to verbalize and connect patient care to related pathophysiology and lab findings, connecting theory to practice, nursing knowledge and related skills, enhancing communication and clinical judgment skills, with consideration of patient-centered care and values, including cultural implications, patient teaching with patient, family or significant other, and with consideration of related ethical issues and transitional care provisions.
* The CI and students dialogue each clinical week to further develop clinical decision-making and reasoning skills and reflect on care provided, new learning, and for planning for upcoming weeks.
* Students will begin medication administration during weeks 5-6 upon CI assessment of student readiness -specific medication knowledge and skills for performing safe administration.
* Students continue to learn unit systems and develop abilities in accessing information and resources, attending to safety, teamwork and collaboration, patient centered care, evidence-based practices, quality improvement, and professional behaviors.
* The CI must be present with the student for medication administration and co-sign all related med. administration documentation and other documentation as appropriate.
* The CI provides ongoing feedback to student (strengths and areas for development and improvement) and addresses any learning issues for referral to on-campus learning resources with student and CFC.
* The CFC visits the nursing unit (s) weekly and communicates with CIs on ongoing basis for ongoing coaching, assessment of issues needing immediate attention, and assessment of student learning and ongoing performance evaluation.

**Implementation Assessment for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DEU Unit /Agency**

**Date Assessment Completed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**By Whom:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Weeks One-Three** | **Information Source** | **Level of Implementation** | | |
|  | **Student/CI** | **Not completed** | **Partially completed** | **Fully completed** |
| **Week One** |  |  |  |  |
| **Week Two** |  |  |  |  |
| **Week Three** |  |  |  |  |

**Comments and areas for improvement:**

**Position Guidelines**

**Part Time Clinical Instructor Guidelines (DEU Clinical Instructor qualifications included)**

**Position Description**

Provides direct clinical instruction and/or supervision to one or more group(s) of nursing students engaged in direct patient care at primary, secondary or tertiary settings, internships, or preceptorships. Typically 6 to 10 students comprise a clinical group. Clinical experiences are typically 6 to 12 hours per week of direct student teaching; some clinical experiences require instructors to review patient charts the day before the students’ clinical experience to provide students with their patient assignment the day before the clinical experience.

**Expectations:**

* Assist students in the application of knowledge, skills, attitudes, and specific clinical competencies in the clinical setting.
* Evaluate the clinical performance of students at mid-semester (formative) and at the completion of the clinical (summative), and when needed, based on:
  + - Clinical evaluation tool items
    - Other clinical assignments such as papers and presentations
* Collaborate with the clinical course leader regarding student issues such as absences, tardiness, and difficulty meeting course objectives, including referrals for students who are underperforming and for students at risk for clinical failure to the Center for Clinical Education and Research (CCER) for tutoring and support.
* Provide additional documentation when needed, such as implementing and completing forms and processes when placing students on clinical warning
* Collaborate with the clinical course leader and the relevant Undergraduate Program Director for assistance with development of remediation plans when placing students on clinical warning
* Be familiar with specific course requirements, required clinical experiences and CNHS and university policies and procedures
* Establish a collegial relationship with the agency’s nurse educator, nurse manager and other health care team members
* Collaborate with the nurse manager, staff and nurse educator to provide students with experiences that facilitate attainment of course and clinical objectives
* Collaborate with the Clinical Placement Specialist and relevant Undergraduate Program Director as additional liaison for students, staff, and the agency regarding student experiences
* Participate in CNHS faculty orientations and ongoing faculty development programs
* Assess care plans, and other clinical papers/activities with guidance from clinical course leader.
* Attend clinical faculty meetings as assigned by clinical course leader (usually 3/semester)
* Participate in the clinical faculty orientation and other programs and offerings at the assigned clinical agency to orient and maintain institutional credentialing
* Collaborate with assigned CNHS clinical faculty mentor if new to clinical teaching or if required by waiver status
* Participate in proctoring course examinations
* Other responsibilities to be mutually agreed on
* Remain current in theory, scholarship, and best practices in clinical nursing education and the clinical and theoretical aspects of a specific nursing practice area

**Qualifications**:

* Theoretical and clinical expertise in clinical instruction and nursing education
* Excellent communication, assessment, evaluation, and interpersonal skills
* Possess a current unrestricted Registered Nurse license for the Commonwealth of Massachusetts
* Possess an earned nursing Master’s degree or higher in Nursing (preferred) or, be eligible for clinical teaching in accordance with the Board of Registration in Nursing Waiver Policy, which requires: an earned BS in nursing and matriculated in a graduate nursing program with an expected graduate date within 5 years of the waiver *or*, earned BS in nursing and a related non-nursing graduate degree *or,* earned BS degree in nursing and five years of full-time nursing experience.
* Current health, CPR, CORI, and other documentation as required

Note: These guidelines are also applicable to Clinical Lab Instructors.

**Additional: DEU Clinical Instructor (CI) Guidelines**

Development of a DEU Clinical Education Partnership

The DEU Initiative began as a partnership between service partners and the school of nursing for the implementation of an innovative model, the Dedicated Education Unit (DEU) for clinical nursing education. The overall purpose of the DEU is to educate larger numbers of nursing students in an enhanced way to address the education-practice gap and the nursing faculty shortage and to excite nursing staff in their role in instructing and supporting student development. The DEU is an innovative approach to clinical teaching and involves a client unit that is developed as an optimal teaching/learning environment through the collaborative efforts of nurses, management, and faculty. Clinical instructors (CI) for DEUs are selected staff nurses. A faculty member, the Clinical Faculty Coordinator (CFC) is the college faculty member who works closely with each CI in developing the clinical instructor role, directly interacts weekly with all CIs and maintains overall accountability for student assessments and evaluation.

**CI Qualifications**:

* Demonstrates willingness to provide student instruction and develops knowledge, skills, and attitudes in clinical instruction
* Demonstrates well developed communication, assessment, teamwork, and interpersonal skills
* Possesses willingness to collaborate with School of Nursing CFC
* Possesses a current unrestricted Registered Nurse license
* Possesses at a minimum a BS in nursing and has worked 5 years fulltime \* on the nursing unit
* Demonstrates a willingness to commit to DEU program for 1 or more years

\*If worked less than five years, the title of DEU Associate may be considered; this DEU nurse would work under the supervision of a DEU CI.

**Course Coordinator Guidelines (DEU CFC responsibilities included)**

**Position Description**

Provides direct instruction and supervision of faculty who serve as instructors to nursing students enrolled in multiple sections for didactic or clinical courses in collaboration with instructor of record (lead faculty). Hours of direct supervision and instruction provided to faculty working with student nurses vary and correspond to the hours the faculty members and student nurses are scheduled for didactic courses or in the clinical setting.

**Expectations of all Course Coordinators**

* Communicates with didactic or clinical course faculty periodically (e.g, every week or every two weeks) via email or other means, throughout the semester for problem solving assistance, support, coaching, and mentoring.
* Provides mentoring, coaching, and support to all associated course instructors
* Is available to didactic or clinical course instructors via telephone or e-mail and is available to clinical instructors on cell or beeper for all hours of student clinical learning.
* Facilitates learning with didactic or clinical course instructors about evidence-based knowledge, skills, and attitudes required for nurse educator competencies.
* Explains CNHS course objectives, learning outcomes, and competencies, relevant aspects of CNHS program policies and university policies to instructors, including all relevant policies and procedures in the Undergraduate Nursing Student Handbook.
* Provides guidance to instructors about student assignments, evaluation, and performance.
* Collaborates with instructor of record as final authority in student evaluation.
* Collaborates with instructor of record and relevant Undergraduate Program Director in academic and clinical warning processes and in student plans for success with CCER Director.
* Collaborates with instructor of record for course evaluations at end of semester and all planning for upcoming semesters, along with other program staff.
* Collaborates with instructor of record on teaching strategies and learning activities
* Collaborates with instructor of record on faculty performance, evaluation, and improvement.
* Presents scholarly posters and papers at conferences, submits papers for publication in collaboration with other course faculty, and attends to ongoing professional development.
* Participates in course and program meetings as requested and in college activities as available.

**Additional Expectations for Coordinators of Clinical Courses**

* + - Collaborates with the nurse manager in creating a unit environment welcoming to students and clinical education, including provision for available learning resources, such as relevant texts and manuals, unit areas for course coordinator, faculty, and student conferencing, teaching, and learning.
    - Collaborates with nurse manager and others designated personnel for obtaining computer access for accessing information about clients for students, documenting client care, developing safety, quality improvement, and evidence-based practices, and other unit activities
    - Provides unit manager with course syllabus, clinical schedule, and learning objectives
    - Fosters teamwork through ongoing discussions with staff nurses, charge nurses, and advanced practice nurses for issues or concerns
    - Acts as a liaison between the agency and CNHS in concert with relevant program director and clinical placement specialist.
    - Creates new strategies with clinical faculty to develop students’ clinical reasoning skills and judgment, quality and safety competencies, ethical comportment, and integration of nursing knowledge with practice
    - Collaborates with relevant Undergraduate Program Director, CCER Director, and Clinical Placement Specialist in clinical learning and simulated learning experiences and clinical placement and orientation processes.

**Special Responsibilities for Course Coordinators of DEU units : Clinical Faculty Coordinators**

Provides direct instruction and supervision to staff nurses, rather than students, who serve as clinical instructors to groups of UMass Boston nursing students engaged in direct patient care on dedicated education units (DEU) at health care agencies. Hours of direct supervision and instruction provided to staff nurses serving as clinical instructors (CIs) working with student nurses vary and correspond to the hours the staff nurses/clinical instructors and student nurses are scheduled in the clinical setting. Strong collaboration skills are also required for this innovative model of clinical education delivery and agency- nursing school collaborative. Collaborates with program DEU Coordinator and actively participates as college representative on DEU Partner Working Groups.

Extensive presence of the CFC on the DEUs is expected during first three-four weeks of semester, with ongoing support as needed, includes mid-term and final evaluation periods.

Plans and leads DEU orientations for CIs and students, DEU related meetings, CI development sessions, student presentations, student selection processes, and DEU celebration events.

Participates in ongoing DEU evaluation and research activities.

(Faculty members with a primary interest and responsibility in clinical education and practice are strong candidates for the CFC position)

**Dedicated Education Unit Director Guidelines**

**Position Description**

**General Statement of Duties:**

The Dedicated Education Unit (DEU) Director is a nursing faculty member who has overall responsibility for the direction, implementation, and evaluation of the Dedicated Education Units, a clinical education innovation. The DEU Director oversees the strategic growth and maintenance of the dedicated education units in collaboration with CNHS clinical education academic-service partners. Also, the DEU Director seeks out new funding opportunities for carrying out ongoing formal evaluation. The DEU Director oversees consultations to schools and health care agencies and coordinates publications and presentations with faculty colleagues and DEU practice partners.

**Expectations of the DEU Director:**

* Collaborates with Clinical Faculty Coordinators (CFCs) in creating and maintaining DEUs with strategic agency partners
* Collaborates with Clinical Faculty Coordinators and Clinical Placement Specialist in student placements and selection on DEUs
* Initiates regularly scheduled meetings, at least one per semester, with CFCs and DEU agency partners
* Initiates presentations, publications, and research to advance the science of clinical education innovation
* Represents CNHS in presentations and consultations in collaboration with CNHS DEU partners at regional, national, and/or international conferences
* Conducts DEU Orientation programs each semester in collaboration with CFCs
* Provides opportunities for ongoing professional growth for DEU clinical instructors
* Seeks out funding opportunities on an annual basis
* Reports on DEU activities at Undergraduate Nursing Program meetings
* Collaborates with faculty, agencies, and Clinical Placement Specialist on DEU growth
* Evaluates DEU clinical education units on an annual basis
* Maintains all DEU documents and databases
* Maintains all ongoing data collection and reporting per grant funding requirements
* Obtains IRB approval for ongoing data collection, analyses, and evaluation of DEUs
* Maintains DEU website pages for students, faculty, and clinical partners
* Develops incentive resources for retention of DEU clinical Instructors
* Reports to Chair, Department of Nursing or Program Director regarding responsibilities and related workload

**Qualifications**:

* Demonstrates expertise in clinical education (knowledge, skills, and attitudes) through graduate coursework or certification in nursing education, clinical instructor experience, and/or experience in clinical education innovation
* Possesses excellent communication, evaluation, scholarship, and interpersonal skills
* Advances evidence-based clinical teaching and learning practices with CFCs, CIs, and students on DEUs
* Possesses a current unrestricted Registered Nurse license for the Commonwealth of Massachusetts
* Possesses an earned nursing Master’s degree or higher in the specific clinical specialty (preferred) or, be eligible for clinical teaching in accordance with the Board of Registration in Nursing Waiver Policy, which requires: an earned BS in nursing and matriculated in a graduate nursing program with an expected graduate date within 5 years of the waiver *or*, earned BS in nursing and a related non-nursing graduate degree *or,* earned BS degree in nursing and five years of full-time nursing experience.