



## Dedicated Education Unit Hand Book

“Poipoia te kakano kia puanai” Nurture the seed and it will grow

## Contents

Dedicated Education Unit Handbook .....	3
Introduction.....	3
What is a Dedicated Education Unit? .....	3
Background .....	4
The Dedicated Education Unit Model .....	5
Comparison Between Preceptor Model and the Dedicated Education Unit .....	6
Establishing a New Dedicated Education Unit.....	8
The Dedication Education Unit Roles .....	9
The Clinical Liaison Nurse .....	9
The Academic Liaison Nurse.....	12
DEU Staff Roles & Responsibilities.....	14
DEU Nurse Educator (NE) Director Nursing and Midwifery office .....	14
Charge Nurse Manager (CNM) role in the DEU .....	15
Clinical Nurse Educator role in the DEU .....	15
Nurse Preceptor role in the DEU: .....	16
Student Roles & Responsibilities in the DEU .....	16
Tertiary Education Programmes .....	18
Information on Programmes and Contact Details.....	18
Dedicated Education Unit General Enquires .....	19
CCDHB Contact: .....	19
References .....	20
Appendix.....	21
Appendix 1 .....	21
Expression of Interest for the Establishment of a Dedicated Education Unit at Capital and Coast District Health Board. ....	21
Appendix 2.....	23
Clinical Liaison Nurse Appointment Check List.....	23
Appendix 3.....	24
Handy Hints for New Academic Liaison Nurses.....	24

## Abbreviations

<b>ALN</b>	Academic Liaison Nurse
<b>CCDHB</b>	Capital and Coast District Health Board
<b>CLE</b>	Clinical Learning Environment
<b>CLN</b>	Clinical Liaison nurse
<b>DEU</b>	Dedicated Education Unit
<b>DONM</b>	Directors of Nursing and Midwifery Office
<b>GG</b>	Governance Group
<b>HOS</b>	Heads of School
<b>NE</b>	Nurse Educator
<b>RN</b>	Registered Nurse
<b>WG</b>	Working Group
<b>TEP</b>	Tertiary Education Provider: Massey University and Whitireia New Zealand

# Dedicated Education Unit Handbook

## Introduction

The purpose of this hand book is to provide information to students, clinical and academic staff who are participating in and running a Dedicated Education Unit (DEU) at Capital and Coast District Health Board (CCDHB). It is intended as a guide and reference, full details and documentation can be found on the Nursing and Midwifery website <https://www.ccdhb.org.nz/working-with-us/nursing-and-midwifery-workforce-development/>

All health practitioners have a responsibility to provide support and guidance in the development of the future health workforce. The clinical learning experiences for students is intended to extend and deepen a students' clinical knowledge, develop practical and decision making skills and form their identify as a nurse (Tanner, 2010).

## What is a Dedicated Education Unit?

The DEU is a collaborative model of clinical teaching and learning between the Tertiary Education Providers (TEPs) and CCDHB. It promotes a student focused environment which is an alternative to the preceptorship model. The DEU provides a clinical environment where students' learning needs are met through appropriate teaching and learning opportunities.

The DEU is aligned with the principles of the community of practice theory described by Lave and Wenger (1991) where the learning involves a process of engagement in a 'community of practice'. A community of practice is identified by a shared interest, where participating in, and sharing information is key. The building of relationships enables learning development, and addressing issues together leads to the development of a shared practice which contributes to ongoing learning.



## Background

The DEU was developed in the late 1990's at Flinders University in Australia to provide greater collaboration between clinicians and academics and improve the quality of clinical learning experiences for undergraduate nursing students.

The DEU model has been successfully integrated into clinical learning environments in New Zealand at Christchurch, Counties Manukau and Hawke's Bay District Health Boards (DHBs), as well as being integrated into some clinical areas in Canada, Australia and the UK. The DEU "creates an environment in which students are encouraged and supported to learn nursing practice, clinical staff are supported to teach students and academic staff are supported to spend time in the DEU" (Edgecombe & Bowden, 2014, p. 5).

**Key principles of the DEU are:**

- Clinicians and academics stand alongside each other, acknowledging each other's strengths: clinicians are expert practitioners, academics are expert educators
- Collaborative learning and teaching with academics, clinicians and students
- Preparation, all (students, academics, clinicians) know their roles, responsibilities and actions (Edgecombe & Bowden, 2014, p.3).

Capital and Coast District Health Board as part of future health workforce development supported a strategic plan in consultation with the local TEPs to implement a DEU pilot in three clinical areas in 2016. The success of the pilot lead to the development of future seven additional DEUs across the DHB with long term plans to include all clinical areas.

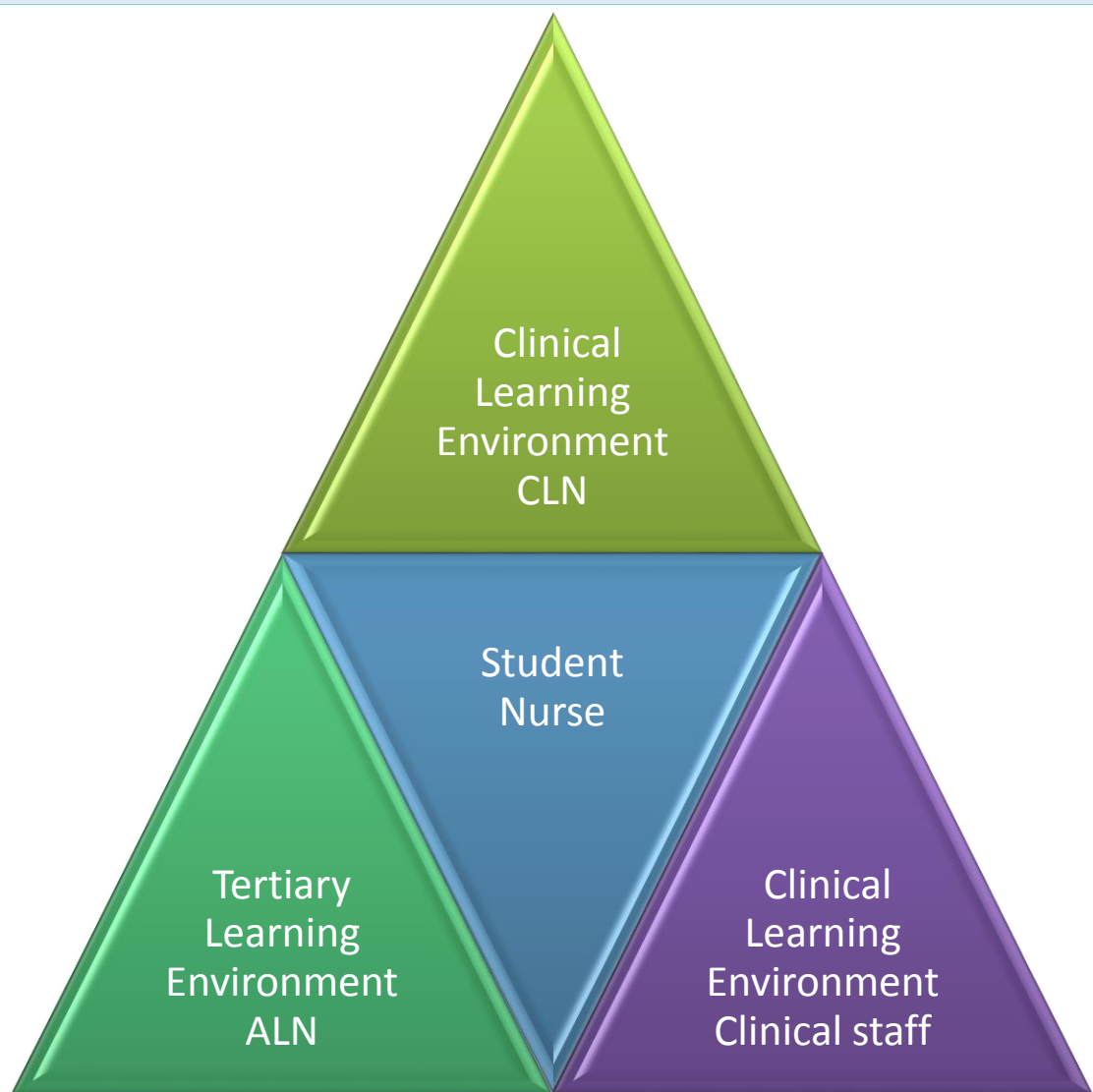
## The Dedicated Education Unit Model

**Shared responsibility** and commitment to creating a learning partnership between education and practice

**Partnership** that demonstrates a common vision and commitment from partners to achieve the collective aims.

**Cooperation**, meaningful consultation, networking, collaboration and support form the basis for the partnership.

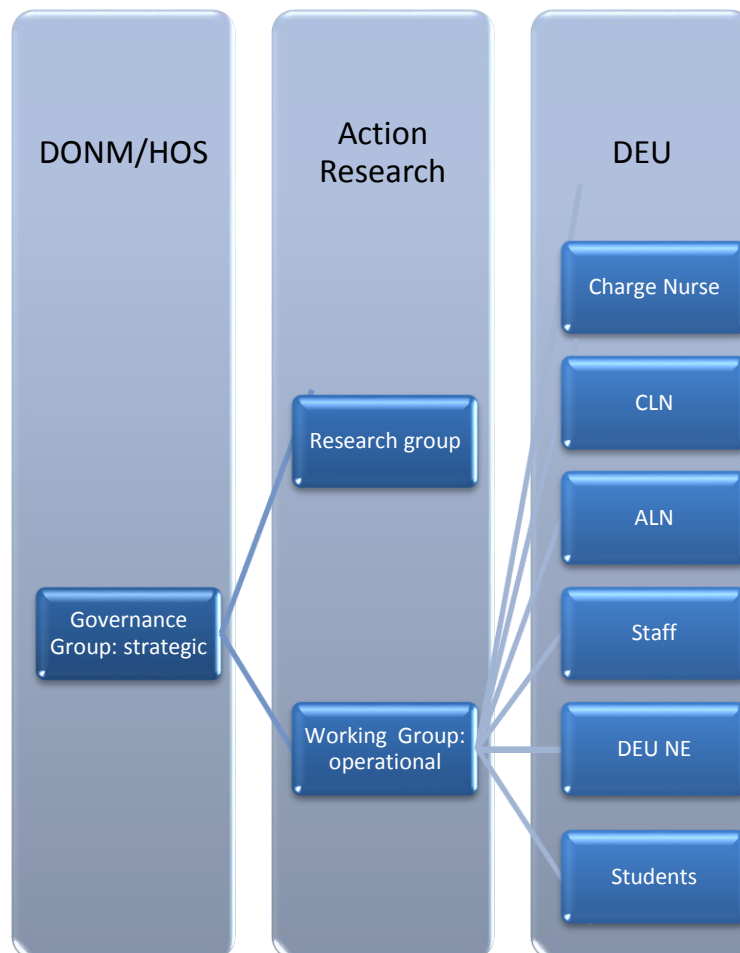
Education and practice organisations **support, value** and recognise the contribution each partner makes to student learning.



## Comparison Between Preceptor Model and the Dedicated Education Unit

Preceptorship Model	DEU Model
No dedicated on-site support person	CLN(s) identified for each DEU
Lack of consistent Clinical Lecturer (CL)	Consistent ALN who becomes familiar with the DEU practice area
CL and preceptor responsible for student orientation	ALN and CLN responsible for student orientation. (Supernumerary time provided for the CLN.)
Individual preceptors responsible for facilitating the students learning	All DEU staff responsible for facilitating student learning
Clinical assessment completed by the preceptor and CL	Clinical assessment completed by CLN and ALN with staff input. (Supernumerary time provided for the CLN.)
Some CDHB staff unfamiliar with BN curriculum	CLN and DEU staff are familiar with BN curriculum.
Students are responsible for their own learning	Students are responsible for their own learning.
	CLN coordinates student learning on a day-to-day basis.
	CLN is supported by the ALN/CPIT Course Leader.
	CLN provides on-site, consistent and accessible support to students and staff.
	Student peer teaching encouraged.
	ALN is able to offer on-site teaching sessions/research support to staff and students.
1-2 students per ward/unit	Increased student numbers. Minimum six per DEU.
CL allocated several students across the CDHB therefore duty hours allocated to the CL spread across clinical areas.	Contact hours for the ALN are consolidated so that the ALN is able to spend increased time in the DEU. More students = more ALN support.

## Process Chart for Developing the Dedicated Education Unit Model

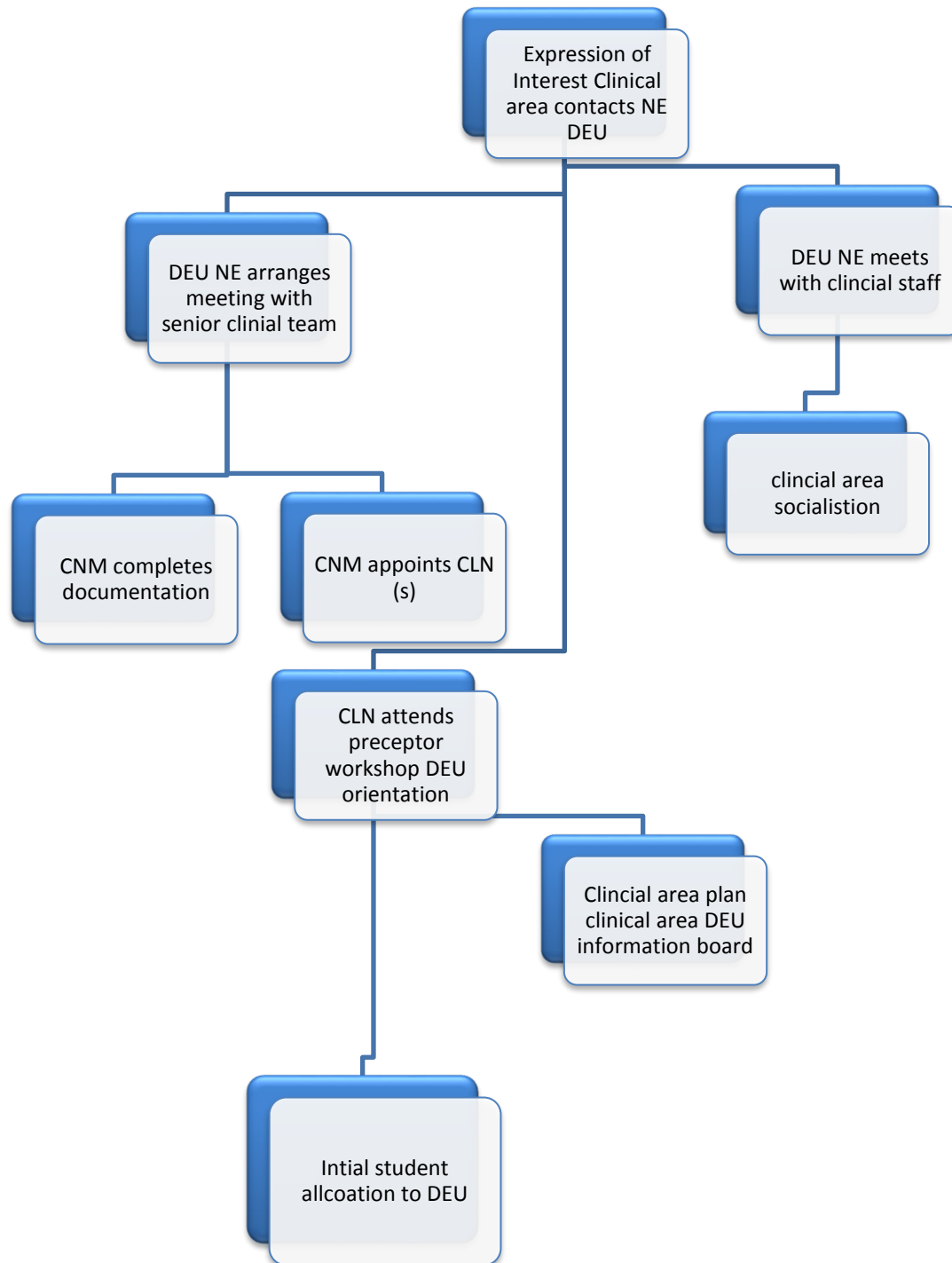


Governance of the DEU provides strategic direction and includes leadership from the DONM and HOS. The governance group is responsible for developing the policies and terms of reference for the DEU project including the mission purpose and financial implications. The working group oversees the operation of the DEU within both the context of both the DHB and the TEP requirements for clinical learning experiences. Representatives from DEU clinical areas, senior nursing leadership as well as TEP clinical leaders facilitate the work of this group. The group reports regularly to the governance group. The working group is responsible for ensuring effective communication between all parties, documentation of processes and development of roles. The working group works closely with clinical areas to support development, implementation and evaluation of processes. The group is also responsible for providing ongoing education to CLNs, ALNs, clinical staff and students involved in the DEU.



## Establishing a New Dedicated Education Unit

### Appendix one: Expression of interest document



## The Dedication Education Unit Roles

The CCDHB DEU roles and responsibilities have been developed based on the Canterbury District Health Board (2015) model.

### The Clinical Liaison Nurse

The Clinical Liaison Nurse (CLN) is a Registered Nurse whose role is to promote and co-ordinate student learning opportunities during their clinical learning experience (CLE). This role is appointed by the Charge Nurse Manager (CNM). Appendix 2 CLN appointment check list.

The CLN role can be assigned to one or more Registered Nurse(s) within a clinical area and it is recommended that there is only one CLN for each block of clinical learning. They will be responsible for specific tasks associated with the clinical learning experience for nursing students in conjunction with the Academic Liaison Nurse (ALN) and CNM.

The CLN is not a designated senior nursing role nor is it an appointed position. At CCDHB it is expected that this nurse is current on the PDRP at proficient or working towards it, has completed the preceptor workshop in the last four years and has a passion for teaching and working with students. The CLN demonstrates a commitment to on-going professional development e.g. PDRP, post graduate study and a willingness to be involved in collaborative research and quality activities as appropriate.

The CLN acts as a liaison person and fosters communication:

- Between students, DEU staff, ALN and Charge Nurse Manager.
- By maintaining and updating the DEU information board in the clinical area.
- With DEU staff regarding student's role, learning needs and progress within the DEU.
- With the ALN regarding student progress
- Between tertiary education provider and CCDHB to assist students to make the link between theory and practice.

The CLN organises student experiences in routine nursing care:

- Arranging student rosters and liaises with the ALN prior to placement.
- Allocate students to preceptors, peers and /or patients/clients.
- Providing orientation for nursing students on their first day in liaison with nurse educator.
- Anticipate and organise extra experiences for student in relation to their patient'/clients' and in collaboration with the preceptor, i.e. outpatient clinic, clinical nurse specialists, theatre and community agencies etc.
- Working with students on a one-to-one basis as least once per clinical experience (apart from pre-graduate CLE
- Review programme documentation with student and ALN

The CLN facilitates student learning and assessment of learning:

- Update the ALN with student's progress as necessary. Work with the ALN to develop a student action plan where necessary.
- Complete student clinical assessments in partnership with the ALN.
- Encourage DEU staff (including MDT) to participate in student teaching.
- Encourage students to be self-initiating, self-correcting and self-evaluating.
- Have an understanding of the programme curriculum and what level the students should be at.
- Participate in the evaluation of the overall effectiveness of the DEU practice area with respect to students learning outcomes.

The CLN role is allocated supernumerary time throughout the student placement and these hours must be captured in Trend Care

Below is an outline of these hours:

- 8 hours for attendance at the DEU Workshop (once only attendance)
- 8 hours for attendance Preceptor workshop (If the CLN has already completed this within four years then it is not repeated).
- Attend a half day refresher work shop yearly.

Each semester the DoNM Nurse Educator will calculate the supernumerary hours for the CLNs and email this to them, and the CNM.

#### **Per CLE Block/Semester**

This will vary depending on the number of students and how long the clinical learning experience is.

For example: The hours for a **nine week CLE** are as follows:

- 8 hours for preparation for the student placement.
- 8 hours for student orientation.(note 4 hours are covered at the pre-graduate CCDHB generic orientation morning)
- 1 hour per week of the placement for CLNs to use to manage the placement or undertake improvements to the DEU resources. This is flexible as to how it is utilised over the placement, thus it can be allocated as an hour each week or allocated as 2 hours per fortnight or taken as one block of 5 or 6 hours per placement.
- 1.5 hours per student for completion of formative assessment.
- 1 hour per student for completion of summative assessment.

### For the 3-4 week Clinical learning experience

- Minimum of 2 hours for student orientation to the ward
- 1 hour per week of the placement for the CLNs to use to manage the placement or undertake improvements to the DEU resources
- 1 hour per student for completion of summative assessment
- 4 hours at the beginning of the each roster period to organise the semester

#### Notes:

For 3-4 week placements only one CLN is rostered.

If a clinical practice area shares the CLN role between two registered nurses during the nine week placements then these hours are shared according to the work of each individual. Thus, if two registered nurses undertake the preparation for the student placement, it is 4 hours per nurse. If Registered Nurse A undertakes 4 assessments and Registered Nurse B undertakes 2 assessments then:

- Nurse A is allocated 6 hours for the formative and 4 hours for the summative assessments
- Nurse B is allocated 3 hours for the formative and 2 hours for the summative assessments

#### **Example: DEU with 10 students for 9 week placement:**

8hrs - Preparation

8hrs - Student orientation

1.5hrs x 10 students = 15hrs Completion of formative assessment

1hr x 10 students = 10hrs Completion of summative assessment

1hr x 9 weeks = 9hrs Management of placement & improvement to DEU resources

Total = 50 hours

If new CLN(s)

Attendance at CCDHB preceptor workshop for Registered Nurses (8 hrs.)

Annual attendance at the DEU Workshop (8 hrs.) for new CLN or (4) refresher for current CLNs

Total = 16 hours

Total for Semester: 66 hours (If a new CLN)

#### **Example: DEU with 10 students for 3/4 week placement:**

4hrs - Preparation

2-4hrs - Student orientation

1hrs x 10 students = 10 hrs. Completion of formative assessment

1hr x 10 students = 10 hrs. Completion of summative assessment

1hr x 3/4 weeks = 3/4hrs. Management of placement & improvement to DEU resources

Total release time per placement rotation = 33-36 hours

If new CLN(s)

Attendance at Preceptor workshop (8 hours)

Annual attendance at the DEU Workshop (8 hrs.)  
Total = 16 hours

## The Academic Liaison Nurse

An academic Liaison Nurse (ALN) is a registered nurse and an educational staff member of the tertiary education provider (TEP) (with a current practicing certificate) working under the District Health Boards 'Special staff Status' criteria. The ALN regularly engages with students and staff in the DEU to provide supervision and assessment of the student nurses' clinical and professional learning and development during their clinical learning experience within the DEU. The ALN works in collaboration with the CLN in the planning of student's experiential learning opportunities and assessment of the student's professional learning and development.

### The ALN role includes fosters communication by

- Working in partnership with the Clinical Liaison Nurse (CLN) to negotiate experiential learning opportunities for the student nurse with the support of the DEU Charge Nurse Manager (CNM) and Clinical nurse educator (CNE),.
- Providing information to DEU staff to increase comprehension of educational/curriculum requirements appropriate to the student's level of education.
- Providing relevant student information to the DEU staff, and onto the DEU communication board, to maximize experiential learning.
- Providing ALN contact details to DEU staff, and expected days/times of interactions with students and DEU staff.
- Participation in DEU evaluative and research processes

The ALN **facilitates clinical learning** in conjunction with the programme curriculum requirements:

- Facilitates experiential learning opportunities for students through clinical conversations, observation of student's practice, assessment and feedback.
- Supporting students in the clinical practice area to make links between theory and practice, to develop clinical judgment, and critical reflection on practice.

The ALN facilitates **assessment of competency**:

- In partnership with CLN, planning a combined weekly meeting with the student nurse to provide feedback, and discuss student's progress towards meeting the level of nursing competence expected, as well as identify further areas for personal and professional growth.

- Managing students causing concern in line with action plan agreed to with student and DEU staff.
- Completing student's competence-based assessment in partnership with the CLN in accordance to DEU and programme timeframes.

#### Appendix three: Handy Hints for new ALN

##### **The ALN hours**

The ALN base line hours are calculated according to the numbers of students per DEU and their year/level in the DEN/BN Programme. The ALN role for permanent academic staff members is undertaken as a proportion of the academic staff members' full workload. The following hours are recommended and include time for formative and summative assessments

- EN and Year 2 BN students: recommended minimum is one and half hour per student a week
- Year 3 students: Recommended one hour per student per week

##### **Massey:**

Massey will be in the clinical learning environment each day for the 3 week placements and will see students and ward staff throughout the placement.

##### **Whitireia:**

Whitireia academic staff in the ALN role will visit the clinical learning environment weekly for both second and third year students in the DEN and BN programmes

##### **Collaborative assessment process:**

These are examples of how the collaborative assessment takes place in a DEU during placements in the CLE

##### **9 week placement:**

Formative assessment 1.5 hrs. Per student

- Prior to meeting, CLN seeks feedback from RN preceptors and other relevant clinical staff to inform assessment meeting.
- Student hands in self-assessment to CLN or ALN before day of assessment.
- At the time of assessment the ALN and CLN spend the first 30 minutes looking at student self-assessment and discussing where they think the student is according to assessment form.
- The student is called in and the ALN, CLN and student discuss student progress and set goals for rest of placement.
- The assessment form is written up completed within the timeframe of 1.5 hours

A similar format would be followed for the Summative assessment to be completed within the timeframe of 1 hour.

##### **3-4 week placement:**

During this time the assessment process is less formal. Both TEP require an informal formative feedback to occur with the ALN and CLN. Documentation is only required if

there are identified concerns regarding the student. A written summative assessment based on the students' self-assessment and RN preceptor feedback occurs during the final week of placement.

## **DEU Staff Roles & Responsibilities**

### **DEU clinical area staff facilitate student learning by:**

- Actively involving students in the assessment, planning, provision, evaluation documentation and reporting of nursing care.
- Providing them with opportunities to take on increasing responsibility for patient/client care once they have demonstrated appropriate safe practice.
- Providing a climate of positive support and mentoring for students where student presence is valued and their contribution recognised.
- Providing a cooperative and collegial team spirit which supports the nursing council principles of direction and delegation.
- Encouraging peer teaching/learning between each other.
- Actively participating in decision making regarding the model of student education/supervision used within the DEU/clinical placement.
- Demonstrating to students a high standard of professional and evidence-based nursing practice.
- Demonstrating a commitment to own professional development e.g. PDRP, post graduate study.
- Working with education provider to ensure congruence between what Massey/Whitireia teaches and what is practised as safe, effective nursing care.
- Participating in the evaluation of the overall effectiveness of the DEU practice area with respect to students learning outcomes.
- Being involved in collaborative research and quality activities as appropriate.
- Providing feedback to CLN, ALN and students' on their progress and performance for the student clinical assessment.

### **DEU Nurse Educator (NE) Director Nursing and Midwifery office**

- DEU NE is the CCDHB representative of the DEU model of learning.
- Maintain open lines of communication between the Tertiary Education Providers and CCDHB.
- Update and maintain DEU planner and DEU audit planner.
- Promote the DEU model. Gain interest from CCDHB areas and provide information.
- Participate in the evaluation of DEU areas using Focus Groups, CLES+T, online surveys
- Liaise with DEU areas on a regular basis (review summation reports prior).
- Provide support to the CLN role

- Letters to CNM, CLNs. Allocate Supernumerary hours related to student numbers.
- Maintain and update the DEU intranet site
- Update DEU publications (Brochure, Lecture notes, and CLN orientation information).
- Participate in research and publication of the DEU model in action.
- Facilitate and arrange the monthly Working Group meetings .Undertake responsibility for chairing, minute taking and disseminations to working group members.
- Attend quarterly Governance Group meetings. Circulate agenda and minutes to attendees prior to meetings.
- Liaison person between the DEU governance group and the working group.
- Facilitate and coordinate attendance at cluster meetings twice a year for all DEU staff
- Facilitate DEU education sessions for new and current DEU staff.
- Facilitates ICT access for third year pre-registration students in DEU areas at CCDHB.

### **Charge Nurse Manager (CNM) role in the DEU**

- Appointing a Registered Nurse(s) (RN) to Clinical Liaison Role (CLN).
- Ensuring that the CLN Expression of Interest Form is completed for new CLN(s).
- Supporting the CLN role by: rostering time for preparation, orientation and assessment; annual attendance at DEU workshop.
- Appropriately using the DEU cost code for CLN supernumerary time.
- Including DEU information in the orientation programme of new staff members.
- Inform the CCDHB Nurse Educator, DEU of CLN(s) resignations and new appointments e.g. NL, NE, CNS.
- Encourage staff participation in evaluation meetings as required.

### **Clinical Nurse Educator role in the DEU**

- Assisi the CNM in the selection and appointment of the CLN role
- Supports the CLN to plan and facilitate student orientation and rosters
- Provide support with clinical release time for weekly ALN visit as required
- Represent the DEU at monthly working group meetings as necessary
- Provide additional support and resources for the CLN if required when student clinical concerns are noted.
- Promote the DEU model with clinical staff



### Nurse Preceptor role in the DEU:

- Holds a current practicing certificate without conditions that could impact on their ability to perform
- Has attended the Preceptor workshop to gain skills regarding learning styles and adult teaching and learning principles
- Knowledge of learning objectives and NCNZ competences
- Provides direction and delegation to the student **on a daily basis**
- Assists the student to recognise learning opportunities to meet learning objectives
- Role models professionalism
- Facilitates the development of nursing knowledge and clinical practice.
- Provides daily constructive written and oral feed back to the student to assist with setting short and long term learning objectives.
- Provide weekly feed back to the CLN and ALN if required
- If concerned with a student's progress, promptly discuss with the CLN for further support/interventions.

### Student Roles & Responsibilities in the DEU

The student, in conjunction with CLN, ALN and DEU staff will identify ongoing clinical learning needs, strategies for meeting these needs and actively engage in evaluation of their progress towards achieving their learning goals.

In particular the student is expected to:

- Take responsibility for their learning, by making contact with the clinical area and accessing the student web site prior to commencing placement. Insert link to website here: <https://www.ccdhb.org.nz/working-with-us/nursing-and-midwifery-workforce-development/clinical-learning-environment/>
- If students are unable to attend any scheduled shifts (prior to shift commencement), they are responsible for contacting the DEU practice area, and the ALN. Additional make up time for clinical absences is to be arranged as applicable with tertiary education provider and the DEU nurse educator.
- Establish a working relationship with the clinical team.
- Self-monitor progress toward achievement of the competencies for Registered Nurse scope of practice (New Zealand Nursing Council, 2012)
- Obtain feedback from CLN, ALN and DEU staff.
- Maintain communication with DEU staff regarding the patients'/clients health status.
- Provide care consistent with the learning outcomes as outlined in the respective course requirements.
- Be accountable to the RN preceptor for the care provided.
- Immediately contact CLN/ALN In the event of a 'critical incident' occurring.

- Participate in the evaluation of the overall effectiveness of the DEU practice area with respect to student learning outcomes.
- Be involved in collaborative research and quality activities as appropriate.
- Participate in peer teaching/learning through discussion, skill practice and reflection. There is no onus on either student to teach; instead the relationship is collegial where learning occurs opportunistically.
- Practice the skills of direction and delegation as appropriate.

## **Tertiary Education Programmes**

### **Information on Programmes and Contact Details**

This information is available via a link on the nursing and midwifery web site:  
<https://www.ccdhb.org.nz/working-with-us/nursing-and-midwifery-workforce-development/dedicated-education-unit-deu/>

#### **Massey**

The main contacts for Massey throughout 2018 is:

Carmel Chapman, RN, MN

Ph 04 8015799 x 63070

Mobile 027 629 5601

OR

Claire Minton, RN, PhD

Clinical Lead

Phone 06 3569099 x 85340

Mobile: 021502453

Email: c.minton@massey.ac.nz

Students in their year two and three mental health and medical/surgical placements complete one care plan/case study and two-three ILO (independent learning outcomes) per three week placement.

Year three medical/surgical is a four day clinical week with a tutorial at Massey on Fridays for two hours twice per three week placement.

The ALN will be in placement seeing students each day so can be contacted easily by the DEU staff even if not on their ward.

Additional programme details are available at the following link:

<http://www.massey.ac.nz/bnpracticum>

#### **Whitireia**

Clinical learning experiences for nursing students at Whitireia are organised through the Clinical Co-ordinator, Janet Collier-Taniela

**Phone:** 04 2373103 extension 3735

Calls will be answered by the Health Administration team who will direct the call where appropriate.

**Email:** [clinical@whitireia.ac.nz](mailto:clinical@whitireia.ac.nz)

This inbox is checked by both administrator and clinical coordinator, depending on the query is who will reply.

Students from the Diploma of Enrolled Nursing, Bachelor of Nursing Māori, Bachelor of Nursing Pacific and Bachelor of Nursing programmes Year 2 & 3 have clinical learning experiences in the DHB each year in medical/surgical, mental health, acute care and chronic care settings. These experiences are divided into blocks of either 3 weeks, 4 weeks or 9 weeks. Students are expected to work both morning and afternoon shifts Monday to Friday except during their final 9 week placement when they can be rostered 24/7. Students will seek formative feedback from the CLN and their preceptors for each placement.

The ALN will visit students from their specific programme and will be responsible for the summative assessment.

Additional programme and assessment details are available at the following link:

<https://moodle.whitireia.ac.nz/course/view.php?id=16008>

## **Dedicated Education Unit General Enquires**

### **CCDHB Contact:**

Kathy Trezise  
Nurse Educator  
Director of Nursing and Midwifery office  
[Kathy.trezise@ccdhb.org.nz](mailto:Kathy.trezise@ccdhb.org.nz)  
Phone: 04 8060608  
Mobile 0274919095

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## Appendix

### Appendix 1

#### Expression of Interest for the Establishment of a Dedicated Education Unit at Capital and Coast District Health Board.

We are delighted that you are interested in establishing and developing a Dedicated Education Unit (DEU) in your clinical area. This is a real opportunity to develop a culture of learning within your place of work and we look forward to working with you in support of the development of the nursing profession.

The success of establishing a DEU requires the support of all health professionals, who need to be fully informed of the requirements and specific implications of committing to this process.

In order to formalise your request we require you to complete the below form scan and email it to the NE DoNM office [kathy.treize@ccdhb.org.nz](mailto:kathy.treize@ccdhb.org.nz)

Signatures are required by all those listed, apart from the ADON who will have final sign-off and notify you of the result of your application.

We welcome the opportunity to discuss this concept further with you and your colleagues. If you have any questions before going ahead with your application, Please contact:

Kathy Treize NE DONM office

#### Expression of Interest for Establishment of a Dedicated Education Unit

<b>Name of person making request, with contact details:</b>	
<b>Area for establishment:</b> <i>Name of unit/ bed numbers and staff FTE</i>	
<b>Description of clinical area learning opportunities for students:</b> <i>Include on unit and off unit experiences and other services that support your area.</i>	
<b>Please discuss your understanding of the DEU concept and how this will enhance the student experience in your facility</b>	
<b>Is there specific information about your area that needs to be considered?</b>	

What key objectives would you like to see achieved by establishing a DEU in your area?	
<p>The DEU concept supports an increased number of students from of all levels and both the Bachelor of Nursing (BN) and Diploma of Enrolled Nurse (DEN)</p> <p>Programmes from Massey University and Whitireia New Zealand.</p> <p>What numbers of students do you envisage Supporting in your area?</p> <ul style="list-style-type: none"> <li>• BN3 (preregistration)</li> <li>• BN2</li> <li>• BN3 (inpatient setting)</li> <li>• BN1</li> <li>• Diploma of Enrolled Nursing</li> </ul> <p><i>Note: the minimum number for a DEU has been agreed on as six. Maximum at any one time is ten.</i></p>	
Have you identified experienced preceptors who will be able to support one to two or more students at different stages of the programme at the same time?	
<p>Can you identity a potential CLN (s)?</p> <p><i>It is suggested that all areas have a minimum of two</i></p>	
Is your area willing to support this concept and welcome the ALN as part of the team?	
Is your area committed to participating in evaluations and quality improvements associated with the DEU	

**The DEU concept has been discussed and agreed upon by the following:**

NAME	ROLE	SIGNITURE	DATE
	CNM		
	Senior Unit staff	(CNM to sign)	
	Service manager(if applicable )		
	Directorate ADON		

## Appendix 2

### Clinical Liaison Nurse Appointment Check List

#### Clinical Liaison Nurse Appointment check list 2018

RN Name:	Clinical Area:	Tick box	Name of Charge Nurse Manager (CNM):
<b>Date of Last Performance Review</b>			Date:
<b>Current on the PDRP programme &amp; level</b> <i>(must be proficient or working towards)</i>			Competent/ Proficient/ Expert <i>Please circle relevant one</i>
<b>Has attended a preceptor Workshop in last four years.</b>			<i>If not please enrol in the next availed session on connect me</i>
<b>DEU model, CLN roles and responsibilities read and discussed</b>			<i>CCDHB Internet on DONM office site</i>
<b>Discussion with CNM regarding CLN role, DEU and workplace contribution.</b>			
<b>Discussion with CNM regarding impact of annual leave/study leave/commitments during student placements</b>			
<b>Work place access to a computer/office space</b>			Access to a computer is essential
<b>Contact details</b>			Ward ext.: Cell phone:
<b>Comments/Other Requirements:</b>			
<b>Name of RN:</b> _____ <b>appointed to CLN role for the DEU model in the practice area.</b> <b>Date:</b> _____			CNM Signature:
<b>I (Name of RN) _____ accept appointment of CLN Role for the DEU model in the practice area.</b> <b>Date:</b> _____			CLN Signature:
<b>Please keep a copy for yourself and scan and email a copy of the checklist to</b>  <b>Kathy Trezise CCDHB Nurse Educator DEU</b> <a href="mailto:Kathy.trezise@ccdhb.org.nz">Kathy.trezise@ccdhb.org.nz</a>			Date:



## Appendix 3

### Handy Hints for New Academic Liaison Nurses

- The DEU philosophy is about being flexible and creative, working together with the CLN and CNM to support students within the philosophy of the model.
- Work with the CLN to facilitate the student orientation. The CLN is given supernumerary hours to facilitate this but how it works on the day is decided between the ALN and CLN.
- When planning students' learning experiences take into consideration contemporary issues in clinical practice (e.g. 'the patient journey', 'Releasing Time to care' project, Care with Dignity, ISBAR).
- Ask the student to explain their clinical experiences to date. Focus on individual student learning needs and facilitate learning opportunities with the CLN and DEU staff.
- Work with the CLN to ensure support for students on both morning and afternoon shifts Monday to Friday (Year Two students) and according to roster (for Year Three students.)
- Review student rosters to ensure they are fair and equitable. In collaboration with CLN or CNM
- Facilitate changing of rosters as the weeks progress to reflect the learning needs of students (e.g. if a student needs wound care assessment and management experience and the dressing is being changed on the next morning shift then it may be necessary for a student to swap shifts).
- Encourage Diploma of Enrolled Nurse (DEN) students and Bachelor of Nursing (BN) Year Two students to have a variety of learning experiences. Encourage Year Three students to work more independently (under supervision) once orientated to the practice area and practice direction and delegation skills with Year One and Year Two students as appropriate.
- Give students clear expectations of the expected level of performance in relation to their year/part in the programme and how they can achieve the NCNZ Competencies within each Domain of Practice in your DEU. Discuss this with the CLN before the students arrive and have examples for them.
- Be clear with students about the purpose of the daily Clinical Practice Diary (If utilised) at the beginning of the placement and who will review it and when.
- If you have concerns about a student discuss these with the student, CLN and the Clinical Course Leader. If required formulate and document an action plan on the outlining specific learning objectives and timeframes. This should be linked to the formative and/or summative clinical assessment forms.
- Work with the CLN to encourage students involvement in quality assurance activities taking place in the clinical area if appropriate (e.g. perform clinical audits and feedback to staff.
- Offer DEU staff academic support as required (e.g. literature searches, participating in collaborative research).
- Teach students in clinical within your scope of practice. This may include planning patient care, medication administration, or patient assessments. Do this in conjunction with the RN who is responsible for the patient care.

