

FACT SHEET: Collaborative Learning Units

What is a Collaborative Learning Unit (CLU)?

- In CLUs a BSN student group is assigned to a specific unit rather than to individual RN preceptors for the duration of the student practice placement. The focus is on **student learning**.
- Representatives of Island Health and UVic work together to maintain the CLU for students and staff. Regular meetings may be held to support the ongoing development of a CLU
- To date there are: 22 CLUs in South Island located at SPH and
- RJH: 2 R, 3 R, 2 W, 3 W, 4 W, SDC/SSS, 3/4 REB, Mental Health
- VGH: 3 A/B, 4A/B, 4C/D, 6C, 6D

Why have a CLU?

- Increase capacity to mentor BSN students and potential to recruit new staff
- Reduce demand on individual preceptors as regulatory supervisors of students
- Increase individual student responsibility for learning and resultant readiness to practice
- Recognize and share clinical wisdom of experienced RN staff
- Support all unit staff members to continually enhance their learning environment

How does a CLU work?

- Students are oriented to CL practice education model by UVic faculty members prior to placement
- Up to 8 students will be placed on the unit, based on unit capacity
- 6–12 week full time student schedules are developed by faculty, practica coordinators and unit leaders to reflect patient care needs, student learning needs, and unit capacity
- Criteria for appropriate patient assignments are developed by UVic faculty members and BSN students in collaboration with unit leaders
- Students are oriented to the unit by UVic faculty and unit staff
- Daily patient assignments are selected by students (using pre defined criteria and prior discussion with faculty) and approved by unit leader
- Unit staff are provided with opportunities to become familiar with the CLU model, and roles and responsibilities of CLU RNs, BSN students and UVic faculty members.
- CLU RNs are responsible for patient care

Goal of a CL Unit

- To foster a supportive learning environment for all.

Roles and responsibilities of CLU RNs

- Within this specific learning environment, there are roles for staff, students and UVic faculty. CLU RNs:
 - Deliver quality nursing care
 - Provide regulatory supervision of BSN student(s)
 - Share clinical expertise within the context of the CLU
 - Provide insights into learning opportunities by sharing perspectives with students and faculty
 - Provide feedback to students and faculty
 - Be responsible to the public and to the employer

Roles and responsibilities of BSN Students

- Identify as a learner, distinct from an employee
- Create and maintain own Learning Plan
- Articulate own learning needs to staff and faculty
- Deliver patient care with RN within student level of competence & learning
- Seek appropriate resources and guidance as required
- Seek feedback from staff and instructor as routine part of learning
- Develop and demonstrate evidence of learning
- Engage in seminars/reflective practice/discussions with instructor to facilitate praxis
- Engage in midterm and final self-evaluation
- Be responsible to the public and to the UVic

Roles and responsibilities of UVic faculty

- Establish strong working relationships with unit leadership and staff
- Be present and visible on the CLU: at least twice a week
- Provide ongoing consultation in ways to support and supervise students
- Strategize with staff and students to create quality learning environments & promote quality nursing care
- Teach and learn with students to support their progress in meeting course requirements
- Evaluate student learning by collecting evidence that students are meeting course requirements by providing quality nursing care
- Is responsible for student evaluation and facilitating learning;
- Represent UVic as a learning partner within the practice setting
- Be responsible to the public and to UVic

To find out more contact:

- Island Health: Andrea Taylor, Professional Practice andrea.taylor@viha.ca
- UVic: Coby Tschanz, CPE Coordinator, coby@UVic.ca
- Or Refer to UVic School of Nursing Practicum Handbook: Guidelines for Consolidated Practice Experiences