

MINUTES

SWIFT Nurse Educator JOINT EMPLOYER-EDUCATOR MEETING

Monday, May 5, 2008

1:00 – 4:00 p.m.

Waukesha County Technical College – Pewaukee

Attendees: Sue-Dean-Baar, *SWIFT* Education Director; Sue Schuler, President, Wisconsin Center for Nursing (WCN); Lea Acord, Interim Executive Director, WCN; Nadine Nehls, Graduate Program Director University of Wisconsin-Madison; Sally Lundeen, *SWIFT* Primary Investigator; Tim Heyse, Director of Clinical Specialist Practice, Aurora; Heather Seager, *SWIFT* Liaison, Wheaton Franciscan Health Care; Jen Vogel and Sarah Aubend, Aurora Human Resources Department; Roxana Huebscher Graduate Program Director, University of Wisconsin Osh Kosh; Kerry Goepfert, Undergraduate Program Director, Marquette University School of Nursing; Sandy Stearns, Associate Dean, Nursing Program, Waukesha County Technical College; JoAnn Appleyard, *SWIFT* Project Director.

- I. Meeting called to order by Sue Dean-Baar at 1:10 p.m.
- II. Purpose of Joint Meeting
 - a. Develop guidelines for joint employment agreements between health care delivery system employers and nursing education programs for *SWIFT* candidates.
 - i. After S. Dean-Baar and S. Lundeen outlined the program for the benefit of those who were new, the group commented on program challenges.
 1. How will the DNP influence *SWIFT*?
 2. Faculty selection – who owns the selection process? For clinical instruction particularly, the health care agencies who provide the clinical sites have an interest in the qualifications and abilities of the instructors who guide the student learning.
 3. Issues facing employers negotiating with multiple educational institutions.
 4. Issues in matching *SWIFT* candidates to both employer and educational program needs.
 5. Gaps in salaries may need to be subsidized by employers – *SWIFT* needs to make a strong case for this. i.e.–how many new nurses will come from this or similar programs in the future?
 6. Both health care delivery system employers and nursing education programs may need to change current hiring practices.
 7. Workplace staffing/marketing needs may change quicker than the educational programs can graduate candidates.
 8. There are also changes in nursing education, in healthcare systems and in expectations of practice that need to be considered.
 9. How do we keep the pipeline of nurse educator graduates from shrinking?
 10. Need to consider impact of where and when courses are offered – are graduates willing to teach on evenings or weekends?
 11. The current *SWIFT* students need guidance. Who will be the point person in the future – as grant ends?
 - ii. The group brainstormed elements for inclusion in “Joint Appointment Agreements” guidelines.

1. Negotiation of faculty selection process.
 2. Performance reviews for teacher/practitioners (Which parties are responsible?)
 3. Compensation / benefits (These differ considerably between delivery system employers and education programs.)
 4. Roles and responsibilities for teacher/practitioners.
 5. Time availability for teacher/practitioners to adequately perform dual roles
 6. Role balance – conflicts with dual allegiance.
 7. Employee relations – daily supervision.
 8. Orientation to new roles (coordination issue).
 9. Communication processes among teacher/practitioners, delivery system employers, and educator programs.
 10. Clarification of expectations of teaching roles – ensure competencies for teaching.
- b. Small groups then discussed the following three questions; results are reported below:
- i. How do we address the compensation issues of salary vs. hourly pay?
 1. Education programs primarily pay on a salary basis.
 - a. Salaried or lump sum (for a single course assignment) minimizes the emphasis on the hours spent performing the job duties.
 - b. The Technical Colleges do pay part-time faculty on an hourly basis.
 2. Complexities that occur when teacher/practitioners receive hourly pay from their delivery system employer:
 - a. If a teacher/practitioner is in an hourly paid staff nurse role on the unit where he/she is also contracted to be a clinical instructor for a salary, there may be legal issues stemming from the employee receiving both hourly and salaried pay.
 - b. If a teacher/practitioner teaches on a unit other than where he/she is a staff nurse, the unit budget will be adversely impacted when the teacher/practitioner needs a replacement because of the teaching assignment.
 3. The model of teacher/practitioners hold two separate jobs – one in the health care delivery system and one in nursing education – appears to have fewer issues related to it. The group identified at least two issues:
 - a. Many people prefer not to have more than one employer. If a teacher/practitioner works full time for a health care delivery system employer and part-time for a nursing program, work-life balance may suffer.
 - b. If a teacher-practitioner works part-time for both employers (education and the delivery system), retirement benefits are adversely impacted, especially in the later years of a career.
 - ii. What are the differences in type of teaching assignment – classroom vs. clinical?
 1. Both types of teaching are characterized by the following elements:
 - a. Content expertise
 - b. Set times for the teaching experience

- c. Additional time with students outside the classroom or practicum
 - d. Require grading, evaluation, and assessment processes
 - e. Required meetings
 - f. Travel time and parking to attend classes, meetings
 - g. Orientation and mentorship needed for both types of teaching
 - h. Effective communication among all parties – teacher-practitioner, health care employer, nursing education employer, mentors
 - i. Compensation, benefits, administrative fees must be negotiated for both types of teaching
2. Clinical teaching features include:
 - a. More contact hours with students than with classroom
 - b. Teacher/student ratios 1: 7 to 10
 - c. Familiar role for practitioners
 - d. May require simulation skills
 - e. Thorough orientation to unit/department required
 - f. Allegiance to practicum unit (easier if teaching where employed)
 - g. Visit from experienced clinical faculty to assess clinical teaching behaviors and competencies
 3. Classroom teaching elements include:
 - a. A great deal of preparation time
 - b. Size of class may range significantly (12-100)
 - c. Skills for teaching groups, including group control methods
 - d. Technology skills for equipment, powerpoints, simulation methods
 - e. Dual allegiance between employers may be more challenging
 - f. Peer reviews and mentoring
- iii. What considerations need to be taken into account when specifically trying to find an employer match for teacher/practitioners (person, course, specialty)?
1. Clinical background and job openings
 2. Available teaching options and teaching experiences and preferences of teacher/practitioner
 3. Philosophical teaching preferences of nursing program and teacher/practitioner
 4. Interviews among all parties involved (nursing program, health care employer, and teacher/practitioner candidate)
 5. Contractual elements regarding compensation & benefits and time considerations
- c. Although all three groups were able to report briefly about their discussions, there was not time for the entire group to ask questions or carry the discussions further. The factors impacting the joint employment of teacher/practitioner is summarized in the attached concept map.

Parking lot issue: Need to discuss liability issues for students doing the teaching practicum.



