Rutgers University, School of Nursing-Camden
Course Coordination within the Baccalaureate Program

Description:

The faculty teaching team has an important role in continuous quality improvement of educational outcomes within courses in the School of Nursing. The team works closely with the Baccalaureate curriculum committee to implement courses in a consistent manner within the approved curriculum.

Key responsibilities:

Baccalaureate Curriculum and Educational Resources (BCER) Committee: The BCER committee is responsible for directing and monitoring all baccalaureate curricula, providing ongoing evaluations of all baccalaureate curricula, and considering all requests for additions, deletions, or major changes in courses or curricula in the baccalaureate program in order to achieve the AACN Baccalaureate Essentials and end of program outcomes.

Faculty teaching team: is comprised of all faculty assigned to teach the same course within an academic year. The faculty team is expected to collaborate to maintain consistency and standardization in curriculum, however, faculty members retain academic freedom in how the course is to be taught. The team works closely with the Course Coordinator to ensure that the delivery of the specific theory course aligns with the specific clinical course to ensure optimum student outcomes.

Course Coordinator: The Course Coordinator is a member of the faculty team who is responsible for the facilitation of the collaboration within the faculty team before, during, and at the end of the semester, and is expected to report course outcomes to the Baccalaureate committee. Furthermore, the Course Coordinator must coordinate all aspects of the clinical course and ensure that the theory course aligns with the clinical course. If there is no related clinical course, one faculty member will organize meetings and communicate end of course reporting to the BCER Committee whenever there are multiple sections of the same course offered.

Clinical Faculty (PTLs): Collaborate and communicate closely with the Course Coordinator to implement the clinical syllabus as established.

Course Development and Planning:

 The Course Coordinator will schedule a meeting in advance of the semester with the faculty team assigned to teach the course to consider any suggested changes that will be made to the syllabus.

The teaching team will:

1. Design their individual syllabi utilizing the course description, course objectives, mode of delivery, and mapped curricular content approved by Baccalaureate curriculum.

2. Discuss and recommend revisions to the course. *Substantive revisions such as mode of delivery (e.g. in person changed to hybrid, single assignment changed to team teaching) must be submitted to the BCER committee for approval.*

3. Identify student learning outcomes for weekly lecture content consistent with course objectives.

4. Identify a detailed content outline/schedule according to mapped curricular content and course objectives.

    a. In a theory course with online clinical assignments, faculty are asked to align delivery of topics to facilitate student learning.

    b. In a course utilizing simulation, faculty are asked to collaborate in the selection of simulation experiences consistent with course objectives. Faculty must plan delivery of relevant course content prior to simulation experience.

5. Discuss resource materials in support of course concepts such as textbooks, articles from peer-reviewed journals, videos, and professional websites.

6. Discuss evaluation criteria, including methods of evaluation, course requirements, and weighting of assignments.

    a. ATI practice and proctored assessments grading and remediation must be consistent per the ATI policy.

    b. It is strongly recommended that methods of evaluation and weighting of assignments are similar within course sections to ensure equity for all students, particularly in courses which impact progression.

    c. Collaborate with other faculty in courses that impact the same cohort of students in order to facilitate student success when planning the schedule of exams, presentations, papers, group projects.

7. Plan integration of educational resources (e.g. ATI products) throughout the course. If different products are used within sections of a course, the evaluation of the product and the educational outcomes should be discussed at the end of the semester so that consensus can be reached.

8. Consider sharing teaching resources, Canvas course shell, test banks within the team, especially with faculty new to the course. It is encouraged that faculty share best practices.

Course Implementation:

1. The faculty team teaching the course is expected to communicate regularly to discuss progress, challenges and opportunities related to teaching and student learning that may emerge during the semester.

2. Each team member will communicate with advisors and other faculty sharing the same cohort of students, outcomes of exams to identify students at risk and submit Progress notes in RaptorConnect.

Course Evaluation:

1. Course Coordinator, will schedule an end of semester meeting.
2. The faculty team will
    a. discuss teaching and learning challenges and opportunities for course improvement.
    b. Recommend course revisions
    c. Collaborate on the end-of-semester systematic evaluation course report and submit to Baccalaureate curriculum.
    d. The Course Coordinator is responsible for submitting the collaborative course report to the BCER committee.

Clinical Course Coordination:

The Course Coordinator (CC) also has an important role to design, implement and evaluate a clinical syllabus and experiential learning experiences to ensure clinical/lab course objectives are met. The CC is primarily responsible for the coordination of all clinical/lab components of the course. The clinical/lab course will align with the theory course to provide opportunities to synthesize content and concepts in context, and connect the classroom to clinical practice. The CC will collaborate with the theory course faculty so that the timing of theory course content aligns with clinical experiences, when possible. Course coordinators collaborate with SNC CARES in regards to PTL selection and PTL orientation, communication, and course evaluation.

Responsibilities:

1. Based on the course description and objectives, develops and/or revises the clinical syllabus, clinical assignments, and clinical evaluation tool consistent with course objectives.

2. Collaborates with SNC CARES and the Associate Dean for Baccalaureate Nursing to identify experiential learning opportunities and clinical placements which align with clinical course objectives.

3. If applicable for a course, identifies and plans community/population health experiences that align with clinical course objectives.

4. Designs online simulation assignments, if applicable, using INACSL best practice guidelines, which align with clinical objectives and provide opportunities to synthesize classroom content and build clinical reasoning skills (e.g. ATI REAL LIFE CLINICAL SCENARIOS CLINICAL PLANS).

5. Design other clinical assignments which align with clinical objectives and provide opportunities for students to build clinical reasoning skills.
    a. Integrate medication math competencies into the clinical experience, leveled appropriately according to the curriculum and subject.

6. Collaborates with the Simulation Lab Director to identify simulation experiences for the clinical course consistent with course objectives.

7. Collaborates with SNC CARES to participate in the presemester orientation for clinical faculty.

8. Develop a clinical course shell in Canvas separate from the theory course shell.

9. Obtains access for clinical faculty to the Canvas course shell.

10. If ATI used during the course, ensure that clinical faculty have obtained an ATI account.

11. Provides guidance to clinical faculty around teaching course goals:

    Before the semester:
    a. Meets with clinical faculty to discuss course details, assignments, recommended schedules, scope of students' learning activities, student expectations, student assignments, outcomes, and expectations for communication with the clinical course coordinator.

    b. Encourage all clinical faculty to send out a "welcome" email to students before the start of the semester including necessary information about the clinical course, clinical site, and clinical site expectations.

During the semester, communicate regularly (at least every other week) with clinical faculty regarding student progress, absences, and other issues that may arise

    c.   Collaborates with clinical faculty to develop alternative clinical assignments in place of missed clinical sessions.

    d. Collaborate with SNC CARES to facilitate clear communication with PTLs and students in the event of inclement weather.

12. Creates and fosters a supportive, collaborative, and team-building climate for clinical faculty to develop skills and mastery in teaching the course.

13. Assists clinical faculty to complete and submit clinical warnings via RaptorConnect, mid-term Progress notes (Raptor Connect), and end of semester course grades (REGIS) by the established deadlines.

14. Reviews samples of student paperwork as requested by clinical faculty (Caremaps, reflections, etc.) to assure quality and continuity across all clinical groups.

15. Collaborates with theory faculty to evaluate the effectiveness of clinical experiences in helping to meet theory course objectives.

16. At the end of the semester, schedule a wrap up meeting to discuss issues surrounding the course, including institutional concerns, suggested revisions to the clinical course, or revisions to the experience.

    a. Check that all clinical paperwork including clinical evaluations have been signed and submitted.

    b. Remind clinical faculty to complete the mandatory Clinical course evaluation.

    c. Encourage clinical faculty to identify students who are candidates for Clinical Excellence Awards (part of the Clinical course evaluation).

    d. Provide feedback to SNC CARES on clinical PTL performance, from the Course coordinator perspective.