



Department of Nursing Policy #007

Faculty Responsibilities in the Clinical Setting

Status:	Approved 8.3.17 Revised 2.15.2019
Effective:	2.15.2019
Initiated by:	Policy and Bylaws Committee
Relevant WAC, Standard or criterion:	WAC 246-840-531 WAC 246-840-533

Purpose

The purpose of this policy is to provide a description of faculty responsibilities in clinical settings.

Plan

Clinical learning outcomes are determined by the faculty of the Department of Nursing. Faculty members represent the clinical specialty components of the curriculum; i.e., nursing in adult health and illness, child health and illness, care of women, maternity, mental health, community and public health; population health and family health. Experts in these specialties teach and evaluate student performance so that graduates are prepared to practice as entry-level generalist professional nurses. Clinical faculty supervisors have responsibilities to the school and to the students they are supervising. Every experience for a nursing student in a clinical setting involving the delivery of nursing care to an individual or group of individuals shall be performed under the direction of a faculty member who functions solely in the role of a teaching faculty member during the nursing student's clinical experience.

Policy

The Clinical Course Coordinator – “Course Head” – is the faculty member providing direction in the clinical course, and shall:

1. Ensure all clinical faculty supervisors and students are fully oriented to the clinical sites and nursing units.
1. Plan, oversee, and evaluate student clinical and practice experiences.
2. Adhere to clinical student learning objectives or outcomes within the framework of the course in which the student is enrolled.
3. Communicate clinical objectives or outcomes to the student, the clinical faculty supervisor, the preceptor, if utilized; and the staff at the clinical site.
4. Provide for orientation of each student to the clinical site.
5. Match available clinical learning experiences to the expected course outcomes and the student's individual educational preparation and skill level making modifications to the clinical learning experience as needed.
6. Provide for faculty supervision of each student.

7. Ensure evaluation of the student's experience, achievement, and progress in relation to the clinical student learning objectives or outcomes, with input from the assisting clinical faculty supervisor or preceptor, if utilized.
8. Ensure that the focus of clinical is on direct care requiring the student to be fully engaged in the assessment, planning, nursing, and evaluation of nursing care.
9. Ensure that the focus of clinical is on holistic care of patient, family, and community responses - not on segmented functions of nursing care.
10. Assign observational experiences only as appropriate to meet course objectives.
11. Maintain the faculty to student ratio for direct patient care experiences to be no greater a ratio than eight students to one faculty, or a smaller ratio in clinical settings where necessary to ensure the safe delivery of nursing care.
12. Communicate clinical faculty supervisor staffing needs to the Director of Nursing.

The Clinical Faculty Supervisor providing supervision of a nursing student shall:

1. Demonstrate competence in the area of clinical practice in which he/she is providing clinical teaching, supervision, and evaluation to a student(s).
2. Design, at the direction of the course coordinator, the student's clinical experience to achieve the stated student learning objectives or outcomes of the nursing course in which the student is enrolled.
3. Assign students so that the focus of clinical is within the scope of practice of the program in which the student is enrolled, and designed to allow students to achieve the course student learning outcomes.
4. Assign students so that the focus of clinical is on direct care requiring the student to be fully engaged in the nursing process assessment, planning, nursing, and evaluation of nursing care; not on observational experiences.
5. Clarify with the course coordinator:
 - a. The role of the clinical instructor or preceptor
 - b. The responsibilities of the faculty member
 - c. The clinical course outcomes
 - d. The Evaluation of Clinical Competencies rubric, process of evaluation at mid-clinical rotation and final evaluation period, and procedure for protecting, compiling, depositing, and storing completed student evaluation forms.
6. Provide supervision of student practice through the use of modeling, mentoring, coaching, and other teaching strategies.
7. Provide direct supervision of the student's practice unless the student is in the final precepted role integration experience, NURS 418L Professional Role Integration.
8. Provide direction and guidance for preceptors directly supervising the student working with patients.
9. Evaluate, using both formative and summative mechanisms, each student's progress in the achievement of the clinical student learning outcomes for specified course. Evaluations should occur, at a minimum, at the end of the academic term.
10. Maintain open communication with course coordinator related to students' progress, deficiencies, and change in clinical schedules in a timely manner.
11. Serve solely in the role as a faculty member when supervising students. A faculty member may not function as an employee of the health care agency when supervising students for clinical experiences connected to a specific course.
12. Not engage in caring for the faculty member's family or friends. To do so would

constitute a conflict of interest, and place student learning and patient care at risk.

Preceptors may be used to enhance clinical or practice-learning experiences after a student has received instruction and orientation from program faculty who assure the student is adequately prepared for the clinical or practice experience.

1. Preceptors shall provide supervision to no more than two nursing students at any one time, provided the circumstances are such that the preceptor can adequately supervise the practice of both students.
2. The preceptor will meet the following criteria:
 - a. Minimum Bachelor of Science in Nursing (BSN) degree.
 - b. At least two years in the practice of nursing as a registered nurse with demonstrated competence in the area of clinical practice in which the preceptor is providing supervision to the nursing student.
 - c. Must have a current, valid licensure as a registered nurse in the jurisdiction where the supervision of a nursing student's experience occurs.
3. The preceptor is oriented to the written course and student learning objectives as well as the role expectations of faculty, preceptor, and student.
4. The preceptor is not related to, or a personal friend of the student.

Mentors: An interdisciplinary mentor who has experience and educational preparation appropriate to the faculty planned student learning experience may be used in some clinical or practice experiences.

Faculty are responsible for the overall supervision and evaluation of the student and must confer with each preceptor or interdisciplinary mentor and student at least once before the student learning experience, at the mid-point of the experience, and at the end of the learning experience

Proctors may monitor students during the performance of a task or skill. Proctors:

1. Must be qualified with educational and experiential preparation in the area being proctored.
2. Must be credentialed as a licensed health care provider.
3. May be used on rare, short-term occasions to proctor students when a faculty member has determined that it is safe for a student to receive direct supervision from the proctor for the performance of a particular task or skill that is within the scope of practice for the nursing student.

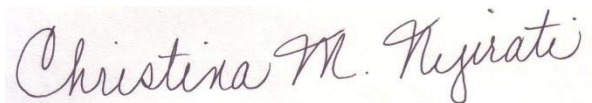
Reviewers:

Proposed revisions of this policy should be reviewed by:

1. Nursing Faculty Assembly
2. Bylaws and Policy Committee

Forms

There are no forms specific to this policy.



Signature: _____