ORIENTATION MANUAL FOR CLINICAL FACULTY

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This orientation manual is available on the Faculty Development webpage:
https://community.nursing.virginia.edu/faculty-staff/faculty-development/
Updated 7/2021
I. INTRODUCTION

Welcome to clinical teaching in the UVA School of Nursing! Your contributions in providing clinical guidance and supervision for students are invaluable to our mission of creating top-notch new nurses for the profession! We wish to provide you with ample information, resources, and support as you initiate and then continue to develop your skills as a clinical educator.

- **Clinical faculty** includes individuals who contract with the School of Nursing to teach and supervise student learning activities in clinical settings. Clinical faculty include experienced clinicians as well as PhD or DNP students. Clinical faculty oversee the clinical activities for assigned clinical groups of students and work closely with the assigned course professor.

- **Preceptors** are clinicians who provide direct teaching and supervision for one (sometimes two) students in the clinical area. Preceptors provide invaluable guidance and mentoring to students over an extended period of time and work closely with the assigned clinical faculty to ensure appropriate student progress and achievement.

While this manual provides important guidance, all preceptors and clinical faculty are encouraged to make use of a wide array of resources to support your clinical teaching efforts and development. Please note that this manual is intended for clinical faculty. The orientation documents for preceptors can be accessed online here: [https://www.nursing.virginia.edu/academics/preceptors/](https://www.nursing.virginia.edu/academics/preceptors/)

II. ESSENTIAL INFORMATION

A. SCHOOL OF NURSING CONTACTS AND RESOURCES

**BSN:**
- BSN Program Director: Sara Hallowell, DNP, RN, CPNP, CNL; sch4v@virginia.edu
- Academic Clinical Coordinators:
  - Acute Care: Elizabeth Taliaferro-Jones, MSN, RN; 924-0105; ewt3e@virginia.edu
  - Community Care: Sharon Veith, MSN, RN; 924-9601; stv7e@virginia.edu
- BSN Program Manager: Lynn Coyner, 243-3956, coyner@virginia.edu

**CNL:**
- CNL Program Coordinator: Sarah Craig, PhD, RN, CCNS, CCRN-K, CHSE, CNE; sjw5y@virginia.edu
- Academic Clinical Coordinator: Elizabeth Taliaferro-Jones, MSN, RN; 924-0105;
- CNL Program Manager: Jessie Thacker, 243-0840, jt2pj@virginia.edu

**Advanced Practice MSN & DNP:**
- Advanced Practice Program Director for the MSN: Clareen Wiencek, RN, PhD, CNP, ACHPN; 982-2890; caw2pa@virginia.edu
- DNP Program Director: Beth Quatrara, DNP, RN, CMSRN, ACNS-BC; 243-1957; bad3e@virginia.edu
- Advanced Practice Program Manager: Devan Cooper, ded6v@virginia.edu
- Adult-Gerontology Acute Care NP (AGACNP) Coordinator: Jill Howie Esquivel, RN, PhD, ACNP-BC; jhe9f@virginia.edu
  - AGACNP Academic Clinical Coordinator: Beth Hundt, PhD, APRN, NP-C, ACNS-BC; (434) 924-0130; eah8yc@virginia.edu
- Adult-Gerontology Acute Care CNS Coordinator: Beth Quatrara, DNP, RN, CMSRN, ACNS-BC; 243-1957; bad3e@virginia.edu
- FNP Coordinator: Linda Eastham, PhD, APRN, FNP-BC; lae3g@virginia.edu;
WHO/WHERE TO GO WITH QUESTIONS

- Questions about the course syllabus, clinical objectives or placements: course faculty, academic clinical coordinators
- Questions about the program or curriculum: program coordinator/director
- Clinical compliance, Typhon access and use, EPIC training (UVA Health System only), preceptor resources, general questions and support: program manager
- Program level questions, general support: program director
- Course/practicum syllabus: access to the syllabus for the course is provided by the lead course faculty member

ASSESSMENT AND EVALUATION

All programs

- In accordance with CCNE Standards of Accreditation: “Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied... In instances where preceptors facilitate students’ clinical learning experiences, faculty may seek input from preceptors regarding student performance, but ultimately faculty are responsible for evaluation of individual student outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students in all programs. Faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.” (criterion III-G).
Postlicensure programs/tracks (APRN)

- According to NONPF, student evaluation is the responsibility of the NP faculty with input from the preceptor. Direct clinical observation of student performance is essential by the faculty member or the preceptor. Clinical observation may be accomplished by direct or indirect methods (student-faculty conferences, simulations, videotaped sessions). NONPF criterion VI.A.5.
- According to NACNS (2011), CNS student evaluation is the responsibility of the CNS program faculty with input from the preceptor (criterion 2-5).
- The timing and format of the midterm and final evaluation of the student expected from the preceptor may vary by specialty; please verify the process with the lead course faculty member.

E. DEFINITION OF DIRECT AND INDIRECT CLINICAL SUPERVISION FOR APRN STUDENTS

- SON course faculty and preceptors may provide direct or indirect clinical supervision of NP students. The SON adheres to the definitions and criterion, see below, established by the National Organization of Nurse Practitioner Faculties (NONPF) National Task Force (criterion IV.B.1)
- Direct supervision is defined as the NP program faculty member functioning as the on-site clinical preceptor. The recommended direct, on-site clinical NP faculty/student ratio is 1:2 if the faculty member is not managing their own patients and 1:1 if the faculty member is managing their own patients (NONPF criterion IV.B.1).
- Indirect supervision has three components: 1. To supplement the clinical preceptor’s teaching, 2) to act as a liaison to a community agency, and 3) to evaluate the student’s progress.
- Indirect clinical faculty supervision encompasses the coordination of the clinical experience, interaction with the preceptor, and formal evaluation of the student. The recommended ratio of indirect NP program clinical faculty to students is 1:6.
- In the AG-ACCNS program, these same definitions are adhered to in addition to the NACNS criteria.

F. APRN DOCUMENTATION AND BILLING

- Interpretation of the CMS guidelines that regulate billing and supporting documentation varies across health care systems. We recommend that the preceptor contact the director of advanced practice, the business manager, or the system’s credentialing office for the policy regarding the use of graduate student notes as the basis for billing.
- The SON’s interpretation of the new CMS guidelines is that CMS does now allow a practicing APRN to bill for patient services using a graduate student note.
- For optimal learning of the advanced practice role, we strongly recommend that the graduate student write patient notes and H&Ps in the electronic health record of the clinical site.

III. LAWS AND REGULATIONS RELATED TO TEACHING

A. VIRGINIA BOARD OF NURSING REGULATIONS
The Virginia Board of Nursing regulates both nursing practice and nursing education. As you begin your clinical teaching activities it is imperative to understand the regulations associated with clinical teaching and clinical learning. A snapshot of the nursing specific regulations can be reviewed below. The full regulations can be access through the Virginia Board of Nursing website at: http://www.dhp.virginia.gov/Boards/Nursing/

Virginia Board of Nursing: Related Regulations – A Snapshot


A. In accordance with § 54.1-3001 of the Code of Virginia, a nursing student, while enrolled in an approved nursing program, may perform tasks that would constitute the practice of nursing. The student shall be responsible and accountable for the safe performance of those direct client care tasks to which he has been assigned.

B. Faculty shall be responsible for ensuring that students perform only skills or services in direct client care for which they have received instruction and have been found proficient by the instructor. Skills checklists shall be maintained for each student.

C. Faculty members or preceptors providing onsite supervision in the clinical care of clients shall be responsible and accountable for the assignment of clients and tasks based on their assessment and evaluation of the student’s clinical knowledge and skills. Supervisors shall also monitor clinical performance and intervene if necessary for the safety and protection of the clients.

D. Clinical preceptors may be used to augment the faculty and enhance the clinical learning experience. Faculty shall be responsible for the designation of a preceptor for each student and shall communicate such assignment with the preceptor. A preceptor may not further delegate the duties of the preceptorship.

E. Preceptors shall provide to the nursing education program evidence of competence to supervise student clinical experience for quality and safety in each specialty area where they supervise students. The clinical preceptor shall be licensed as a nurse at or above the level for which the student is preparing.

F. Supervision of students.

1. When faculty are supervising direct client care by students, the ratio of students to faculty shall not exceed 10 students to one faculty member. The faculty member shall be on site in the clinical setting solely to supervise students.
2. When preceptors are utilized for specified learning experiences in clinical settings, the faculty member may supervise up to 15 students. In utilizing preceptors to supervise students in the clinical setting, the ratio shall not exceed two students to one preceptor at any given time. During the period in which students are in the clinical setting with a preceptor, the faculty member shall be available for communication and consultation with the preceptor.

G. Prior to beginning any preceptorship, the following shall be required:

1. Written objectives, methodology, and evaluation procedures for a specified period of time to include the dates of each experience;
2. An orientation program for faculty, preceptors, and students;
3. A skills checklist detailing the performance of skills for which the student has had faculty-supervised clinical and didactic preparation; and
4. The overall coordination by faculty who assume ultimate responsibility for implementation, periodic monitoring, and evaluation.

B. THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
Just as there are laws governing patient privacy (HIPAA), similar laws exist to protect student privacy. Student records are confidential and protected under the Family Educational Rights and Privacy Act (FERPA). As a general rule, faculty and preceptors should approach student privacy much in the same manner that clinicians approach patient privacy. Conversations about student progress and achievement are appropriate among the educational team but should otherwise be treated as confidential. Student papers and faculty documentation and evaluation of student progress (e.g., grades) are treated as confidential. School of Nursing resources can be contacted for any questions about student privacy issues. In addition, the University of Virginia FERPA policy is available at http://uvapolicy.virginia.edu/policy/STU-002.

IV. PREPARATION FOR CLINICAL TEACHING AND PRECEPTING

The Curriculum
Understanding the overall program of study for the student is essential to effectively guiding the student through the assigned course. The program of study can be accessed on the School’s website. The clinical courses provide the student with an opportunity to demonstrate developing competency in applying nursing knowledge and skills to clinical practice environments.

A. ORIENTATION FOR CLINICAL FACULTY
Once the contract for service as a clinical faculty member is completed, there are required orientation activities at four levels that must be completed: 1) the University requirements, 2) the School of Nursing requirements, 3) the specific academic program(s) orientation, and most importantly, 4) the specific assigned course(s) requirements. The assistant department chair serves as the primary contact person and resource for ensuring that all orientation needs are met at the University, School of Nursing, and academic programs levels, and the course professor(s) works with you to ensure complete orientation to the assigned course(s).

1. UVA Orientation Requirements
The University of Virginia is built around a community of trust and respect. All members of the community are responsible for upholding these values. New clinical faculty are required to review and complete any online modules required by the University.

2. School of Nursing Orientation Requirements
There are many resources for new clinical faculty as they begin teaching on a single course, part-time, or full-time basis. Many School of Nursing personnel are available to assist new faculty as they get settled.
   • Department: the assistant department chair serves as the coordinator of your overall orientation to the University and School of Nursing.
• SON Faculty/Staff Handbook (available on the School of Nursing intranet). As faculty in the School of Nursing, you are required to become familiar with the policies and procedures associated with being an employee.

• **Clinical orientation requirements:** Clinical faculty new to the UVA system must complete required screenings, trainings, immunizations, and infection control training. Clinical faculty who are already affiliated with UVA must maintain a current status with these requirements.

• There will be additional requirements that will be setting specific. For example, if the clinical faculty is assigned to teach on a unit at a different health care facility such as Martha Jefferson Hospital, requirements for that organization must also be met.

• UVA Medical Center Orientation: Contact your assistant department chair for more information.

• On-unit clinical orientation: Contact the unit manager to arrange a minimum of 3 days of orientation to nursing care delivery in the assigned unit.

3. **Academic Program Orientation Requirements**
In addition to the general orientation activities that must be completed, clinical faculty must also be knowledgeable about the academic program(s) in which they are teaching, as well as complete introductory training related to clinical teaching.

• Meet with the program director and/or coordinator for the program in which you are assigned to teach.

• Attend the faculty orientation meeting prior to the start of the first semester.

• Visit the School of Nursing webpage for faculty development opportunities and resources: [https://community.nursing.virginia.edu/faculty-staff/faculty-development/](https://community.nursing.virginia.edu/faculty-staff/faculty-development/)

• If your students will be with a preceptor, visit the School of Nursing webpage for preceptors to view the preceptor orientation/informational resources: [https://www.nursing.virginia.edu/academics/preceptors/](https://www.nursing.virginia.edu/academics/preceptors/)

4. **Course and Clinical Orientation Requirements**
One of the most important aspects of clinical faculty orientation is understanding the objectives, content, and required activities associated with the assigned course. The course professor and academic clinical coordinator are the best resources for gaining this information.

The following activities should be completed well before the beginning of the semester:

• Meet with the course professor and course faculty to orient to the following:
  
  o Course syllabus, which includes the objectives, content, required learning activities, and student evaluation methods.
  
  o Processes for documenting student performance and progress. The course professor is the primary resource for any unexpected or unsatisfactory student behaviors.

• Set up and learn to use the clinical section of Collab site (Collab is UVA’s electronic course management system). This system will provide the student roster and email contact information.

• Obtain the academic schedule for the semester and develop the associated student clinical schedule, including the student orientation plan.

• Attend and participate in the course faculty meetings as scheduled by the course professor.

**ADDITIONAL ONLINE RESOURCES FOR APRN PROGRAMS**

• NONPF’s Welcome to Precepting FAQs: [https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/Docs/PreceptorOrientationFAQs.pdf](https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/Docs/PreceptorOrientationFAQs.pdf)
V. ROLES
All faculty members (course professors, clinical faculty, and graduate teaching assistants) are expected to adhere to the Guidelines for Course and Clinical Faculty in the SON Faculty/Staff Handbook (section #1.02.1). Please review in detail the roles and responsibilities beginning on page 9 of the Guidelines available here: https://handbook.nursing.virginia.edu/1/02/1/

VI. MISSION, PURPOSE, OBJECTIVES

School of Nursing Mission and Vision Statement
The School of Nursing transforms lives by promoting health and the quality of health care. Through 2020 we will cultivate the SON's multicultural community of scholars and researchers; create innovative models of education and practice; foster well-being and collegial spirit in a healthy work environment.

End of Program Terminal Objectives
The BSN program prepares graduates to:
- Collaborate with interprofessional teams and/or others to promote health and reduce health risks, to deliver holistic and culturally sensitive care for individuals, families, communities, and populations, and to facilitate patient-centered transitions of care;
- Provide evidence-based nursing care consistent with American Nurses Association foundation documents (Scope of Practice; Code of Ethics; Social Policy Statements) and to incorporate professional values;
- Examine the historical and evolving role of nursing in national and global health care systems and its impact on the health status of individuals, communities, and populations;
- Use effective health information technology and research findings to evaluate the safety and quality of patient-centered care across health care settings, incorporating principles of leadership to affect patient outcomes; and
- Accept personal and professional responsibility/accountability demonstrated through professional leadership, and participation in activities for professional growth and development.

The MSN program prepares graduates to:
- Integrate theoretical and research based knowledge as a generalist leader or in an advanced nursing practice specialty.
- Provide care and comfort to individuals, families and groups experiencing complex health care needs.
- Provide care that reflects sensitivity to differences among culturally and ethnically diverse populations.
- Assume a leadership role in establishing and monitoring standards of practice to improve patient care in collaboration with other nursing experts.
• Use ethical principles to guide decision-making in nursing practice.
• Evaluate clinical practice in relation to professional practice standards and relevant statutes and regulations.
• Apply the research process to improve evidence based clinical practice and contribute to knowledge development.
• Engage in self-directed and purposeful activities in seeking necessary knowledge and skills to enhance career goals.
• Examine economic, political, and social forces affecting nursing care delivery in complex health care systems.
• Promote multidisciplinary collaboration to ensure quality, cost effective care.
• Contribute to the development of peers, colleagues, and others to improve patient care and foster the growth of professional nursing.
• Act as change agents to create environments that promote effective nursing practice and patient outcomes.

The DNP program prepares graduates to:
• Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice;
• Demonstrate organizational and systems leadership for quality improvement in healthcare systems;
• Apply clinical scholarship and analytical methods to evidence-based practice;
• Use information systems technology and patient care technology to improve and transform health care;
• Demonstrate leadership in health care policy for advocacy in health care;
• Collaborate with interprofessional and intraprofessional teams to improve patient and population health outcomes.