Guidelines for Course and Clinical Faculty

A reference for all faculty members teaching didactic and clinical courses.

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Section 1.02.1 of the SON Faculty/Staff Handbook (https://handbook.nursing.virginia.edu/)

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I. Preparing for Teaching

A. Textbook Ordering

a. Textbook orders should be placed with the University Bookstore as soon as possible and posted on Canvas prior to the beginning of the semester. Order forms can be obtained from the UVA Bookstore website. Please order books as early as possible so the bookstore is able to obtain used and new copies in time for the semester to start. This helps control book costs for students.[i]

b. Department administrative assistants are responsible for placing textbook orders for their faculty. The Health Sciences Library will typically purchase books and/or subscribe to journals/magazines upon request, budget permitting. Purchase request forms are available online.

c. Many publishers provide desk copies of books to faculty upon request. Faculty administrative support can assist with obtaining desk copies. Any books purchased by the School are for general use and remain the property of the School.

d. Changes in required textbooks used in more than one course should be discussed and approved with the program director and/or the appropriate program committee.

B. Course Syllabus

a. Copies of previous course syllabi are available from your support staff and posted on the NR Academics Teams site. The SON departmental administrative staff members are responsible for filing course materials/syllabi for all baccalaureate, master's, and doctoral courses on the Teams site.

b. Course description, prerequisites, and objectives can only be changed through petition to the respective program committee and the Faculty Organization. The suggested changes, along with your rationale for requesting the changes, should be submitted to the chairperson of the program committee.

c. SON syllabus templates are available on the SON intranet and Teams site (NR Academics > Syllabi) and should be used for all undergraduate and graduate courses. A content outline/weekly schedule must be included in the syllabus. Course guidance for clinical absences, make-up days, and inclement weather is established by the course professor/clinical faculty member and should be included in the course syllabus. University policy determines official UVA closings due to weather. Please see the SON Inclement Weather Policy in the SON Faculty/Staff Handbook for guidance about cancelling a class or clinical when the University is not officially closed.

d. A student clinical evaluation process and form are developed for each clinical course by the course professor. Course professors can confer with the program director for a sample or template.

e. Required course readings can be uploaded to the course Canvas site. Please contact the library and review the online guidelines about policy, procedures, and copyright laws: http://copyright.library.virginia.edu/

f. Refer to the SON Faculty/Staff Handbook for information on lecture/lab/clinical hours per credit hour (1.02.2 Credit Hours vs. Class Hours) and for more detailed information on delivery mode definitions and credit hour calculations (1.02.6 Guidance on Course Delivery and Credit Hour Definitions for School of Nursing Courses).

g. The course syllabus should be available to students by the first day of class. A draft may be posted for 10 days and then released in final format after clarification or needed changes inserted. Faculty members are expected to abide by their published syllabus. Changes to the syllabus after the start of the academic term should be communicated to students in writing via e-mail or distribution of a revised syllabus per University policy in the *Undergraduate* and *Graduate Record*. The UVA SON syllabus templates are available from your support staff and posted online: https://apps.nursing.virginia.edu/restricted/syllabus-templates/

h. Syllabus additions/attachments may include but are not limited to the following:
- Guidelines for required activities
- Clinical evaluation tools
- Assignment rubrics

C. Canvas (UVA Learning Management System)

a. For all clinical courses, each clinical instructor should be added as a teacher to the site to increase communication and awareness of course and clinical activities.

b. Course professors: please add your support staff person to your course site as well.

D. Grades

a. **Clinical faculty** record clinical grades in Canvas (consult with the course professor regarding where to enter).

b. For all courses, the **course professor** enters students' final grades into SIS as the system of record, either manually or by exporting final grades from Canvas, per the UREG deadline.

c. To transfer final grades from Canvas to SIS, follow the instructions in the "Export Grades to SIS" tool.
- If letter grades (vs percentages/points) are displayed in Canvas, faculty should ensure the grading scheme matches the SON grading scale (accessed through course settings). *Please note that grading schemes enabled in the Canvas course settings are not reflected in the default grading schemes in the 'Export Grades to SIS' tool. Visit your course's 'Export Grades to SIS' and select the Schemes tab to edit the default schemes before exporting grades to SIS. Before transferring final grades from Canvas to SIS, refer to the following University guides and contact SON Instructional Designer William Canter as needed.
- How to Update Grading Schemes for Course Grades
- How to Export Grades from Canvas to SIS

d. The *Undergraduate Record* and *Graduate Record* state "Faculty members have the right to establish attendance and participation requirements in each of their courses. Instructors may establish academic penalties when excessive absences would seriously hinder achievement in any class." Attendance requirements should be explicitly stated in the course syllabus. Refer to the SON syllabus templates for attendance policy sample language.

Grading Scale for the School of Nursing:

A+	100	B	83-86	C-	70-72	F	0-59
A	95-99	B-	80-82	D+	67-69		
A-	90-94	C+	77-79	D	63-66		
B+	87-89	C	73-76	D-	60-62		

Below 70 = Failing for undergraduate nursing
Below 80 = Failing for graduate nursing

See the current UVA *Undergraduate Record* and *Graduate Record* for specifics concerning policies for failing grades, probation, and suspension.

*Note: SON PhD students are under the purview of the UVA Graduate School of Arts and Sciences (GSAS) and adhere to GSAS policies and procedures.
http://records.ureg.virginia.edu/content.php?catoid=57&navoid=4686

Incompletes:
Undergraduate (per the *Undergraduate Record*)

An incomplete grade may be given to students who are unable to complete scheduled coursework due to reasons beyond their control. A grade of IN becomes an F 30 days after the end of the examination period unless a form requesting an extension of time has been signed by the course instructor and approved by the Senior Assistant Dean for Academic and Student Services. Instructors are not authorized to extend the time for completion of course work without the Dean's approval. Forms for securing extensions are available from the School of Nursing [website](). Prior to the end of the course, students must initiate the request for an IN and secure the instructor's approval.

Students with two or more outstanding incomplete designations (in the same semester or cumulatively) may not enroll in courses in subsequent terms. Students who have had an incomplete grade lapse after 30 days and become an F may not enroll in courses in a subsequent term until the grade has been changed, or a new incomplete form has been approved and turned into the SON Registrar. A student's degree cannot be conferred with a grade of Incomplete (IN) on record, even if that course is not required for the degree being sought.

Graduate (per the *Graduate Record*)
An incomplete grade may be given to students that are unable to complete scheduled coursework due to reasons beyond their control. A grade of IN becomes an F 200 days after the end of the examination period unless a form requesting an extension of time has been signed by the course instructor and approved by the Senior Assistant Dean for Academic and Student Services. Instructors are not authorized to extend the time for completion of course work without the approval of the Senior Assistant Dean for Academic and Student Services. Forms for securing extensions are available from the School of Nursing [website](). Prior to the end of the course, students must initiate the request for an IN and secure the instructor's approval.

Students with two or more outstanding incomplete designations (in the same semester or cumulatively) may not enroll in courses in subsequent terms. Students who have had an incomplete grade lapse after 200 days and become an F may not enroll in courses in a subsequent term until the grade has been changed, or a new incomplete form has been approved and turned into the SON Registrar. A student's degree cannot be conferred with a grade of Incomplete (IN) on record, even if that course is not required for the degree being sought.

E. Orientation of New Course Faculty and Graduate Teaching Assistants (GTAs)

a. The course professor is responsible for orienting new clinical faculty members and GTAs to the expectations of the course and their responsibilities.
b. All new faculty members and GTAs are expected to attend orientation sessions.
c. All new clinical faculty members and GTAs are required to review training and orientation documents prior to starting clinical teaching assignments. The orientation manual for clinical faculty may be accessed at: https://community.nursing.virginia.edu/faculty-staff/faculty-development/
d. Faculty members are required to complete screenings, trainings, immunizations, and infection control training such as annual flu vaccinations and online modules. Clinical faculty members supervising students must meet requirements of the clinical agency where they are supervising students.
e. Clinical faculty members who are supervising clinical activity in real time on the unit are required to schedule orientation time on the unit on which they are teaching before the start of clinical, unless they are a current employee of that unit.

F. Independent Study

See the SON Independent Study Policies and Form:
https://community.nursing.virginia.edu/students/forms/

G. Support Services and Resources

a. Assistance with accessing and using audiovisual equipment in the SON is obtained by contacting Becky Bowers, Facilities/Audiovisual Coordinator at 924-0133 (office), 465-4078 (cell phone) or rdb7w@virginia.edu. Alternatively, faculty members may contact the SON help desk at 924-8686.
b. All room scheduling for conferences and meetings, with the exception of the assessment and bed labs, can be arranged through the faculty member's assigned support staff.
c. Large advance copying needs can be arranged through the faculty member's assigned support staff.
d. Supplies can be ordered from assigned support staff.
e. Health assessment/screening tools and equipment can be checked out in the Clinical Simulation and Learning Center.

H. Clinical Sites: Preparation for Clinical Experiences at Affiliated Sites

a. Formal affiliation agreements are executed with all agencies **prior** to placement of students in clinical sites to provide direct care to patients per policy 1.04.1: Responsibilities and Compliance in the SON Faculty/Staff Handbook and Virginia BON requirements.
b. The faculty member placing students and the students assigned to agencies are responsible for knowing and adhering to the contents of the affiliation agreement, including its conditions and responsibilities.
c. To request a new affiliation agreement, please refer to the steps detailed in policy 1.04.1.
d. Clinical or practicum activities outside Virginia: State laws require colleges/universities to be authorized to deliver educational instruction in their states. Students at the School of Nursing generally do clinical/practicum activities within the Commonwealth of Virginia. Clinical/practicum activities may be conducted in another state if the University is authorized to operate there. Any faculty member considering placing a student at a facility outside Virginia must contact the Compliance Coordinator (Devonia Love) in advance about eligibility of a specific location.

II. Teaching and Records

I. Final Exams

Final exams are scheduled by the University Registrar (UREG). Exam times may not be altered without approval of the Associate Dean for Academic Programs and SON Registrar (this is for the benefit of all students). Dates of final exams are posted by UREG prior to the beginning of classes and are encouraged to be posted in course syllabi.

J. Student Records

a. Student records are confidential and protected under Family Educational Rights and Privacy Act (FERPA). Faculty members are responsible for knowing those guidelines. Faculty members do

not have access to admission files once the student is admitted. For more information about FERPA, please see:

    a. http://uvapolicy.virginia.edu/policy/STU-002
    b. https://registrar.virginia.edu/ferpa

b. The class roster is in the UVA Student Information System (SIS) and should be verified by the course professor. However, it is each student's responsibility to make sure that he/she is properly enrolled in the correct courses.
c. All final grades are submitted through SIS per the UREG schedule deadline. Grades can be uploaded from Canvas. Instructions will be provided at the end of the semester.

K. NCLEX Preparation Program (ATI)

All pre-licensure nursing students use the Assessment Technologies Institute (ATI) Nursing Education program to help prepare them for the National Council Licensure Examination (NCLEX). The program includes learning and assessment activities, such as case studies, supplemental review materials, quiz banks, and practice exams. These materials are assigned in selected courses as a prescribed percentage of the course grade. The program includes specialty and cumulative examinations. Students scoring below the recommended benchmark on a specialty exam are required to complete an individualized remediation (review) plan and submit appropriate documentation of their work, and retake the exam, if applicable. Students who do not show substantial improvement upon remediation will be required to meet with a faculty member to discuss study and test taking strategies. They will develop an individualized plan for NCLEX preparation.

L. Student Concerns

a. Academic problems are referred first to the course professor. Course issues which cannot be resolved at the course level are referred to the director of the respective program. Faculty-student issues that cannot be resolved at the director level are referred to the appropriate department chair. If problems cannot be resolved at these levels, they are referred to the Senior Assistant Dean for Academic and Student Services and/or the Associate Dean for Academic Programs. For the University's Student Academic Grievance Policy, refer to the *Undergraduate Record* and *Graduate Record*.
b. Non-academic problems are referred by faculty members or the course professor to the Senior Assistant Dean for Academic and Student Services and/or the Associate Dean for Academic Programs. For University policy and procedures, refer to the Complaints and Grievances section of the *Undergraduate Record* and *Graduate Record*.

M. Academic Action Plans

Refer to the SON Faculty/Staff Handbook for the full policy and procedures:
https://handbook.nursing.virginia.edu/1/02/3/

N. Incidents during Student Clinicals

In the event of an incident involving a student during clinical (such as medication error), in-person or telephone follow-up is conducted with the clinical agency, in-person or telephone notification to the course professor and academic leadership, and remediation with the student as appropriate. Refer to the Critical Incident Response Protocol in the SON Faculty/Staff Handbook, policy #1.03.4.

Students who are unprepared to provide safe patient care or who are demonstrating behaviors that may impact patient safety will not be permitted to participate in patient care and will be dismissed from the

clinical setting for that clinical day.

For the procedure to manage occupational needlestick or body fluid exposures, please refer to SON Faculty/Staff Handbook policy 1.03.3 [Management of Students Who Sustain Occupational Needlestick or Body Fluid Exposures](#).

O. Clinical Courses

1. Professional Requirements

Students must meet professional requirements as noted in the *Undergraduate Record* and *Graduate Record*. Requirements must be completed in advance of enrollment of clinical courses. The requirements include such items as clinical agency requirements, CPR certification, Epic training, immunizations, infection control training, Workday modules, etc.

2. Preceptor Selection

Although students may provide input for clinical experiences, the selection of an appropriate preceptor is the responsibility of faculty and not an expectation for prelicensure students. For advanced practice students, it is a partnership between the faculty member and the student; the student will be asked to identify and build relationships with potential preceptors.

3. Nursing Uniform Policy

Please refer to the Nursing Uniform Policy posted online for pre-licensure students' and graduate students' clinical attire: https://community.nursing.virginia.edu/students/clinical/uniform/

4. Home Visiting

All clinical courses requiring home visiting must include the following policy in the syllabus. Instructors:
- Will assign students to individuals or families based on the instructors and/or nurse's familiarity with the individual or family.
- If any family poses a risk or, for any reason, a potential risk to the student's safety or the student perceives such a risk, the individual or family will not be visited by the student.
- Instructors will use their discretion to make the assignments for students to visit alone or in pairs.
- Instructors will know where and when students are visiting.
- The instructor will be accessible to the students by phone while they are visiting.

Instructors should advise students of the following requirements:
- Students will keep instructors apprised of when and where they are visiting.
- Students will notify instructors of any perceived danger.
- Students will keep detailed logs of each visit and instructor will review the logs.

5. Co-Signing Student Work

All nursing student documentation that is normally performed by a licensed professional must be co-signed by a licensed RN (faculty member and/or designated preceptor). This specifically pertains to documentation of the health assessment and physical examination findings, medication administration, and therapeutic nursing interventions. Co-signature for non-professional activities is highly recommended (vital signs, intake/output, weight, etc.).

6. Practicum Extensions

Students are expected to complete practicum hours by the deadline set by the course faculty and no later than the end of the semester. To request an extension to complete practicum hours due to extraordinary circumstances, the student must submit the Incomplete Grade Form and receive permission to do so:

- https://community.nursing.virginia.edu/students/academic-resources/forms/
- Note: students CANNOT complete practicum hours ahead of the scheduled semester for a course.

7. Regulations

The Virginia Board of Nursing regulates both nursing practice and nursing education. It is imperative for course and clinical faculty to understand the regulations associated with clinical teaching and learning. The laws and regulations as well as guidance documents can be accessed through the Virginia Board of Nursing website: https://www.dhp.virginia.gov/Boards/Nursing/PractitionerResources/

P. Roles and Responsibilities for Course and Clinical Faculty Teaching Clinical Courses

All course professors, clinical faculty, and GTAs are expected to adhere to specified roles and responsibilities as detailed below. Responsibilities for other faculty roles such as the program directors, program coordinators, academic clinical coordinators, department chairs, and assistant department chairs are provided in the SON Faculty/Staff Handbook position descriptions document. Additionally, the orientation/resource manuals for clinical faculty and preceptors provide further guidance:

- https://community.nursing.virginia.edu/faculty-staff/faculty-development/
- www.nursing.virginia.edu/academics/preceptors/

Multiple faculty and staff play important roles in the design, delivery, monitoring, evaluation, and compliance aspects.

- Program Directors/Coordinators have overall responsibility for the programs/tracks, ensuring that the curricula meet regulations and are designed to maximize learning and understanding.
- Department Chairs work closely with Program Directors, Program Coordinators, and faculty to ensure that courses are staffed appropriately. They are responsible for developing the semester course schedule, full-time and part-time faculty evaluations, and assisting with faculty development.
- Assistant Department Chairs work closely with Department Chairs and faculty to identify single-course (wage) clinical and lab faculty. They evaluate these faculty and assist with problem-solving related to clinical faculty issues that arise.
- Academic Clinical Coordinators evaluate clinical sites, identify clinical placements for precepted courses, and provide orientation to new clinical sites.
- Course Clinical Coordinators (Prelicensure) are liaisons between clinical faculty and course professors. Many (but not all) BSN clinical courses have a clinical coordinator. These faculty members orient new clinical faculty, assist with problem-solving, and work with the course professor to align clinical and didactic course content.

ACADEMIC CLINICAL COORDINATORS (ACC) AND COURSE CLINICAL COORDINATORS
- a. Please refer to the position descriptions in the SON Faculty/Staff Handbook: https://handbook.nursing.virginia.edu/4/03/1/

COURSE PROFESSORS

Overall Course Management

a. Periodically works with Program Director, ADAP office, and other faculty to align course objectives and assignments with AACN *Essentials* (BSN, RN-BSN, CNL, APRN, DNP).

b. Designs course such that students can meet the course objectives.

c. Prepares the course syllabus (didactic & clinical components), course exams, and other evaluation methods. Submits all semester course materials, including syllabus, to Office of Associate Dean for Academic Programs and/or Department Administrative Support by the requested date.

d. Structures and sequences course content and assignments.

e. Assigns final course grades. Ensures all grades, including lab sections, are entered into SIS by the requested date.

f. Verifies that necessary agreements are in place for non-direct clinical student experiences (e.g., observation). If no agreement is in place, submits a contract request to obtain one.

g. Collaborates with Clinical Simulated Learning Center for scheduling as needed and communicates classroom technology needs to the SON Registrar.

h. Evaluates opportunities for IPE within context of course objectives.

i. Facilitates designated learning activities/experiences to be completed within designated class time and semester dates.

j. Collaborates with other course professors as appropriate on matters of curriculum, scheduling of classes and clinicals, all exam schedules except final exams, and clinical/lab placements.

k. Prepares and manages the course Canvas site with course didactic and clinical components.

l. Provides course orientation and mentoring of clinical faculty and GTAs as appropriate to teaching role, expectations and requirements.

m. Ensures consistency with pedagogy principles (content and evaluation) among clinical faculty, guest lecturers, and GTAs affiliated with the course.

n. Maintains content expertise and/or practice relevance pertaining to course or clinical instruction.

o. Reviews course evaluations and considers revisions for course improvement.

p. Coordinates and documents, as appropriate, the review and revision of course materials for quality improvement.

q. Periodically maps course to appropriate AACN *Essentials* and other relevant standards and guidelines.

Clinical Component

r. Reviews and adheres to the clinical site agreement(s) if the course professor will be on site at any time.

s. Collaborates with PD/PC and Global Initiatives Director to ensure international learning experiences are coordinated and meet course and program objectives.

t. Ensures clinical hours scheduled match clinical hours permitted for the course.

u. Reviews any opportunities and requests for alternative clinical experiences for alignment with course objectives and BON clinical hour definitions and gives approval if appropriate (e.g., simulation, IPE, other precepted experiences). If approved for clinical hours, the course professor refers to the ACC for verification that a contract is in place. If for observational experiences, ensures these experiences align with course objectives and that students & personnel understand no patient care is to be given.

v. Meets periodically, as appropriate, with course teaching team including clinical instructors (e.g., at the beginning and end of the semester).

w. Serves as a resource as needed for clinical coordinator and/or clinical faculty in problem-solving student issues in the clinical setting.

x. Reviews course-level reports from Typhon that students completed the required clinical hours

and reviews students' recorded skills/experiences; considers course revisions as needed.

y. Identifies, as appropriate, future clinical/lab areas for educational experiences in concert with PD and the ACC.

z. Provides the clinical unit with a copy of the course syllabus if not provided by the ACC.

Additional Course Professor Roles specific to Post-licensure Courses

a. Course faculty in collaboration with clinical faculty provide orientation to APRN preceptors in the following areas: course objectives, program/track requirements, supervision expectations, and evaluation of students

b. The course professor is responsible for ensuring the student is licensed to practice in the state where the practicum occurs.

CLINICAL FACULTY (PRE-LICENSURE - GROUPS AND PRECEPTED)

a. All GTAs and new clinical faculty members are expected to attend designated orientation sessions from the SON and individual programs (BSN, CNL) and complete required orientation activities and modules.

b. Obtains and reviews the clinical agency contract and knows expectations.

c. Builds on orientation by the ACC to orient the unit/site to ensure optimal learning experiences while maintaining quality care.

d. Maintains consistency with course expectations and activities and informs the course professor when course objectivities/expectations cannot be facilitated.

e. Maintains strict patient confidentiality when posting clinical assignments and monitors all student communication (written and verbal) to ensure compliance with HIPAA standards.

f. Makes clinical assignments using appropriate communication tools (not emails), ensuring that experiences of an appropriate nature and level are provided for students.

g. Maintains schedule of student placements at all times, accessible to the course professor and BSN/CNL program leadership.

h. Keeps the clinical coordinator and course professor informed of any concerns that arise.

i. Reviews and approves all student time logs and case logs in Typhon.

j. Performs and documents student evaluations, including conference, using the format provided by the course professor.

k. Maintains positive public relations with the units/agencies.

l. Adheres to BON regulations (e.g., availability to students during clinical experiences, adherence to maximum number of students per clinical faculty member, etc.).

m. Initiates academic action plans (AAP) as needed; consults with course professor as appropriate.

Additional Clinical Faculty Roles specific to Preceptorships

a. Serves as a resource to student and preceptor
    o Is available to preceptor and student by phone or pager during all clinical hours.
    o Conducts site visits (1-2 visits per student). May occur as virtual site visits for students with clinical placements at a distance.
    o Evaluates the student's clinical competence and performance via direct observation, input from the preceptor, competency assessments, reviewing logs/assignments, and/or simulation.
    o Assumes primary responsibility for problem-solving student issues.

b. Assesses student performance for clinical component of the course grade
    o Provides the preceptor with a copy of the course syllabus and evaluation tools.
    o Assists students in establishing appropriate personal objectives for clinical experience.
    o Assesses student's clinical knowledge through discussions in the clinical setting, clinical

conferences, and in midterm conference.
- o Assesses any written work by the student, such as plans of care, that reflect cognitive development.
- o Reviews preceptor evaluations of student and solicits verbal feedback about student performance from the preceptor and his/her colleagues. At a minimum, meets with the preceptor at midterm and final.

CLINICAL FACULTY (POST-LICENSURE)
  a. Faculty members who teach in NP programs must maintain appropriate professional credentialing and clinical practice (NONPF criterion II-C).
  b. May provide direct or indirect clinical supervision of NP students.
  c. 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.
  d. 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.
  e. 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 1:8.
  f. For CNS students, the recommended ratio for direct supervision by faculty member or clinical preceptor is 1:1 or 1:2. The recommended ratio for indirect supervision is 1:6 or 1:8 (NACNS criterion 2.0).
  g. Variations in the faculty to student ratio might occur with the use of innovative teaching methods, such as master teacher with clinical groups immersion experiences, and interprofessional team-based clinical experiences, use of technology and curriculum design.
  h. Whether direct or indirect, the APRN program faculty maintains ultimate responsibility for the evaluation of the APRN student and the quality of students' clinical experiences. (NONPF criterion IV.G; NACNS criterion 2-5)
  i. Obtains and reviews the affiliation agreement with the clinical site; responsible for knowing and adhering to the terms of the affiliation agreement.
  j. Serves as a resource to the APRN student and preceptor.
  k. **Is available to the preceptor and student by phone or email during all clinical hours**.
  l. Reviews and approves all student case logs and time logs in Typhon.
  m. Evaluates the student's clinical performance via direct observation, input from the preceptor, competency assessments, reviewing logs/assignments, and/or simulation.
  n. Assumes primary responsibility for addressing or resolving student issues.
  o. Evaluates preceptor, including reviewing student evaluations of preceptor.
  p. Completes or confirms the completion of students' midterm and final evaluations in Typhon.
  q. Completes Academic Action Plan forms for students, if needed.
  r. Ensures that clinical objectives are met.

PRECEPTOR ROLE (PRE-LICENSURE)
  a. Provides direct clinical supervision and guidance of students (1 to 2 students)
    - o Orients the student to the clinical setting, patient population, health care team, and key aspects of nursing care delivery in the environment.
    - o Meets with the student to discuss their personal learning objectives.
    - o Reviews all medications prior to student administration.
    - o Directly supervises all clinical skills the first time they are performed, and until preceptor

is comfortable that student can perform the skill unsupervised.
- o Fosters critical thinking by questioning students about the rationale for the plan of care.
- o Immerses and engages students in clinical practice experiences, integrating them into the practice setting.
- b. Assists in the assessment of student performance
    - o Gives verbal feedback to the student at the end of each clinical day, following performance of procedures, and as needed.
    - o Notes progress toward meeting established objectives. Completes an evaluation of student performance at midterm and at the end of the semester.
    - o Informs clinical faculty of student progress on an ongoing basis and informs clinical faculty about issues and concerns in a timely manner.

PRECEPTOR ROLE (POST-LICENSURE NURSE PRACTITIONER) (NONPF criterion II-C)
- a. The preceptor has authorization by the appropriate state licensing entity to practice in his/her population-focused and/or specialty area.
- b. Over the course of the program, the student has a majority of clinical experiences with preceptors from the same population-focused area of practice.
- c. An interdisciplinary mix of preceptors may be used.
- d. NP preceptors have educational preparation appropriate to her/his area of responsibility and at least one year of clinical experience.
- e. See previous section for preceptor-student ratio.

PRECEPTOR ROLE (POST-LICENSURE CLINICAL NURSE SPECIALIST) (NACNS criterion 2.0)
- a. Preceptors, who are authorized to practice in the CNS role through educational preparation and/or CNS certification, supervise CNS students in clinical practice experiences through direct or virtual interactions.
- b. If CNS preceptors are not available or additional professional expertise is deemed essential, other professionals (masters or doctorally prepared NPs, physicians, or other health professionals with advanced preparation may precept CNS students for circumscribed experiences.

STUDENT ROLE (PRE-LICENSURE)
All students are expected to adhere to the policies and guidelines as described in the University *Record* (the academic catalog), the affiliation agreement with the clinical site, as well as the expectations described in the course syllabus. Additional student roles related to precepted clinical activities:
- a. Establishes individual objectives
    - o Uses course objectives as a guide.
    - o Appropriately identifies own areas of strength and deficits.
    - o Collaborates with faculty and preceptor as needed in setting objectives.
    - o Collaborates with preceptor to revise objectives as the clinical experience proceeds.
- b. Schedules clinical hours
    - o Contacts preceptor to determine a schedule for completing the required hours for each clinical course.
    - o Informs clinical faculty of the schedule at the beginning of the preceptorship and does not change the schedule once it is established.
    - o Informs preceptor and clinical faculty of any emergency changes to the schedule.
    - o Attends weekly clinical conferences.
- c. Utilizes clinical faculty and preceptor appropriately
    - o Functions within legal and personal limitations in the student role.

- o Seeks guidance when needed.
- o Acknowledges deficits and responds to feedback.
  d. Participates in self-evaluation and evaluation of preceptor
    - o Attends midterm and final evaluation conference with the clinical faculty.

STUDENT ROLE (POST-LICENSURE)
All APRN students are expected to adhere to the policies and guidelines as described in the University *Record* (the academic catalog), the affiliation agreement with the clinical site, as well as the expectations described in the course syllabus. Additional student roles related to precepted clinical activities include:
- Demonstrates professional behavior at all times.
- Establishes individual objectives.
- Uses course objectives as a guide.
- Appropriately identifies own areas of strength and deficits.
- Schedules clinical hours with the assigned clinical faculty or preceptor.
- Contacts preceptor to determine a schedule for completing the required hours for each clinical course.
- Informs clinical faculty of the schedule at the beginning of the preceptorship.
- Informs preceptor and clinical faculty of any emergency changes to the schedule.
- Participates in self-evaluation and evaluation of preceptor and the clinical site regularly.
- Utilizes Typhon for documentation of all patient encounters and time logs.
- APRN student clinical responsibilities at the student's site of employment must be faculty guided and outside of the student's employment expectations/responsibilities.

References:
National Task Force. (2022). *Standards for Quality Nurse Practitioner Education* (6th ed). National
        Organization of Nurse Practitioner Faculties. https://www.nonpf.org/page/NTFStandards
National Association of Clinical Nurse Specialists. (2019). *Statement on Clinical Nurse Specialist Education*
        and Practice. CNS Statement - National Association of Clinical Nurse Specialists (nacns.org)

III. Post-Teaching and Assessment

Q. Course Evaluation

a. Standardized course evaluation tools are used to collect uniform data across courses. Faculty members may ask supplemental questions in order to evaluate the course and their own performance.
b. Faculty members are expected to routinely evaluate the courses they teach and their own performance in classroom and clinical settings.
c. Informal midterm final evaluations are recommended.
d. End-of-semester course evaluations are distributed to students by the University.
e. Students are surveyed each semester to collect uniform data across courses to evaluate clinical sites and preceptors for appropriate usage in the future. Survey results reviewed by the academic clinical coordinators and program directors/coordinators.

R. Evaluation of GTAs

GTAs complete a self-assessment each semester. Additionally, the course professor completes an evaluation of the GTA each semester. Evaluations are distributed to GTAs and course professors by the Office of Admissions and Student Services (OASS).

S. Program Curriculum

a. Course professors should review curricular materials and evaluations with the program director before initiating process for approval of curricular changes.
b. The process for curriculum change/new course includes: faculty draft of proposed initiative, meeting with program director and Associate Dean for Academic Programs for enhancement recommendations and/or process strategies, approval of program committee, approval of Faculty Organization, and submission of documentation to the SON Registrar.
c. To propose a pilot for a new elective course, access the form on the SON webpage: https://community.nursing.virginia.edu/faculty-staff/advising/
d. The BSN program endorses the use of comprehensive and cumulative final exams in all courses.
e. Curriculum mapping should be conducted as national standards are endorsed/recommended such as the AACN *Essentials*.
f. Program reviews are conducted on a rotating schedule according to the SON Evaluation Plan as outlined in the Faculty/Staff Handbook, policy #4.02.3. Reviews are submitted to the appropriate program committee and the Associate Dean for Academic Programs.
g. As described above, course description, prerequisites, and objectives can only be changed through petition to the respective program committee. The suggested changes, along with your rationale for requesting the changes, should be submitted to the chairperson of the committee.

T. Faculty Development and Resources

All faculty members and GTAs are encouraged to attend the UVA Center for Teaching Excellence for faculty development workshops to meet individual needs. Professional development opportunities for faculty members are also conducted throughout the academic year.

- UVA Center for Teaching Excellence: http://cte.virginia.edu/
- UVA Office of the Provost: Faculty Handbook: https://provost.virginia.edu/faculty-handbook/faculty-handbook-welcome

- SON continuing education: http://www.nursing.virginia.edu/sonce
- SON faculty development: https://community.nursing.virginia.edu/faculty-staff/faculty-development/
- SON webpage of training and resources for preceptors: https://www.nursing.virginia.edu/academics/preceptors/

IV. Appendices

- Orientation Manual for New Clinical Faculty and GTAs: https://community.nursing.virginia.edu/faculty-staff/faculty-development/
- Pre-licensure Preceptor Orientation Resource Guide: https://www.nursing.virginia.edu/academics/preceptors/prelicensure/
- Post-licensure Preceptor Resource Guide: https://www.nursing.virginia.edu/academics/preceptors/postlicensure/
- Other course preparation and policy documents in the SON Faculty/Staff Handbook:
  - 1.02.2 Credit Hours vs. Class Hours
  - 1.02.3 Academic Action Plan
  - 1.02.4 Form - Piloting a New Elective Course
  - 1.02.5 Assisting Students in Non-Emergency Situations
  - 1.02.6 Guidance on Course Delivery and Credit Hour Definitions for School of Nursing Courses
  - 1.02.7 Hybrid and Online Teaching Orientation Resources
  - 1.02.8 BSN and CNL ATI Policy

V. Glossary: UVA and SON Terminology

School of Nursing Terminology
- **ATI**: program used for NCLEX and professional nursing preparation for students in the pre-licensure programs.
- **Typhon**: a robust clinical system and a record of everything clinical that a student has done. Used in the traditional BSN, CNL, and APRN programs.
- **Intranet**: the School of Nursing's secure online resources. Includes the SON Faculty/Staff Handbook, online help ticket system, and various tools/applications: https://apps.nursing.virginia.edu/

UVA Terminology
- **Canvas**: the centrally-supported online learning management system at UVA.
- ***Undergraduate*** and ***Graduate Record***: the official catalogs for the University of Virginia.
- **SIS**: the Student Information System is the administrative information system of record for all student-related information in the areas of admission, enrollment, and student finance.
- **UREG**: the Office of the University Registrar (UREG) which provides academic record services to students, faculty, staff, alumni, and other constituents.
- **Grounds**: The term used by generations of students, faculty and alumni to refer to the University, rather than "Campus".
- **First year, second year, third year, fourth year**: Instead of freshman, sophomore, junior, senior. Why? To be a "senior" implies that a person has reached the final phase of learning, a feat that Thomas Jefferson believed impossible, arguing instead that education is a life-long process.

For more UVA lingo, visit: https://studentaffairs.virginia.edu/about/students-traditions

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i   https://law.lis.virginia.gov/vacode/title23.1/chapter13/section23.1-1308/