

COURSE OVERVIEW for Clinical Teaching & Supervision Team

This guide has been developed to support clinicians who are considering a commitment to provide support and supervision to a (prospective) student undertaking the Master of Advanced Nursing Practice (Nurse Practitioner) (MC-ANPNP) program at The University of Melbourne.

It includes; an outline of the course, an overview of NP education and professional regulation, a summary of the role of clinical practice in the course and the associated clinical assessments and the role and responsibilities of the Clinical Teaching and Supervision team. Additional resources considered useful to clinicians supporting NP students have been added as Appendices. Furthermore, CTS Team members may contact the course coordinator to address questions and concerns. Contact details are listed below.

Course overview

The aim of the Master of Advanced Nursing Practice (Nurse Practitioner) program is to produce advanced practice nurses capable of providing a high standard of clinically focused care of varying levels of complexity and in a variety of contexts to improve outcomes for people, their families and the community. This program aims to develop clinical leaders with the capacity to lead practice and service development, influence healthcare service and policy and contribute professionally to their specialty and discipline. The graduate attributes and learning outcomes of the course are available in the Appendix of Resources attached to this guide.

This course will prepare graduates to meet the NMBA Nurse Practitioner Standards for Practice (2021), which are available in the appendix of resources. Furthermore, on completion of the program they will be educationally prepared for endorsement as a nurse practitioner with the Nursing and Midwifery Board of Australia (see section titled *Professional Accreditation* for more details).

Course structure

The program is conducted part-time over two years using a range of delivery modes. Students will attend workshops on campus, use a range of online resources to support their learning and will undertake clinical practice throughout the course to link theory to practice. The subjects and their content are sequenced to support the student to logically build their knowledge and skill to develop increasing capacity to meet the NP Practice Standards. Clinical practice is also integrated into the program via a number of subjects and this is described in the following section).

The University teaching faculty include clinicians and academics, expert in their area of teaching. In addition, other expert guest lectures supplement the program where appropriate. Clinicians in the student's clinical practice area also play a role in supporting the student's development during the program, some of who do so in a formal capacity as a member of the Clinical Teaching and Supervision (CTS) Team (the composition and expectations of the CTS Team are described in the following sections).

NP course summary	
Course title	Master of Advanced Nursing Practice (Nurse Practitioner)
Course code	MC_ANPNP
Duration	2 – 4 years
Study load	Part-time
Subjects	Introducing Advanced Practice (NURS90134) Clinical Leadership in Context (NURS900069) Introducing Health Services Research (POPH90302) Developing Advanced Practice (NURS90163) Pharmacology or Health Professionals (PHARM90002) Quality Use of Medicines (NURS90071) Health Innovation and Improvement Project (NURS90002) Transitioning to Advanced Practice (NURS90132)
Delivery mode	Dual delivery (campus - Parkville campus) Clinical practice placements
School	Department of Nursing, School of Health Sciences
Contact	Dr Dianne Crellin, NP Course Coordinator Email: dcrellin@unimelb.edu.au Tel no: 03 8344 4947

Professional accreditation

A nurse practitioner is an advanced practice registered nurse endorsed by the Nursing and Midwifery Board of Australia (NMBA) to practise within their scope under the legislatively protected title ‘nurse practitioner’. NPs are educated and experienced to practice in advanced roles practising beyond the scope of a registered nurse. Endorsement as an NP grants the NP authority to diagnose, request diagnostic investigations, prescribe and refer.

To achieve endorsement applicants must meet several requirements*, one of which is successful completion of a postgraduate nursing master degree approved by the NMBA or a program that is assessed by the NMBA as substantially equivalent to an approved program of study.

Programs are approved by the NMBA following review and recommendation by the Australian Nursing and Midwifery Accreditation Council (ANMAC). The Council is an independent body responsible for establishing the standards for and reviewing nursing and midwifery registration and endorsement education programs and making recommendations to the NMBA. The ANMAC NP Accreditation Standards are available from ANMAC [website](#) and programs assessed as meeting these standards and approved by the NMBA are recorded on the NMBA [website](#).

Applicants who have successfully completed an approved program of study will apply for endorsement via Pathway 1. Applicants applying for endorsement having completed a program that is not an NMBA approved program will apply via Pathway 2 and will therefore be expected to provide evidence that the program completed is substantially equivalent.

The NP program offered by the Department of Nursing at the University of Melbourne has been reviewed by ANMAC and accepted by the NMBA as an approved program of study for the period [2019 - 2023]. Graduates of this program will meet the education requirements of NP endorsement and will therefore be eligible to apply for endorsement via pathway 1.

NMBA NP endorsement requirements summary	
1. Professional registration	current general registration as a registered nurse in Australia with no conditions or undertakings relating to unsatisfactory professional performance or unprofessional conduct
2. Experience	The equivalent of three years' full-time experience (5,000 hours) at the clinical advanced nursing practice level, within the past six years, from the date when the complete application seeking endorsement as a nurse practitioner is received by the NMBA.
3. Education	Successful completion of a an approved program of study or a program that is substantially equivalent as an NMBA approved program
4. Practice	Compliance with the NMBA's Nurse practitioner standards for practice.

Further details regarding NP endorsement can be found on the [NMBA website](#).

Clinical Practice

Clinical practice provides students with the necessary clinical learning environment and practice opportunities to graduate as a capable advanced practice nurse able to meet the NMBA Nurse Practitioner Standards for Practice (2021). It is comprised of Integrated Professional Practice (IPP) placements and the experience gained in the student's employed clinical practice (ECP).

Accreditation of the course mandates the inclusion of 300 hours of IPP experience which is supernumerary time spent focusing on their clinical objectives. The total clinical commitment of the student during the course is an average of 38hours/fortnight (ECP + IPP) during which students must have access to clinical support and the opportunity to develop their practice.

Employed Clinical Practice

All students enrolled in this program must be employed in an advanced clinical nursing role in their nominated area of specialty throughout the program. It is **not** essential that this is an NP candidate position but it must provide opportunity for the student to demonstrate advanced nursing practice knowledge and skill and develop advanced practice nursing knowledge and skill. The NMBA definitions for 'advanced practice' is provided below. Advanced nursing practice is visible in nurses employed in a range of nursing roles including but not limited to; nurse consultant roles, the clinical nurse specialist position, case managers etc. Therefore, nurses employed in a range of positions are considered suitable for students in this program.

Advanced practice is where nurses incorporate professional leadership, education, research and support of systems into their practice. Their practice includes relevant expertise, critical thinking, complex decision-making, autonomous practice and is effective and safe. They work within a generalist or specialist context and they are responsible and accountable in managing people who have complex healthcare requirements. Advanced practice in nursing is demonstrated by a level of practice and not by a job title or level of remuneration.

To ensure that students capitalise on opportunities in their practice to develop it is essential that they have regular access to clinical support from members of their Clinical Teaching and Supervision (CTS) Team. Furthermore, clinical performance will be regularly reviewed throughout the program to establish their progress towards meeting the practice standards expected of a nurse in advanced practice. Assessments will be discussed in more detail in a following section.

Employed Clinical Practice summary

Role	Clinical advanced nursing role*
Hours:	38 hours/fortnight (minimum) over the duration of the program**
Location:	Clinical practice setting
Governance	Agency Agreement: Employment and IPP
Clinical support	Access to members of Clinical Teaching and Supervision (CTS) team

* Students should be aware that this does not require the organisation to commit to an NP candidate role or an NP position at the completion of the program.

** Clinical experience (employed and IPP) must total an average of 38 hours/fortnight

Integrated professional practice

Integrated professional practice (IPP) is supernumerary practice which enables the student to develop and demonstrate the NMBA Nurse Practitioner Standards for Practice in their clinical field. The aim is to integrate new knowledge into practice, engage across disciplines and the focus is on developing advanced and extended clinical capability. Integrated Professional Practice is defined by the Australian Nursing and Midwifery Accreditation Council (ANMAC) as:

‘.... an integrated learning approach that enables nurse practitioner students to develop and demonstrate the Nurse Practitioner Standards for Practice within the clinical practice setting. Supports the use and generation of theory to enhance emerging and developed knowledge, behaviours and clinical and professional judgement. Also provides a supported learning environment for the development of clinical practice skills, including, but not limited to:

- comprehensive assessment, diagnosis and management of complete episodes of care
- prescription of medicines
- ordering and interpreting of diagnostic tests
- initiating and accepting referrals from other health professionals for the purposes of care coordination.

The emphasis is on learning to meet specific learning objectives rather than service delivery to meet key performance indicators. Students are expected to set learning objectives for clinical practice at the beginning of each semester and it will be intended that many of these objectives will be met during

their IPP experience. Students will be supervised and supported to meet these objectives by clinical experts selected from their clinical area, primarily but not limited to members of their CTS Team.

IPP administration

The bulk of the student's IPP will to be completed in their employment setting to ensure access to appropriate support and supervision and appropriate clinical governance. However, appropriate alternatives to this approach may be negotiated; for example; where a member of the CTS Team is employed elsewhere and can provide opportunity for the student to complete IPP at this agency this may be accepted as an alternative. Students are also expected to complete a short IPP placement in alternative and complimentary services to broaden their experience. This may be within the same organisation but within a complementary clinical service or it may be with another agency. Appropriate support, supervision and governance must be available for these IPP placements and this should be discussed and agreed to by their CTS Team and the NP Course Coordinator.

Students must complete a minimum of 300 hours of IPP during the program. The number of hours allocated to experience in alternative and complementary services will depend on the student's objectives but should be between 35 and 50 hours. The IPP hours and associated clinical assessments are imbedded in the following subjects:

- Introducing Advanced Practice (NURS90134)
- Developing Advanced Practice (NURS90163)
- Quality Use of Medicines (NURS90071)
- Transitioning to Advanced Practice (NURS90132)

Students will be expected to negotiate and document a plan to complete their IPP hours. This plan will be developed in collaboration with appropriate members of their CTS Team and managers of the clinical placement. The scheduling of IPP hours is flexible and designed to meet the needs of the student, CTS Team members and the clinical agency. This may result in students scheduling their time in blocks of several days at a time, a full day fortnightly or several hours across most days of the working week. The plan must be submitted to the Course Coordinator for approval before commencing IPP experience.

IPP Summary

Role	Supernumerary clinical placement*
Hours:	300 hours (minimum) over the duration of the program
Location:	Clinical practice setting - Employment setting - External complementary placements
Governance	Agency Agreement: Employment and IPP

Clinical support	Agency Agreement: IPP Clinical Teaching and Supervision Team members NP Course coordinator, The University of Melbourne
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* Students should be aware that the University has no role in determining whether these hours are paid. These arrangements are negotiated with the placement agency

Clinical Practice Assessments

All subjects that include IPP hours will include assessments which are designed to be completed in the clinical area. The purpose of the assessments is to assess the student's achievement of an expected standard performance. However, the assessments are also an opportunity to identify areas for development and as such some of these assessments are intended to be formative and some will be summative. The assessments are described in the following sections and the tools and templates for each and relevant resources are provided in the Appendices.

The CTS Team members will complete the assessments with the students. However, it is the student's responsibility to initiate scheduling of these assessments, to provide the tools and submit the results to the University. If the assessor has concerns about the standard of performance they should contact the subject coordinator in the first instance but it is likely that this will be referred to the Course coordinator unless the performance issues are easily resolved. There are formal processes for Clinical Performance Review in the event that there are significant issues with a student's clinical practice. Details about this process are made available as required.

Clinical Practice Development: Planning and Appraisal cycle

Clinical practice objectives and a clinical performance appraisal (CPA) are an assessment item for all subjects that include IPP. The objectives should complement the content of the subject and contribute to the student's capacity to meet the NP Practice Standards. The objectives and achievement strategies must be discussed with members of the student's CTS Team and submitted with their IPP plan to the subject coordinator at the beginning of the semester.

The appraisal is an assessment of the student's clinical performance demonstrated in their employed clinical practice and integrated professional practice. However, when appraising performance in both practice experiences, it should be remembered that the focus and the anticipated outcomes of these practice activities are different where one is aimed at the provision of clinical service and the other achieving learning objectives. Appraisals will be conducted at the end of each semester.

The appraisal should ideally be completed by two members of the CTS Team. However, it is expected that they will have sought comment from other colleagues and potentially patients/clients to provide comprehensive feedback to the student. It is also expected that the appraisal is conducted in person and that the appraisal meeting will be documented.

The objectives and appraisal will not be graded and therefore will not contribute a mark to the final grade for the subject. However, they are a compulsory item of assessment so failure to complete either

the objectives or the appraisal will result in the student failing the subject. Furthermore, a minimum standard of performance has been set for each year of the program. If this standard is not met the Clinical Review Process will be implemented to support the student to achieve the expected standard of performance.

The final appraisal for the program will also include the viva voce which is an opportunity to explore the decision-making and problem solving capacity of the student applied to several case studies from their practice; one a straight forward case and the other more complex. The viva voce will be assessed by the CTS team in collaboration with the subject coordinator or an appropriate academic from the Department of Nursing. The CTS team will be provided with details about the viva voce as the student progresses to second year.

Patient assessments

Patient assessments are completed by students in two subjects, and they will be completed in the student's area of practice and will be supervised and assessed by an appropriate member of the CTS Team or the assessment may under some circumstances be delegated to a clinician who is not a member of the team. Delegation would be considered appropriate if the focus of the assessment is more closely aligned with the expertise of the alternative clinician, e.g. an occupational therapist to supervise student assessment of a patient's functional readiness for discharge home or a physiotherapist to supervise a student's assessment of a patient presenting with an overuse injury. The delegate must be a health professional with appropriate expertise to assess the standard of the student's performance and the CTS team member must review the outcome of this assessment. An important point to consider when delegating an assessment to another clinician is the impact on consistency of assessment.

The focus of the assessments in the first subject is the development and practice of advanced history-taking and examination skills. In the second subject this expands to include use of and interpretation of the results of diagnostic tests and more advanced diagnostic decision-making. An assessment tool is provided which defines the scope of the assessment and the standards of performance expected. Students are also required to complete clinical notes to document the assessment and they must be reviewed and signed by their assessor to acknowledge that the notes reflect the completed assessment. The student is responsible for submitting the signed notes and the completed patient assessment tool. The patient assessments will be marked and therefore will contribute to the final grade for the subject. The first of these assessments are considered formative and contribute less to the final grade than the final assessments which are summative.

Prescribing assessments

Students will complete prescribing assessments in the subject; *NURS90071 Quality Use of Medicines*. Students will complete a patient assessment using the same approach as in the earlier patient assessments. However, they will also complete a medication reconciliation, develop a therapeutic plan and document relevant medication prescriptions using agreed templates and tools. The CTS team member will assess the student's clinical assessment and therapeutic plan while the subject coordinator will assess documentation of the prescribing assessment.

Viva voce

In the final subject of the program students will present cases to their CTS team selected from their practice. The cases will be examples of straight forward and more complex presentations. The student may identify the cases but they must be agreed to by the CTS clinical lead and the subject coordinator. The CTS team member will provide an appraisal of their presentation of the case – the emphasis on their assessment, decision making and therapeutic planning. The viva must be video recorded and this will be submitted for to the subject coordinator for final grading. This, coupled with the appraisal is the summative assessment for the program.

Clinical Assessment Summary

Clinical Performance Development: Planning and Appraisal	Objectives and appraisal address clinical practice (IPP and employed practice) 1 per semester: objectives documented at the beginning, CPA completed at the end of the semester Final CPA to include a 30min viva voce
Patient assessments	Patients selected from student's scope of practice 4 patient assessments in NURS90134 4 patient assessments in NURS90133
Prescribing assessments	2 prescribing assessments in NURS90071
Viva voce	Patient selected from student's scope of practice (1 straightforward and 1 more complex case)

Assessment tools available in Appendices

Academic assessments

It is important for the students CTS team members are aware of the academic requirements of the program, in particular the academic assessments scheduled over the course as this will impact on the student's focus and objectives. The assessments include written submissions, oral presentations and examinations. The due dates for assessments due during the semester will be forwarded to the CTS team at the beginning of each semester to assist with planning.

Students may discuss some assessments with you to receive advice regarding choice of topic where this is optional and the content of the work. The CTS team members are not expected to make significant contributions to the academic work of students. However, many value the insights that expert clinicians can offer so team members are encouraged to offer advice and support where they can.

Academic Assessment Summary

Introducing Advanced Practice (NURS90134)	Written assignment (40% of final grade)
Clinical leadership in Context (NURS90069)	Clinical leadership project plan (Hurdle requirement) Clinical Leadership Project (40% of final grade) Presentation (10% of final grade)
Introducing Health Services Research (POPH90302)	Minor assignment- short answers (25% of final grade) Multiple choice examination open book (25% of final grade) Major Report- research protocol (50% of final grade)
Pharmacology or Health Professionals (PHARM90002)	Formative test (5% of final grade) Formative test (20% of final grade) Summative examination (45% of final grade) Written assignment (30% of final grade)
Developing Advanced Practice (NURS90163)	Written assignment (40% of final grade)
Quality Use of Medicines (NURS90071)	Case studies: group work (20% of final grade) Case studies: individual work (40% of final grade)
Health Innovation and Improvement Project (NURS90002)	Learning contract and project plan (10% of final grade) Project (70% of final grade) Learning contract and outcome assessment (20% of final grade)
Transitioning to Advanced Practice (NURS90132)	Advanced practice project plan (10% of final grade) Advanced Practice Project (50% of final grade)

Please note the clinical assessments for the relevant subjects do not appear in this table, some of which will contribute to the final grade

Clinical Teaching and Supervision Team

The CTS Team is comprised of clinicians selected by the student from their practice area and agreed to by the NP Course Coordinator. They will assist the student to apply theory to practice and develop the necessary clinical knowledge and skill to meet the NMBA Practice Standards.

Team composition

The team should include a minimum of two clinicians; one of which should be a prescriber (e.g. NP or physician), who will take the clinical lead role and another ideally from a different discipline. The CTS Team must also include an appropriate professional nursing leader. This is particularly important for student's relying on a medical practitioner to assist them to extend their clinical scope of practice. The nurse selected for this role should hold a leadership position and will play a significant role in supporting the student to develop their clinical leadership capacity.

Criteria for selection

Clinical lead:	Prescribing clinician (NP where possible)
	Post registration specialty education/training
	Practices in student's specialty (minimum 5 years)

Education/student supervision and assessment qualification and/or experience
Capacity to commit the necessary time

Professional lead: Registered nurse with Master's qualification or equivalent
Employed in leadership role (minimum 5 years)
Education/student supervision and mentorship experience
Capacity to commit the necessary time

Team member: Clinician practicing in specialty or complementary specialty (minimum 3 years)
Non-clinician with relevant scope that may contribute to the student's development of advanced practice capability
Education/student supervision and assessment experience
Capacity to commit the necessary time

CTS Team members will be required to submit a curriculum vitae that details their qualifications and experience with emphasis paid to addressing their education, supervision and assessment experience. Examples of the sort of education, supervision and assessment experience considered suitable are:

Medical: Director of Medical training, trainee supervision, college examiner, medical student supervision and teaching
Nursing: Previous educator or facilitator roles, postgraduate student supervision and assessment experience
Other: Discipline specific

Roles and Responsibilities

The student will negotiate clinical objectives with the team at the beginning of each semester are complementary to subject objectives and support the student to meet the NMBA NP Standards of Practice. To assist the student to achieve their objectives and promote clinical capability, CTS Team members will provide clinical teaching, supervise performance, provide feedback and complete assessments. In turn, the CTS team will be supported by the subject coordinators and the NP Course Coordinator.

It is expected that IPP experience will be directly supported and supervised and that employed clinical practice will be at least indirectly supported and supervised. This means that a member of the CTS Team is available for nominated IPP hours to provide support, clinical teaching, feedback and supervision. Time spent negotiating objectives and completing assessments are also considered direct support and supervision and may occur during IPP experience. There may be occasions where the responsibility for direct support and supervision is delegated to clinicians not included in the CTS Team. This may occur where particular objectives are better supported by other clinicians not on the team or where members of the team are temporarily absent. Delegation of the roles of the teams to other clinicians should be kept to a minimum and should not exceed 20% of the IPP. Furthermore, it is expected that the student's objective(s) and the expectations of the clinician will be made clear before this delegation occurs. Indirect support and supervision occurs when direct observation of practice by CTS Team members is not possible and CTS Team members use indirect methods to understand the

practice of the student, which includes but is not limited to clinical case discussions with the student, receipt of feedback from other clinicians and documentation auditing etc.

All student assessments must be completed by a member of the CTS Team unless a suitable alternative is negotiated with the NP Course Coordinator. However, data from indirect supervision will inform the Clinical Performance Appraisal.

In collaboration with the student, the clinical lead will be responsible for coordinating the CTS Team to meet the negotiated expectations for the team. It is anticipated that the CTS team will provide a minimum of two hours of direct support, teaching and supervision to the student each week. Time spent negotiating objectives and completing assessments is also included within this allocation. The clinical and professional lead will also ensure that appropriate clinical governance is in place to support the student and maintain patient safety; e.g. providing appropriate supervision when students undertake clinical activities designed to extend and expand their scope of practice.

Students, members of the Clinical Teaching and Supervision Team, the organisation and the University Course Coordinator all contribute to ensuring that students are given the best opportunity to achieve the clinical objectives of the program. Their responsibilities are as follows:

Clinical Teaching and Supervision team

- Understand the course aims, the clinical requirements of the student and the role of the CTS Team
- Support the student to identify clinical learning needs, document objectives and negotiate strategies to address learning objectives
- Negotiate an appropriate plan to support the student to complete 300 hours of supported and supervised IPP experience.
- Allocate adequate/appropriate time to support, supervise and assess the student.
- Provide clinical teaching – formal and informal teaching
- Supervise the clinical practice of the student – directly and indirectly
- Provide feedback to support clinical development of the student
- Undertake regular assessments of the student which will include patient assessments and clinical performance appraisals
- Contribute to clinical governance to ensure patient/client safety while providing an appropriate learning environment for the student
- Liaise with NP Course Coordinator regarding student performance, role expectations, or concerns regarding the student.

Student

- Collaborate with CTS Team members to identify clinical learning needs, set objectives and establish strategies to achieve objectives
- Negotiate and plan support and supervision opportunities with CTS Team members; specifically the schedule for IPP experience
- Document and submit IPP plan to course coordinator for approval
- Ensure that they are adequately prepared for clinical sessions
- Reflect on clinical feedback received from CTS Team members

- Schedule assessments with CTS Team member and provide CTS Team members with relevant documentation
- Identify concerns about clinical experience, support and/or progress and raise with CTS Team member or NP Course Coordinator.
- Resubmit CTS Team Member Agreement Form and the Clinical Agency: Employment and IPP Agreement form annually or sooner if employment or clinical support arrangements change.

Organisation

- Reasonably commit to maintaining current employment during the 2 year program
- Provide opportunity for the student to complete the IPP requirements of the program in their clinical area and in other complementary services within the organisation
- Commit the resources to provide adequate clinical support to assist the student to meet the clinical requirements of the program
- Ensure that appropriate support and governance is in place to enable the student to practice or simulate advanced practice and clinical decision-making.

University - Course coordinator

- Support the student to negotiate appropriate IPP arrangements, objectives and IPP schedule
- Liaise with CTS Team members to ensure that they are well prepared to provide support and supervision and assess performance.
- Respond to student concerns about clinical support.
- Respond to CTS Team/organisational concerns about student's performance
- Oversee the clinical performance review process

This Information Guide is designed to provide the team members with information to support the student. Additionally, the NP Course Coordinator will liaise with team members at regular intervals and is available to answer questions and address concerns.

CTS Team summary

Team members (mandatory)	Clinical lead: Nurse Practitioner or Physician*
Team members (desirable)	Professional lead: senior nurse (mandatory if clinical lead is a physician) Clinician from other discipline (may include but is not limited to: pharmacist, physiotherapist, psychologist) Other (non-clinician who may contribute to the development of advanced practice competence e.g. safety and quality officer)
Team time commitment	Average 2 hours/week

Responsibilities

- Clinical teaching and supervision for clinical development;
- Clinical feedback
- Clinical assessments – formative and summative;
- Professional and clinical leadership mentoring
- Liaison with NP Course Coordinator

* Must be from area of clinical practice and able to provide direct support and supervision

CTS Team member preparation and support

The Course Coordinator is responsible for preparing the CTS Team members for their role supporting the development and assessment of students. An orientation and update session is held at the beginning of each subject to provide the team with an outline of the objectives of the subject, the content covered in on-campus workshops and online activities and the assessments that will be completed during the semester. These sessions will be recorded for team members unable to attend and all relevant subject materials will be emailed to the Clinical Lead before the semester commences to give opportunity for the team to familiarise themselves with the student's focus for the next semester. If a student has been unable to attend an on-campus clinical workshop a plan is developed by the student and the Course Coordinator to support them to meet the session objectives. On occasions, the student and Course Coordinator may negotiate for the CTS team to contribute to this plan.

Mid-semester the Course Coordinator will contact the Clinical Lead for each team for an update regarding the student's IPP and clinical progress. CTS Team members are provided with the Course Coordinators contact details and encouraged to make contact if they have questions or concerns at any time during the semester.

CTS Team members are also provided with guest access to the Learning Management System which will give limited access to the subjects and therefore the materials available to the students.

Other support resources

The Faculty provide a series of modules which cover teaching skills, providing feedback and completing assessments. These modules are a part of the Excellence in Clinical Teaching (EXCITE) program which also includes award programs such as: the Graduate Certificate in Clinical Teaching. They can be accessed clicking on the image or via this web address: <https://edtech.le.unimelb.edu.au/login/excite/>



To gain access to a range of benefits offered by the University to honorary fellows, CTS Team members who are not already affiliated with the University should consider applying for honorary clinical fellow status. The process for this will be circulated by the Course Coordinator prior at the beginning of each year.

APPENDICES

Contents

- A. Frequently asked questions
- B. Resources
 - NMBA Nurse Practitioner Standards for Practice. (insert document)
 - National Prescribing Competencies (insert document)

Frequently asked questions

1. How much time am I expected to allocate to the student?
The team is expected to allocate on average a minimum of 2 hours/week to the student. Individuals in the team may contribute varying amounts of the time depending on the student's current objectives, the current course expectations, your contribution to their development and assessment and your availability.
2. What if I don't have time for the student e.g. when I'm on holidays, at a conference etc?
Allocation of a team to support the student provides the student with a range of expertise from which to draw. However, this also ensures that during times when the commitments of a team member preclude them from allocating time to the student the other members of the team can provide support and supervision
3. What should I do if I am unclear about how to conduct the assessment or the expected standard?
The student should provide the assessor with the assessment information and the relevant tool (which are also available in the Appendices of this guide). In the event that you still have questions the subject coordinator can answer your questions. Their contact details are available in the subject guides and you should have been provided with their details via email at the beginning of the semester. If you are having trouble contacting the subject coordinator please contact the NP Course Coordinator (Di Crellin, dcrellin@unimelb.edu.au)
4. How do I know what is an acceptable standard of practice?
The assessment information includes a rubric which provides statements describing the standard expected. Our assessment tools use a modified version of the Bondy scale which defines performance based on the number of cues required by the student to reach the accepted standard. Put simply the standard expected is the level at which you would be comfortable for the student to undertake the activity or decision-making independently. This does not require the student to have all the answers but they must have insight into their capability and seek help when needed.
5. What should I do if the student is under performing?
In the first instance you should discuss this with the student and attempt to find strategies to support them to improve their performance. If this has not been successful then you should contact the subject or course coordinator to establish a plan for remediation.
6. What should I do if I consider the student unsafe?
If you feel that the practice of the student is unsafe this should be discussed with the student and reported to the course coordinator and their manager.
7. What if I can no longer act as a CTS Team member for this student?
You should inform the student immediately and assist them to find a suitable alternative. The course coordinator should be informed of the changes, including the name and details of the

replacement as soon as possible. If there are any problems replacing you the course coordinator should be notified immediately.

8. What if I have any questions or other concerns

You can contact the subject or course coordinator at any time for assistance.

