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OPINION: ROLE OF CLINICAL INSTRUCTOR

APPROVED: 09/16

REVISED DATE: 01/2023 7/2024

**ORIGINATING COMMITTEE: EDUCATION
COMMITTEE**

Within the Scope of Practice of X RN X LPN

ADVISORY OPINION

THE ROLE OF THE CLINICAL INSTRUCTOR

STATEMENT OF SCOPE: It is within the scope of practice of a registered nurse, who meets the qualifications specified in Arizona Administrative Code Title 4, Chapter 19, Article 2 to serve as clinical instructor for RN or LPN pre-licensure students in an approved nursing program. Rule 4-19-206 requires that programs provide clinical practice experience as part of student clinical learning. Additionally, under Rule 4-19-205 (A) the number of students admitted to a program is determined by the program resources including the number of available faculty and clinical site rotation availability. This Advisory Opinion is intended to cover direct clinical instruction in clinical rotations and not intended to cover clinical preceptor supervision. Please see A.A.C. R4-19-206 (E) for regulations pertaining to preceptorships.

I. NURSING PROGRAM RESPONSIBILITIES

- A. Ensure that the clinical instructor has the appropriate level of education and experience for the assigned group of students and the clinical setting.
- B. Have specific policies and procedures for clinical instructor supervision of students.
- C. Encourage the use of National League for Nursing Clinical Nurse Educator Competencies for the orientation and evaluation of clinical instructor
- D. Provide orientation for the clinical instructor that includes:
 - a. Orientation to the college, program, course and faculty role.
 - b. Orientation to the clinical site/agency and unit(s).
 - c. Introduction to faculty resources.
 - d. Expectations for faculty performance consistent with implementation of college/program/course/clinical agency/unit policies.
 - e. Orientation to the program process for assessment, evaluation and recording of student learning and management of student concerns.
- E. Have a designated and qualified administrator who shall ensure the oversight of clinical faculty and clinical experiences including, but not limited to: review of student evaluations of faculty and clinical sites, evaluation of the faculty according to R4-19-203 (C) (5), and observation of faculty instruction at the clinical site.

II. CLINICAL INSTRUCTOR RESPONSIBILITIES

In all clinical settings, the nursing clinical instructor shall:

- A. Adhere to relevant policies and procedures of the academic institution and clinical agency.
- B. Demonstrate clinical competence commensurate with the teaching assignment
- C. Orient to the clinical agency, introduce self and students to clinical personnel, and provide student learning outcomes and goals to clinical personnel.
- D. Provide students and clinical personnel with contact information for the clinical instructor.
- E. Ensure that students have been assigned to health care areas that align to the clinical course learning objectives and outcomes.
- F. Communicate to the clinical agency personnel type/level of student and tasks they can perform and not perform.
- G. Identify patient priorities with the student at the beginning of the assignment. Review and oversee student documentation of client care in the patient record, as applicable
- H. Supervise assigned students in the clinical setting frequently during the scheduled time. This will involve rounding with the clinical agency personnel and the student. Substantive time needs to occur.
- I. Refer students who have not met expectations to campus resources for additional support and further remediation.
- J. Assess, evaluate, and document student learning activities and performance each clinical day.
- K. Provide timely and constructive feedback to students regarding assignments and clinical performance.
- L. For any clinical learning experience :
 - 1) Arrive each scheduled day at the scheduled time and remain with students as per the set schedule.
 - 2) Round on each student's patient assignment, as applicable, and assess the student's care in relation to the patient's condition.
 - 3) Communicate with members of the healthcare team to obtain feedback on student performance.
- M. Communicate and document any issues or concerns to the designee for the nursing program.

III. RATIONALE

Intentional, quality clinical instruction promotes safe, competent care by nursing students that protects patients, supports student learning, and fosters beneficial collaborations.

REFERENCES

- Gaberson, K., Oermann, M., and Shellenbarger, T. (2014). *Clinical Teaching Strategies in Nursing*, 4th Edition. New York; Springer.
- Phillips, C., Bassell, K., & Fillmore, L. (2019). Transforming nursing education through clinical faculty development. *Teaching and Learning in Nursing* 14(1), 47-53.
<https://doi.org/10.1016/j.teln.2018.09.007>
- Wenner, T. A., & Hakim, A. C. (2019). Role transition of clinical nurse educators employed in both clinical and faculty positions. *Nursing Education Perspectives* (40)4, 216-221.
<https://doi.org/10.1097/01.NEP.0000000000000468>

National League for Nursing (2024) Academic Clinical Nurse Educator.
<https://www.nln.org/certification/Certification-for-Nurse-Educators/cne-cl>

IV. RELEVANT STATUTES AND RULES

ARS §32-1601() “Registered nursing” includes the following:

- (j) Teaching nursing knowledge and skills.

A.A.C. Rule 4-19-203. Administrator; Qualifications and Duties

C.5. Together with faculty:

- a. Developing, implementing, consistently enforcing, evaluating, and revising, as necessary:
 - i. Equivalent student and faculty policies necessary for a safe patient care, including faculty supervision of clinical activities, and to meet clinical agency requirements regarding student and faculty physical and mental health, criminal background checks, substance use screens, and functional abilities.
 - ii. The program of learning including the curriculum and learning outcomes of the program standards for the admission, progression, and graduation of students, and written policies for faculty orientation, continuous learning and evaluation.
 - iii. Student and faculty policies regarding minimal requisite nursing skills and knowledge necessary to provide safe patient care for the type of unit and patient assignment.