

NNSWLHD INTERNAL CLINICAL FACILITATOR ROLE GUIDE

(NNSWLHD Employee)

PURPOSE

The purpose of this Guide is to define the roles and requirements of an Internal Clinical Facilitator (ICF) who provides clinical supervision, teaching, evaluation/assessment and support of undergraduate and post graduate clinical health science students on placement in NNSWLHD facilities. This Guide also provides advice to the ICF about the governance of NNSWLHD Student Clinical Placements.

This *Guide* is to be used by the ICF in conjunction with:

- NNSWLHD Orientation Handbook – *Information for Students on Clinical Placement*
- NNSWLHD Clinical Placement Handbook – *Information for Facilitators*
- Student Orientation Checklist – *to be completed by facilitator, commenced on Day 1 placement*
- The [NNSWLHD Student Placement website](#)
- NSW Health/HETI, NNSWLHD policies and procedures relevant to their teaching role in hospitals and community health centres
- Other governance requirements including legislation, education provider, AHPRA and other professional body requirements

DEFINITIONS

Internal Clinical Facilitators (ICF)

A NNSWLHD employee who has a role to provide supervision, teaching, support and assessment of students completing clinical placements within the NNSWLHD. An ICF may complete student clinical placement facilitation as their primary role, or part of their broader clinical duties.

Clinical Facilitator (CF)

The term clinical facilitator will be used here and is inclusive of other terms such as ‘clinical educator’ ‘clinical teacher’ or ‘supervisor’ to describe the role of the ICF.

KEY STAKEHOLDERS

- Education provider – inclusive of university, college, TAFE or other training institution
- NNSWLHD Staff, including:
 - Head of Department (HOD)
 - Line/Unit/Discipline/Site Manager
 - Student Coordinator
 - Preceptor/student/discipline educator
 - Clinical staff
- Patients/clients/consumers

ROLE DESCRIPTION

Staff employed as an ICF should have a position description detailing their reporting relationship, responsibilities/ duties that are specific to their discipline/unit /service/facility.

The ICF role supports student activities that may include preparation for placement, facilitation of learning, and evaluating and assessing performance. ICFs work closely with other members of staff (HOD, unit/site manager, student coordinator, preceptors and other clinical staff) and key contacts from the students' education provider to facilitate the clinical placement.

In a dual role model, the ICF may carry a patient case load and/or provision of direct patient care as well as student facilitation. They may undertake coordination responsibilities of the placement, or just the support role (with their line manager, discipline educator or head of department (HOD) completing coordination).

Skill Requirements and Attributes

An ICF is required to maintain effective working relationships with key stakeholders. In addition, they need to demonstrate effective interpersonal skills when working directly with a diverse range of people in the clinical environment including students, patients/clients, preceptors and other staff. Specific skills include:

- High level clinical expertise and autonomy, with demonstrated recent experience in relevant clinical health settings
- Meet and maintain professional registration, practice standards, competencies and NSW Health compliance
- Role model discipline specific professional standards, knowledge, attitudes and behaviours, values and beliefs expected of a professional health practitioner
- High level interpersonal communication skills
- Collaborative and relationship building skills
- Problem-solving and conflict resolution skills
- Organisational and time-management abilities
- Understanding of the principles and ability to provide clinical supervision, education and assessment processes to health science students
- Demonstrated knowledge of the principles of adult education
- Demonstrated knowledge of the principles of EEO, WH&S, Infection control and clinical expertise
- Post graduate qualifications in Education and/or Certificate IV in Workplace Training and Assessment and/or previous experience as a clinical teacher.

INTERNAL CLINICAL FACILITATOR RESPONSIBILITIES

The responsibilities of the ICF will depend on their specific position description (see above). They may take full responsibility of coordinating the placement, or work with their line manager, assigned discipline educator or head of department (HOD) - assisting in the coordination of the placement.

Generally, The ICF (along with the staff member responsible for the coordination of the placement) has three main areas of responsibility in supporting students on clinical placement:

- 1) Preparation of the clinical experience
- 2) Facilitating the clinical learning experience
- 3) Evaluation of the learning experience (student assessment).

- Facilitate group education and interdisciplinary learning experiences (as appropriate)
- Develop schedule of regular supervision/debriefing meetings with student which take a

Pre-Placement - the ICF will:

- Liaise with relevant stakeholders to discuss student placement requirements, expectations and objectives
- Ensure that the students are identified on unit rosters and have been allocated appropriate preceptorship
- Identify and/or develop pre-placement clinical placement learning materials specific to the clinical environment - students may benefit from reading prior to commencement of placement.

During Placement – the ICF will:

- Ensure adequate student orientation to the clinical facility/service in which the clinical practicum is to be undertaken
- Develop clinical placement learning plans/timetables/experiences in consultation with key stakeholders
- Ensure the student has been fit tested to work in clinical areas, and facilitate this if required
- Ensure alignment of learning experience with education provider course curriculum and clinical placement learning objectives
- Have a good knowledge of both NNSWLHD and NSW Health policy, procedures and guidelines relating to students on clinical placements
- Have a good knowledge and understanding of the clinical environment and patient case mix
- Identify administration tasks required, such as completion of assessments and reporting, and signing of timesheets
- Continue to liaise with key stakeholders to ensure placement goals and objectives are on track.

2) Facilitating the clinical learning experience

Facilitation involves the following ICF responsibilities:

- Ensure ClinConnect is marked off on **day one of commencement**, as well as all other requirements listed in the [NNSWLHD Student Orientation Checklist](#)
- Ensure a copy of the NNSWLHD Student Orientation Checklist is emailed to the mailbox repository using naming convention: student name, placement date, education provider and location: nswlhd-studentchecklist@health.nsw.gov.au
- Ensure students have completed the mandatory [eLearning - My Health Learning](#), ideally prior to placement or during the orientation period. Collect certificates (or screen shots) to verify same and provide to the HOD/student coordinator/educator – responsible for coordinating the student placement
- Discuss with the individual student about their specific learning needs/objectives and assessments - in the first week
- Assist learning in the integration of theoretical knowledge with the dynamic experience of clinical practice, and provide opportunities for competency development as expected by student category level
- Assist the student to develop their individual learning plan, which outlines goals (e.g. SMART), measurements of achievement and completion dates
- Continue to liaise with relevant NNSWLHD health staff to facilitate appropriate opportunities and experiences for students to meet the relevant course/unit objectives
- Risk assess patient safety, intervene and offer support and guidance to ensure best practice
- Promote the safety of both patients/clients and students through the selection of appropriate

- Facilitate group education and interdisciplinary learning experiences (as appropriate)
- Develop schedule of regular supervision/debriefing meetings with student which take a learning experiences and activities (as per student scope of practice) student-centred approach. These sessions are to include support, education, reflective practice and administration components
- Facilitate the development of communication, problem solving, clinical and professional skills, including:
 - Facilitating student development and understanding of professional competency standards (Student Category level/scope of practice) and integrating these in practice
 - Communicating expectations of students while on placement, and role modelling professional behaviour
 - Identifying any student learning or behaviour concerns early, liaising with key stakeholders and implementing appropriate strategies to resolve issues
 - Facilitating access to appropriate support services, including those offered by the students' education provider.

3) Evaluation/Assessment of the learning experience

The ICF will be involved in evaluation (assessment) processes including:

- Ensure required education provider and health facility reports and documentation are completed and maintained in relation to each student
- Support, monitor and assess student performance. This may include identifying learning gaps, and strategies, and providing regular feedback - both formative and summative to students to assist them meet their learning objectives
- Provide regular feedback to the relevant key stakeholders from Health and the education provider regarding the student performance, incident reports or other issues
- Formal appraisal of the student performance utilising evaluation documentation provided by the education provider
- Participate in meetings with key stakeholders to discuss/review student performance and any identified issues as required
- Evaluate, review or participate in the evaluation/review of the clinical learning program (overall) in achieving student learning outcomes / competencies and patient centre care.

NNSWLHD MANDATORY ROLE REQUIREMENTS

- Hold current professional registration/accreditation
- Achieve NSW Health Mandatory Compliance in ClinConnect (as detailed below).
- Immunisation and OSV compliance
- Has completed all mandatory training, as well as discipline specific training (identified by HOD or unit/site manager).

NSW HEALTH MANDATORY COMPLIANCE REQUIREMENTS

As defined in the [Student Placements in NSW Health \(PD2022_049\)](#), - ICF's are required to meet the following mandatory requirements:

- [Working with Children Checks and Other Police Checks \(PD2019_003\)](#)
- [Occupational Assessment, Screening and Vaccination Against Specified Infectious Diseases \(PD2022_030\)](#)
- [NSW Health Code of Conduct \(PD2015_049\)](#) – Facilitators must sign that they agree to abide by the NSW Health Code of Conduct which defines standards of ethical and professional conduct that are required of everyone working in NSW Health
- [NNSWLHD Mandatory training](#) – Facilitators must complete any mandatory training, including [HETI eLearning modules](#) available to them (discuss with education provider).

NNSWLHD RESPONSIBILITIES TO INTERNAL CLINICAL FACILITATORS

NNSWLHD staff (HOD, line manager, student coordinators, discipline educators etc.) completing coordination are responsible for ensuring that ICFs are provided with:

- Unit/service orientation
- WHS site orientation (including manual handling tasks)
- Role orientation
- All [student clinical placement](#) materials relevant NSW Health and NNSWLHD policies and procedures including:
 - NNSWLHD Orientation Handbook – *Information for Students on Clinical Placement*
 - NNSWLHD Clinical Placement Handbook – *Information for Facilitators*
 - Student Orientation Checklist
 - Familiarisation with the NNSWLHD Student Placement website
 - NSW Health and NNSWLHD policies and procedures relevant to their teaching role in hospitals and community health centres
- Verification in ClinConnect of NSW Health mandatory compliance requirements
- Line management support (as per position description).

APPENDIX A

LIST OF NSW HEALTH AND NNSWLHD POLICY, PROCEDURES, GUIDELINES AND RESOURCES (RELEVANT TO STUDENTS ON PLACEMENT)

1. [Student Placements in NSW Health \(PD2022_049\)](#)
2. [Guidelines for Clinical Placements in NSW Health \(Doc No GL2018_009\)](#)
3. [NSW Health Code of Conduct \(PD2015_049\)](#)
4. [Working with Children Checks and Other Police Checks \(PD2019_003\)](#)
5. [Occupational Assessment, Screening and Vaccination Against Specified Infectious Diseases \(PD2022_030\)](#)
6. [Work Health and Safety: Better Practice Procedure \(PD2018_013\)](#)
7. [NSW Health Privacy Handbook](#)
8. [NSW Health Management Plan](#)
9. [Infection Prevention and Control Policy \(PD2017_013\)](#)
10. [Blood and Body Substances Occupational Exposure Prevention \(GL2018_013\)](#)
11. [Recognition and Management of Patients who are Deteriorating \(PD2020_018\)](#)
12. [NSW Health Care Records- Documentation and Management \(PD2012_069\)](#)
13. [NNSWLHD Health Record Documentation Procedure \(NC-NNSW-PRO-6894-13\)](#)
14. [New and Changed IT Network/Email/Internet Access Policy \(NNSW-LHD-POL-0477-19\)](#)
15. [Preventing and Managing Violence in the NSW Health Workplace - A Zero Tolerance Approach \(PD2015_001\)](#)
16. [NNSWLHD Dress and Appearance Policy \(NNSW-LHD-POL-0494-19\)](#)
17. [NSW Health 'Communications - Use & Management of Misuse of NSW Health Communications Systems \(PD2009_076\)](#)
18. [Medication Handling in NSW Public Health Facilities \(PD2013_043\)](#)
19. [Open Disclosure Policy \(PD2014_028\)](#)
20. [Incident Management Policy \(PD2020_047\)](#)
21. [Your Health Rights and Responsibilities \(PD2011_022\)](#)
22. [NNSWLHD Social Media Policy and Guidelines \(NNSW-LHD-POL-0616-19\)](#)

APPENDIX B

KEY TERMS (adapted from [Student Placements in NSW Health \(PD2022_049\)](#))

Clinical Education means the delivery of education or training to students in NNSWLHD facilities in a clinical environment

Educator – Staff who have specialist skills, qualifications and expertise in the area of education and learning, including the development manager, student coordinator, supervisors, facilitators and staff

Education Provider (EP) includes the university, college, TAFE or other training institution responsible for the delivery of education or training

ESM - Education Support Models

External Clinical Facilitator (ECF) (or student supervisor) means a person employed and reporting to the Education Provider (inclusive of University, College, TAFE) and approved by the NNSWLHD health facility to provide education, supervision and assessment of students on clinical placement

HOD – Head of Department

Internal Clinical Facilitator (ICF) – A NNSWLHD employee whose role may be exclusively or include the support, supervision, direction and assessment of students completing clinical placements in health facilities

NUM – Nurse Unit Manager

Orientation means any document or process intended to familiarise the student, or facilitator with the various aspects of the workplace in which the placement is being undertaken, including work health and safety requirements

Preceptor – Term typically used in the professions of nursing or midwifery, whose role includes student facilitation, supervision, clinical teaching, evaluation/assessment and the provision of feedback; in addition to clinical responsibilities

SMART Goals – Goals that are specific, measurable, achievable/attainable, realistic/relevant, timely

Student means any person enrolled in undergraduate or post graduate qualifications leading to entry into a health-related occupation. This includes students enrolled in medicine, oral health, nursing and midwifery, allied health and other health-related disciplines

Supervision means the organised and approved mentoring or preceptor (on-the-spot) education by a qualified person in a clinical setting.