

Ontario Primary Health Care Nurse Practitioner Program

Tutor/Instructor Role Description

The following role description captures the current responsibilities of Tutors/Instructors employed at each consortium university to teach PHCNP clinical courses. These courses include: Advanced Health Assessment and Diagnosis 1 and 2, Therapeutics 1 and 2, and Integrated Practicum.

The purposes of this role description are to:

1. Help inform job descriptions and job postings at the nine PHCNP consortium university sites;
2. Help inform employment contracts with the Tutors/Instructors and interpretation of these contracts, in compliance with any associated collective agreements; and
3. Help inform common understandings, expectations, and practices amongst Tutors/Instructors at the nine sites regarding their role.

The Tutor/Instructor prepares and leads a small group of up to twelve students in seminar discussions, following the course modules for the clinical course they are teaching. They also complete all grading outlined in the course syllabus for their learners, consult with their Course Professor, Preceptors, and Site Coordinator, and participate in organizational and administrative activities as described in detail below.

Qualifications

Tutors/Instructors should have the following qualifications:

- Registration with the College of Nurses of Ontario as a Nurse Practitioner
- Master's preparation in Nursing or a related discipline
- An active NP clinical practice
- Experience with facilitating small group learning in person and online
- A collaborative orientation

Previous experience with the Ontario PHCNP Program is preferred.

The following outlines the expectations of the tutor/instructor:

General

- Understands and maintains the Master's level academic standards expected of the PHCNP program and the University;

- Facilitates and supervises the learner's acquisition of knowledge and skills,
- Assists the learner to clarify their learning needs/objectives in relation to the course objectives;
- Develops, facilitates and encourages the learner's use of a wide variety of learning resources;
- Supports site and Course Professor in course management related activities, including but not limited to providing feedback on course related content and learning methods, development of evaluations such as OSCE and MCQ questions as requested; testing arrangements at the site, expert presenters, and invigilation of exams;
- Communicates with the Course Professor to review and clarify course objectives, course material, course evaluation measures as needed throughout the course;
- Attends course teleconference or videoconferences scheduled by the Course Professor;
- Communicates with university Site Coordinator as needed about individual students and course related activities;
- Recommends the learner for any appropriate awards;
- Role models and promotes evidence-based practice; and
- Other responsibilities that may be specified under the university contract or negotiated with the university.

Classroom Responsibilities

- Meets with the learners as a group on a regular basis, either in person or via video conferencing, for the purpose of:
 - a) reviewing the progress with weekly modules and seminars
 - b) stimulating discussion on different topics
 - c) providing opportunity for the application of assessment, diagnostic and therapeutic skills (dependent on the particular course)
 - d) providing informal on-going dialogue and feedback to the learner
 - e) organizing any expert presenters in specialized areas where needed and where approved by the university site Dean or Director

Exams and Grading

- Invigilates scheduled course exams,
- Conducts grading for their learners for all written assignments, short answer exam questions, OSCEs, and clinical learning plans;

- Participates in marking review meeting with CP leads to ensure inter-rater reliability
- Provides a comment or justification in dialogue box for short answer questions to support student understanding and learning during exam review
- Answers student questions related to exam marking/grading
- Inputs grade results to Canvas speed grader
- Ensures final grades are reported to their university registrar
- If learning problems related to classroom experiences arise, the tutor/instructor will:
 - a) document the problem and consult with the Course Professor
 - b) consult with the Site Coordinator to ensure that university policies are followed
 - c) meet with the learner to formulate a plan of action and review learning plan
 - d) review the negotiated plan with the Course Professor
 - e) proceed with the agreed upon plan
 - f) keep the Course Professor and Site Coordinator informed of learner progress

Clinical Oversight

The Tutor/Instructor and clinical preceptor are jointly responsible, with the student, for facilitating and evaluating the student's clinical learning clinical experience.

The Tutor/Instructor will:

- Ensure that the Clinical Preceptor is provided with the objectives for the clinical experience'
- Ensure the Clinical Preceptor understands their role in evaluating the student's clinical performance,
- Review the student's learning plan and recommend changes to enhance the student's clinical experience;
- Obtain feedback from the Clinical Preceptor regarding the student's performance and facilitate discussion of any difficulties/concerns with respect to the student's clinical performance. This feedback will occur a minimum of three times per placement:
 - initial contact with the preceptor by email
 - at mid-term clinical evaluation
 - during final clinical evaluation
 - Contact should be more frequent if there are concerns about student progress

- Contact may include site visits and phone calls with preceptor, or may involve virtual technologies.
- If a student is having difficulty in clinical, the tutor will:
 - a) document the problem in email
 - b) meet with the student and Clinical Preceptor to formulate a plan of action
 - c) share the plan of action with the Course Professor
 - d) proceed with the mutually agreed upon plan
 - e) keep the Course Professor informed of the student's progress.
- Ensure that you have reviewed and responded to clinical evaluation forms in CRDB at mid-term and final, as filled out by students and preceptors
- At end of semester, assign a pass, fail or incomplete in Gradebook for the clinical component of the course, based on written feedback from the Preceptor, the student's self -assessment, and the Tutor's/Instructor's judgement regarding the student's accomplishment of clinical learning objectives.

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