



Nicole Wertheim College of Nursing & Health Sciences  
FLORIDA INTERNATIONAL UNIVERSITY

# Advanced Practice Nursing Programs Clinical Preceptor Manual

*"We are fueled by intellect; driven by innovation and caring."*

Graduate Nursing – Advanced Practice Nursing Programs  
11200 SW 8<sup>th</sup> Street, AHC3 Second Floor, Miami, FL 33199  
Tel: 305-348-7748 Fax: 305-348-7051

AY 2022/2023



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## Introduction

The Nicole Wertheim College of Nursing and Health Sciences (NWCNHS) at Florida International University would like to thank you for serving as a volunteer preceptor for our nurse practitioner (NP) students. As a clinical preceptor, you are critical to our students' achievements in clinical practice and their academic success. We, the NWCNHS faculty and staff greatly appreciate and applaud your willingness to contribute towards the development of the next generation of healthcare providers through the sharing of your clinical expertise and knowledge with our NP students. As your clinical partners in education, we are committed to ensure that our students are adequately equipped with advanced practice knowledge and skills to contribute to your practice; while they are learning how to apply the acquired evidence-based knowledge and skills in the delivery of safe, high quality health care with you.

Our goal is to work in a partnership with you to develop the best possible clinical practicum experience for our NP students. With that in mind, the purpose of this manual is to provide you with information about our program, the clinical experience goals, expected practicum behaviors of students and the criteria upon which their performance is to be evaluated by you and the supervising clinical faculty member. In addition, we would like to reinforce our desire to communicate with you and encourage you to contact us directly with any questions or concerns you may have. We are also open to discuss any ideas you might have in order to enhance partnership and delivery of clinical education excellence.

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### **Mission**

The mission of the Nicole Wertheim College of Nursing & Health Sciences (NWCNHS) Nursing Unit is to teach, conduct research, and serve the community. The College prepares diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment. The College promotes, expands and validates scientific knowledge and evidence-based practice through interdisciplinary research.

### **Vision**

The vision of the NWCNHS Nursing Unit is to be globally recognized for the achievements of its alumni and faculty in health care, education, leadership, and research with a focus on the needs of the under-served populations.

### **Goals**

The goals of the NWCNHS Nursing Unit are the following:

- To prepare qualified men and women for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment.
- To promote, expand and validate the scientific base of nursing knowledge and practice through the discovery, organization and transmission of research-based knowledge, skills and values.
- To collaborate with local, national and international health care agencies in promoting excellence through cost-effective, accessible, equitable and humanistic health care delivery systems for divergent individuals, families and communities.

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### **Advanced Practice Nursing Programs Purpose**

The purpose of the Masters in Nursing (MSN) program is to prepare graduates for advanced nursing roles in practice, education, research, and leadership.

### **MSN Program Objectives**

The objectives of the MSN program are to prepare graduates as:

1. Leaders, educators, and change agents in the delivery of high-quality, accessible, culturally competent healthcare in local and global societies.
2. Professional advanced practice nurses who use communication, interprofessional collaboration, and synthesis of evidence-based practice, scholarship, and research in the delivery of health care for local and global societies.
3. Facilitators and leaders of interprofessional health care teams who use an understanding of organizational systems and the environment and are able to integrate care services and health care policy across local and global societies.
4. Critical thinkers who actively and skillfully utilize ethical principles into the translation of evidence into safe, affordable, accessible, innovative, quality care.
5. Advanced practice nurses who deliver patient and family centered holistic care using knowledge of basic sciences including genetics/genomics, preventive health, and advances in health technology.
6. Advanced practice nurses who analyze, influence, and develop health policy that promotes access and delivery of high quality healthcare to diverse populations.

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## Selection of Clinical Facilities and Clinical Preceptors

The role of the advanced practice nurse (APN) is developed through the blending of theoretical knowledge and diverse clinical placements. Following university guidelines and in collaboration between the NWCNHS clinical education office and the office of academic affairs, specific clinical experience and practice sites are selected based on client populations, available resources, and student academic needs for professional role development and attainment of specific advanced nursing role competencies.

The graduate nursing clinical coordinator is the central contact for the placement of students at these selected sites and is responsible for contacting, coordinating, and corresponding with preceptors and clinical sites during the placement process.

Graduate nursing students **should not** contact preceptors and/or clinical sites directly to request clinical rotation placement. The NWCNHS Graduate Nursing Program has a central process in place for the selection and establishment of clinical placement. The NWCNHS has current contractual agreements with a variety of clinical agencies to achieve graduate program objectives. Students, however, are encouraged to provide clinical site/preceptor suggestions by submitting names and contact information (Appendix A) to their respective clinical faculty for handling through the centralized clinical education process. Submission of clinical site/preceptor suggestions must be done at least eight (8) weeks prior to the desired clinical date to ensure adequate time to evaluate clinical site, verify preceptor credentials, and gather necessary information to process a contractual agreement between the Florida International University and the facility, if one does not already exist. It is important to remember that submission of a suggested clinical site/preceptor does not guarantee execution of a contractual agreement between the university and the facility/preceptor and does not guarantee clinical rotation at that site for the student.

### Criteria Used for the Selection of Clinical Facilities

The following criteria have been developed and used by the faculty for the selection and evaluation of clinical facilities and preceptors:

- Educational background, professional competencies, and experience of the preceptor (a minimum of one year of professional experience in the fields required).
- Active status of the preceptor's professional licensure and national certification(s)
- The philosophy of the facility and the preceptor supports graduate nursing education.

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- Clinical administration of the agency is supportive of graduate nursing education.
- The types of clients/patients and services offered provide students opportunities for meeting instructional objectives.
- The clinicians and staff members of the clinical setting are appropriate role models for the students.
- The standards of care within the agency meet the standards of its accrediting agency and/or reflect the regulatory requirements.
- Physical facilities of the agency support the students' educational needs, e.g., use of examination/consultation room, space for student/preceptor to meet.
- The contractual terms are mutually acceptable to both the University and the Agency.
- By contract, the agency assumes responsibility for the continuity of care of all patients assigned to students.

### **Clinical Schedule and Attendance**

It is customary for APN students to complete their clinical practicum rotations in a variety of scheduled hours in the clinical setting. Students are expected to be flexible (i.e. time, location) in order to maximize their learning experience opportunities. Typically, most APN students will be scheduled Monday through Friday during usual office hours for primary care placements, however urgent care, retail clinics, and other approved sites use the full availability of 24 hours, seven days a week with placements on nights and/or weekends included. ***Clinical practicum hours are to be coordinated and scheduled at the convenience and availability of the preceptor without interfering with student's academic schedule and responsibilities (e.g., lectures, seminars, and exams).***

APN students are NOT to ask preceptors to conform to a schedule that meets their personal and employment needs. Students are responsible for making the necessary adjustments in their personal and work-related schedules to meet the requirements and expectations of each of their academic and clinical rotation hours. The clinical rotation hours must be agreed on by the student and preceptor prior to beginning the practicum experience. The student is responsible for providing the clinical faculty with a copy of the detailed schedule of clinical rotation days/times

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no later than the first week of scheduled clinical seminar and update faculty with any changes throughout the entire semester. The clinical faculty is expected to complete clinical site visits and clinical evaluation of student's performance any time during the scheduled days/times.

***APN students are expected to have 100% attendance*** for all clinical practicum hours. A student who will be absent or tardy in the clinical facility on the assigned day(s) is expected to contact the clinical faculty member and the preceptor prior to the assigned reporting time. Failure to notify the preceptor, prior to assigned reporting time is unacceptable, considered unprofessional, and may place the student in academic risk (i.e., a grade of zero for the day or possible clinical course failure) and potentially jeopardize continuation of the clinical placement at the site.

Clinical absences and tardiness can impact fulfillment of the clinical course objectives, completion of required clinical rotation hours, and consequently overall clinical course performance.

### **Documentation of Clinical Encounter**

Every clinical encounter performed by the FIU APN student MUST be documented in the client's record following the appropriate clinical site/agency documentation guidelines and standards of care. All clinical documentation by APN student must be reviewed, approved, and co-signed by the clinical preceptor.

APN students are required to also record all clinical encounters, following Health Insurance Portability and Accountability Act (HIPAA) regulations, in the NWCNHS electronic clinical log, (i.e. Typhon Group Healthcare Solutions NPST for Advanced Practice Nursing system). This is an electronic student logging system used to document clinical hours and clinical experiences.

Students are expected to document the extent and depth of each encounter. This log is used to track the clinical practicum hours of the student and to document the extent and depth of the student's clinical experiences. The student's clinical faculty member, program faculty, and APN program officials also use the information to evaluate the appropriateness of the clinical experience, at each placement site, in meeting required APN core and population-specific competencies; as well as the progressive increment of APN role independence attained by the student's clinical performance. The Typhon electronic log meets all HIPAA compliance regulations.

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It is the student's responsibility to keep their Typhon log current and to provide clinical preceptor with the approved clinical time-sheet log (a sample copy is included in this document, Appendix D) for approval and signature on a daily and/or weekly basis. The signed time-sheet becomes part of the student's official clinical record on file at the university. The clinical preceptor is encouraged to carefully review the form and entries prior to signing and NOT to pre-sign the document under any circumstance.

Clinical faculty may contact preceptor at any time to discuss validation of clinical encounters and clinical time-sheet entries recorded by the student. Falsification of documents or records (e.g. clinical encounter log and clinical time sheet) constitutes academic dishonesty and grounds for immediate dismissal from the program; as well as grounds for filing charges both at the academic and state's official level when appropriate.

### **Clinical Dress Guidelines**

Clothing is to be appropriate for professional appearance. The NWCNHS white lab coat is required, unless otherwise indicated by the clinical agency; as well as comfortable shoes. Dress length and pant length is expected to present a professional image at all times. Makeup should be minimal. Colognes, perfumes, and aftershave lotions are to be avoided. The following apparel will not be acceptable: jeans, sweatpants, shorts, t-shirts as outer garments, midriff tops. Scrubs will only be permitted when it is a specific requirement stipulated by the clinical site. ***Clinical agencies also have the right to refuse the placement of a student who is inappropriately attired.*** The clinical faculty and/or NWCNHS Advanced Practice Nursing Programs director is to be notified immediately of unprofessional attire.

The FIU NWCNHS approved picture-identification name badge which identifies student by first and last name and includes the student's clinical role (i.e Nurse Practitioner Student) MUST be worn at all times during clinical rotation hours.

Students are expected to identify themselves as a FIU nurse practitioner student during all clinical-related encounters in the clinical setting (i.e. patients, staff, other professionals, family members).

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### Clinical Objectives and Evaluation

APN students are expected to achieve both the NP core competencies (Appendix B) and the population-focused competencies during their respective educational preparation. Clinical performance and attainment of these competencies are evaluated during each clinical course by course faculty and preceptors.

Each APN population-focused clinical course (i.e. Adult-Gerontology, Child Health, Family Health, and Psychiatric-Mental Health) and Nurse Educator have unique clinical objectives and APN population competencies to meet. Clinical course-specific information and objectives; as well as *APN specialty-specific competencies*, evaluation forms, and clinical faculty contact information will be provided to the preceptor by the student via 'preceptor folder' during their first encounter.

It is the responsibility of the student to arrange for clinical performance evaluations, by preceptors, to occur at least twice during the rotation period (i.e. mid-rotation and end of rotation). Clinical evaluation tools are designed to address specific course expectations and objectives.

Some typical clinical expectations include, but are not limited to:

- Safe, effective, ethical performance of advanced nursing practice skills.
- Problem solving.
- Use of appropriate judgment.
- Appropriate communication and interaction with others.
- The ability to apply evidence-based knowledge.

Complete evaluation form can be found in Appendix C of this document.

### Clinical Site Visit by Clinical Faculty

Clinical site visits are to be arranged and completed by the student's clinical faculty throughout the student's clinical rotation experience(s) both at designated intervals and on a per need basis for evaluation of student's overall clinical performance. Clinical site visits are to be coordinated between the clinical faculty and the clinical preceptor based on the clinical practicum rotation hours schedule submitted to the clinical faculty.

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Clinical site visits are intended to provide the clinical faculty with the opportunity to evaluate the student's clinical performance via direct observation of the student's clinical skills and provides students with the opportunity to demonstrate the attainment of APN competencies; as well as with the opportunity to discuss clinical performance status and role development with the clinical faculty member. Clinical site visits further allow clinical preceptors with the opportunity to pose any questions (potentially not answered during phone and email preceptor-faculty interaction), share their experiences regarding the student's performance and their role as a clinical preceptor.

In relationship to clinical site visits,

The clinical faculty is responsible for:

1. Contacting the clinical preceptor prior to every clinical site visit to arrange day and time for encounter. Both student and preceptor **MUST** be present at the clinical site during clinical site visit.
2. Notifying the student of the designated clinical performance evaluation site visits scheduled with preceptor and reminding students that other clinical visits may occur throughout the semester based on provided clinical rotation schedule.
3. Observing the student during at least 2 (two) separate clinical rotation days. This will include observing student's assessment and interaction of at least one client per visit, oral summary of the client's evaluation given to the preceptor, and any subsequent client management.
4. Observing the student's interactions with the preceptor, clinical staff, support staff, clients and their support persons, as well as the student's use of resources and technology at the clinical site.
5. Conferencing with the preceptor regarding the student's abilities and progress, learning goals, and suggested learning strategies to strengthen student's attainment of core and population-specific competencies.
6. Providing constructive feedback regarding the observed student-client encounter(s) and the entire site visit, as well as providing the student with constructive feedback and recommendations to facilitate attainment of core and population-specific competencies.
7. Completing the site visit evaluation, student clinical performance evaluation, and sharing the results of the clinical performance evaluation with the student.

The preceptor is responsible for:

1. Facilitating the coordination of clinical site visit(s) with clinical faculty.
2. Providing appropriate client-encounter opportunities for the student to be evaluated by clinical faculty.
3. Providing the faculty with objective feedback on the student's documentation of client visits, attendance, professionalism, and other components of the APN role.

The student is responsible for:

1. Introducing the faculty member to the preceptor and support staff, providing a "tour" of the facility if appropriate, discussing documentation procedures, and client-encounter process followed at the clinical setting.
2. Reminding the preceptor that the clinical faculty will be arriving for a site visit and that the clinical faculty member will need several minutes of their time to discuss the student's progress.

### **Professional Behavior and Communication in the Clinical Setting**

Graduate nursing students are expected to respect the rights of others regardless of their race, religion, nationality, sex, age, sexual orientation, physical condition, or mental state in all clinical settings. Students are expected to:

- Adhere to established laboratory and clinical deadlines.
- Have no unexplained laboratory and clinical absences, either at arrival or while the clinical setting.
- Exhibit promptness when attending classroom, laboratory, and clinical experiences.
- Remain for the entire laboratory and clinical learning experience, unless excused.
- Adhere to policies and procedures related to the assigned clinical agency.
- Promptly and properly identify one's self and role during clinical experiences.
- Adhere to the uniform and dress policies found in the MSN student policies/procedures manual.

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### **Professional Conduct in the Clinical Setting**

Graduate nursing students are expected to act in a manner consistent with the Code of Ethics of their applicable professional organization. Failure to comply may result in action by administrators and/or faculty including in appropriate cases, dismissal from the nursing program. Examples include but are not limited to:

- Negligence in patient care.
- Unprofessional behavior either at the laboratory or at the clinical agency.
- Substantiated act or acts of patient abuse, either physical or verbal.
- Unsatisfactory performance as judged by the clinical supervisor.
- Neglect of duty with actual cause or potential to cause patient harm.
- Fraudulent or egregious acts.
- Demonstrated and/or documented incompetence.
- Personal conduct, which adversely effects the work environment and/or the supervisor's ability to perform their responsibilities.
- Exhibiting aggressive or intimidating behavior (e.g., profanities, threats, loud talking, rudeness, verbal coercion) toward or in the presence of faculty, staff, peers, patients/clients, or agency personnel.

### **Preceptor's Role and Responsibilities**

Preceptors are encouraged to contact the clinical faculty immediately if conflict and/or concerns arise in relationship to the clinical experience, student's learning process, student's clinical performance interferes with patient and/or student safety, or if their ability to successfully adhere to the original clinical placement agreement and/or clinical rotation schedule agreement changes.

Preceptor's basic role and responsibilities are to:

- Facilitate APN student learning through clinical instruction, guidance, direct observation, and timely feedback

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- Coordinate schedule with student to facilitate student's learning experience and development of APN core and population-focus competencies the student in the provision of safe patient care
- Facilitate and/or assess the student's use of clinical inquiry and clinical reasoning in planning for and providing clinical care
- Assess and promote the student's development and use of evidence-based practice
- Actively engage in providing regular objective feedback to the clinical faculty about student performance
- Inform the clinical faculty and/or NWCNHS Advanced Nursing Programs director if student performance compromises safety of patients or others on the unit, or conflict with unit/hospital/agencies policies and procedures
- Collaborate with the student's clinical faculty in assigning learning activities across the continuum of care
- Support development of the student's understanding and safe application of the APN role and competencies, system of care delivery, procedures, and client population served
- Participate in the ongoing process improvement of integration of the student as a team member in the delivery of an interdisciplinary quality patient care
- Approve timecards and complete mid and end of rotation student performance evaluations

### **Clinical Faculty Member's Role and Responsibilities**

Each APN student is assigned to a clinical faculty member for the duration of the semester.

Faculty: Student ratio is intentionally small to promote effective supervision and communication of each APN student and faculty, as well as adequate faculty-preceptor collaboration/communication. The ration is in compliance with the National Task Force on Quality Nurse Practitioner Education (2012) guidelines.

The role and responsibilities of the clinical faculty member are to:

- Facilitate the student's learning process via direct and indirect observation of the student's clinical skills and through clinical seminar debriefing, conferences, simulation, and laboratory experiences.
- Become an APN role model to the student in all dimensions of the professional role.
- Be a resource to both the student and the assigned clinical preceptor(s).  
performance (i.e. clinical performance, clinical documentation, attainment of clinical objectives, progressive attainment of APN core and population-focused competencies, professional communication skills, etc.)
- Communicate with the preceptor via telephone, emails, and onsite visits throughout the duration of the student's clinical rotation experience.
- Communicate regularly with the respective program leader (i.e. Adult-Gerontology, Child Health, Family Health, and Psychiatric-Mental Health, Nurse Educator) regarding student progress and performance.

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- Conduct midterm and final conferences with each student to review academic/clinical progress, set goals and remediation process, when necessary, for the remaining or upcoming semester.
- Provide the student with constructive feedback.
- Objectively grade the student's performance and accomplishment of all clinical course-related objectives.
- Review and approve all clinical documents (i.e. encounters, timecards, etc.) in the Typhon electronic tracking system.

### **APN Student Role and Responsibilities**

In addition to the student's respective educational background and experience as licensed registered nurse (RN), at graduate level of education APN students are considered ready to initiate their clinical practicum rotation(s) upon successful completion of specific core courses in their respective plan of study (Appendix E). The APN core education requirements specifically include satisfactory completion of following three separate courses:

- (1) Advanced Pathophysiology, which includes general principles that apply across the lifespan;
- (2) Advanced Health Assessment, which includes assessment of all human systems across the lifespan, advanced assessment techniques, concepts and approaches, documentation, and reimbursement basics;
- (3) Advanced Pharmacology, which includes pharmacodynamics, pharmacokinetics and pharmacotherapeutics of all broad categories of agents (Population-Focused Nurse Practitioner Competencies, 2013).

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During each clinical rotation, APN students are expected to meet basic academic and clinical performance requirements. Students are encouraged to be actively involved in their academic and clinical development.

Prior to enrolling in clinical rotation courses, students must meet the NWCNHS clinical education requirements (including background check and screening) and provide proof that the following criteria are valid throughout the semester of each clinical rotation:

- Current RN licensure in Florida
- Nurse Practitioner Student Professional Liability Insurance
- Immunization/Health Screening Requirements as outline by NWCNHS
- Major Medical/Hospitalization Insurance
- CPR Certification (American Heart Association Healthcare Provider Certification is required)

Verification of the above requirements can be obtained by contacting the NWCNHS Clinical Education Department, (305) 348-7735.

#### APN Student Clinical Learning Objectives

- Students are expected to prepare for each clinical practicum experience by developing individual measurable objectives in collaboration with their respective clinical faculty (e.g. APN skills, diagnostic reasoning, client management, clinical interventions, APN leadership-related, and APN role attainment activities).

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- Students are responsible for providing clinical preceptors with a copy of their individual learning objectives during the first preceptorship encounter, for use, reference, and documentation of achievement throughout the clinical rotation experience.
- Learning objectives are to build on their previous clinical nursing experience and facilitate their advanced practice nursing learning needs and achievement of APN competencies.

### APN student Preparation for Clinical Rotation

- Students **MUST** prepare for each clinical by reading course materials and professional journals, and by making use of other available clinical learning resources, as necessary.
- Students **MUST** have their individual learning objectives readily available every day of clinical rotation for evaluation of the specific areas in relationship to that day's clinical experience with preceptor.
- Students are expected to review the common clinical problems relevant to the agency's specific population.
- Student is expected to complete follow-up reading of current reference material, as recommended by clinical preceptor, clinical faculty or identified during clinical experience to increase the depth of scientific and clinical knowledge gained in the clinical rotation.

### Appreciation to Clinical Preceptors

In appreciation of all the work you do to facilitate the learning process of our graduate nursing students:

- After a minimum of 120 hours a minimum of direct clinical supervision of NWCNHS APN students in your certification specialty, you as the preceptor will be eligible to receive verification of professional development (i.e. ANCC preceptorship documentation form – Category 5) that you may choose to use for ANCC certification renewal.
- After 300 hours of service to NWCNHS students in the role of a preceptor for Graduate Nursing, you as a preceptor will be eligible to receive a Certificate of Participation for credit to exempt the tuition fees for up to six credit hours during one term of instruction. The 300 hours may be a combined total from several students, but each student must have spent at least 100 hours under your supervision within one semester. Please communicate with the clinical faculty assigned to the student you are precepting and/or the Clinical Education office at NWCNHS for details on use and restrictions of the Certificate of Participation.

When you wish to redeem your service for credit in the Florida University System or ANCC preceptorship documentation form, please contact the clinical faculty and/or the Director of Clinical Education at Florida International University's Nicole Wertheim College of Nursing and Health Sciences for processing of your request.

The NWCNHS Graduate Nursing program and the Office of Clinical Education will process the documentation through the Dean's office and facilitate the delivery of the form and/or certificate.

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Appendix A

Date: \_\_\_\_\_

NGR# \_\_\_\_\_

Nicole Wertheim College of Nursing and Health Sciences

PRECEPTOR REQUEST FORM

ALL SECTIONS MUST BE COMPLETED

STUDENT INFORMATION

Student Name: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Student Panther ID: \_\_\_\_\_

Student Phone/Cell: \_\_\_\_\_

SPECIALTY: ADULT\_GERO  PEDIATRIC  FAMILY  PSYMLTH  DNP

PRECEPTOR INFORMATION

ALL SECTIONS MUST BE COMPLETED

- THE PRECEPTOR LISTED BELOW IS CURRENTLY IN TYPHON NWCNHS APPROVED LIST OF PRECEPTORS.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

- I UNDERSTAND THAT IF THE CLINICAL SITE IS NOT YET AN FIU-NWCNHS APPROVED SITE, THE CLINICAL EDUCATION DEPARTMENT WILL ATTEMPT TO AQUIRE AN AGREEMENT WITH THIS FACILITY. NOTE: THIS PROCESS MAY TAKE UP TO 6 WEEKS TO ACCOMPLISH. Student Signature: \_\_\_\_\_

PRECEPTOR INFORMATION

Preceptor: \_\_\_\_\_

Health Care Facility Name: \_\_\_\_\_

Office Specialty: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Preceptor's Email: \_\_\_\_\_

Course:  Clinical Practicum-I  Clinical Practicum-II  Role Synthesis  Research

DNP Residency -1  DNP Residency - 2  DNP Residency - 3

Term: FALL  SPRING  SUMMER  YEAR \_\_\_\_\_

Clinical Start Date: \_\_\_\_\_ Clinical End Date: \_\_\_\_\_

Faculty Approval Signature \_\_\_\_\_ Date: \_\_\_\_\_

CLINICAL DAYS: M, T, W, THUR, FRI, SAT, SUN TIMES: \_\_\_\_\_

FOR OFFICE USE ONLY:

Date of last Site Evaluation: \_\_\_\_\_ Site Evaluation Update Needed: YES  NO

Medical/ARNP License \_\_\_\_\_

License Expiration: \_\_\_\_\_

FIU Staff Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Revised 3/31/2022

## **Appendix B**

### APN Core Competencies\*

#### **Scientific Foundation Competencies**

1. Critically analyzes data and evidence for improving advanced nursing practice.
2. Integrates knowledge from the humanities and sciences within the context of nursing science.
3. Translates research and other forms of knowledge to improve practice processes and outcomes.
4. Develops new practice approaches based on the integration of research, theory, and practice knowledge

#### **Leadership Competencies**

1. Assumes complex and advanced leadership roles to initiate and guide change.
2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.
3. Demonstrates leadership that uses critical and reflective thinking.
4. Advocates for improved access, quality and cost effective health care.
5. Advances practice through the development and implementation of innovations incorporating principles of change.
6. Communicates practice knowledge effectively both orally and in writing.
7. Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.

#### **Quality Competencies**

1. Uses best available evidence to continuously improve quality of clinical practice.
2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.
3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.
4. Applies skills in peer review to promote a culture of excellence.
5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.

#### **Practice Inquiry Competencies**

1. Provides leadership in the translation of new knowledge into practice.
2. Generates knowledge from clinical practice to improve practice and patient outcomes.
3. Applies clinical investigative skills to improve health outcomes.
4. Leads practice inquiry, individually or in partnership with others.
5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.
6. Analyzes clinical guidelines for individualized application into practice

#### **Technology and Information Literacy Competencies**

1. Integrates appropriate technologies for knowledge management to improve health care.
2. Translates technical and scientific health information appropriate for various users' needs.

- 2a). Assesses the patient's and caregiver's educational needs to provide effective, personalized health care.
- 2b). Coaches the patient and caregiver for positive behavioral change.
3. Demonstrates information literacy skills in complex decision making.
4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care.
5. Uses technology systems that capture data on variables for the evaluation of nursing care.

### **Policy Competencies**

1. Demonstrates an understanding of the interdependence of policy and practice.
2. Advocates for ethical policies that promote access, equity, quality, and cost.
3. Analyzes ethical, legal, and social factors influencing policy development.
4. Contributes in the development of health policy.
5. Analyzes the implications of health policy across disciplines.
6. Evaluates the impact of globalization on health care policy development.

### **Health Delivery System Competencies**

1. Applies knowledge of organizational practices and complex systems to improve health care delivery.
2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.
3. Minimizes risk to patients and providers at the individual and systems level.
4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.
5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.
6. Analyzes organizational structure, functions and resources to improve the delivery of care.
7. Collaborates in planning for transitions across the continuum of care.

### **Ethics Competencies**

1. Integrates ethical principles in decision making.
2. Evaluates the ethical consequences of decisions.
3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.

### **Independent Practice Competencies**

1. Functions as a licensed independent practitioner.
2. Demonstrates the highest level of accountability for professional practice.
3. Practices independently managing previously diagnosed and undiagnosed patients.
  - 3a). Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.
  - 3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.
  - 3c). Employs screening and diagnostic strategies in the development of diagnoses.
  - 3d). Prescribes medications within scope of practice.

- 3e). Manages the health/illness status of patients and families over time.
- 4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.
  - 4a). Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.
  - 4b). Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.
  - 4c). Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.
  - 4d). Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.

\*Retrieved from: NONPF website <http://c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/competencies/npcorecompetenciesfinal2012.pdf>

## Appendix C

### Florida International University College of Nursing & Health Sciences Advanced Nurse Practitioner Student Clinical Performance Evaluation

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Preceptor: \_\_\_\_\_ Site: \_\_\_\_\_

CLINICAL TRACK: \_\_\_\_\_

Course/Semester/Year: NGR \_\_\_\_\_ L

Evaluation Period: check one: Midterm \_\_\_\_\_ Final \_\_\_\_\_  
Preceptor \_\_\_\_\_ Faculty \_\_\_\_\_

Number of clinical hours completed at the time of this evaluation period with this preceptor: \_\_\_\_\_

**You MUST have an evaluation for each preceptor**

**Evaluations that do not include the completed number of clinical hours will not be accepted.**

#### Instructions:

- 1- Evaluators (preceptor or faculty) and students should jointly discuss & sign this evaluation.
- 2- Circle the number that best corresponds to the student's clinical performance the majority of the time.
  - N/A No opportunity to perform or not observed
  - 0 Omits required critical element
  - 1 Requires ~~extensive prompting~~ to perform behavior- obtains relevant data 30% of the time
  - 2 Requires ~~much prompting~~ to perform behavior- obtains relevant data 50% of the time
  - 3 Requires ~~moderate prompting~~ to perform behavior- obtains relevant data 70% of the time
  - 4 Requires ~~minimal prompting~~ to perform behavior- obtains relevant data 90% of the time
  - 5 Performs behavior independently
- 3- Not passing the clinical performance portion of the course constitutes course failure. **Faculty determine the student grade in the clinical performance component of the course.** The faculty values the evaluative input of the preceptor in this determination.
- 4- This evaluation must be submitted to the faculty by the student at the dates designated at the beginning of the semester.
- 5 – Items on this evaluation are for all clinical courses. Students are not expected to be able to perform all clinical skills independently from day 1. The student will discuss with the clinical preceptor their course objectives and the expectations for each course. N/A will be marked for skills not yet achieved.



STUDENT NAME \_\_\_\_\_

DATE \_\_\_\_\_

<b>SUBJECTIVE DATA (History) For episodic, acute, comprehensive</b>								
Obtains appropriate history including: History of present illness, Past Medical Hx, Family Hx., Social Hx., Review of Systems	N/A	0	1	2	3	4	5	Comments
History- taking focuses on priority areas, is thorough, organized & done w/in designated time frame	N/A	0	1	2	3	4	5	Comments
Identifies psychosocial, functional, environmental, & cultural factors influencing health &/or disease management	N/A	0	1	2	3	4	5	Comments
<b>OBJECTIVE DATA (Physical Exam): For episodic, acute, comprehensive</b>								
Performs indicated exam in an organized, efficient manner reflecting necessary pt. priorities	N/A	0	1	2	3	4	5	Comments
Demonstrates assessment technique properly & uses equipment correctly	N/A	0	1	2	3	4	5	Comments
Correctly identifies findings as normal, normal variation, or abnormal	N/A	0	1	2	3	4	5	Comments
<b>ASSESSMENT (diagnosis)</b>								
Orally presents pertinent negative & positive findings to preceptor in succinct, logical, accurate manner	N/A	0	1	2	3	4	5	Comments
Synthesizes collected data to formulate appropriate potential differential diagnoses with rationale	N/A	0	1	2	3	4	5	Comments
Formulates correct final diagnoses with rationale reflective of presenting signs/symptoms & underlying pathophysiology	N/A	0	1	2	3	4	5	Comments
Identifies appropriate health promotion & disease prevention needs based on risk factors, including screenings for mental health, substance abuse, violence	N/A	0	1	2	3	4	5	Comments
Appropriately prioritizes a problem list, including emergencies	N/A	0	1	2	3	4	5	Comments
<b>PLAN of care &amp; Treatment Implementation</b>								
Prescribes appropriate pharmacological therapies with knowledge of pharmacodynamics and pharmacokinetics	N/A	0	1	2	3	4	5	Comments
Recommends/prescribes appropriate non- pharmacological therapies	N/A	0	1	2	3	4	5	Comments
Recommends/prescribes and has knowledge	N/A	0	1	2	3	4	5	Comments

of appropriate diagnostic testing, consults, referrals								
Designates follow-up appropriately to monitor health status	N/A	0	1	2	3	4	5	Comments
Plan of care is based on patient's individual needs & evidenced based standards with a focus on safety, cost, adherence & efficacy	N/A	0	1	2	3	4	5	Comments
Correctly & succinctly document patient findings, diagnoses, plan using correct terminology & format	N/A	0	1	2	3	4	5	Comments
Plan of care includes health promotion and disease prevention actions based on local, regional, national, and global policies	N/A	0	1	2	3	4	5	Comments
Plan of care ensures continuity of care and enacts the case manager role of the NP	N/A	0	1	2	3	4	5	Comments
<b>COMMUNICATION- patient &amp; student</b>								
Demonstrates good interpersonal skills, establishes rapport & mutual trust & uses effective communication techniques	N/A	0	1	2	3	4	5	Comments
Maintains confidentiality to preserve patient dignity & privacy; follows HIPAA regulations	N/A	0	1	2	3	4	5	Comments
Correctly educates patients about self care, disease processes, therapies, drug regimens based on cultural & educational background	N/A	0	1	2	3	4	5	Comments
<b>PROFESSIONAL ROLE &amp; CONDUCT</b>								
Aware of personal strengths & limitations & initiates appropriate guidance from preceptor. Is self-directed with learning needs. Seeks and accepts constructive criticism with a positive attitude	N/A	0	1	2	3	4	5	Comments
Incorporates professional standards, evidence based clinical guidelines, ethical decision making & research into management	N/A	0	1	2	3	4	5	Comments
Demonstrates knowledge of relevant legal regulations for NP practice, including reimbursement for services	N/A	0	1	2	3	4	5	Comments
Conducts self in professional manner: Is punctual, maintains professional appearance, language & composure under stress, Communicates schedule changes in timely manner	N/A	0	1	2	3	4	5	Comments
Clearly communicates in a respectful, culturally-sensitive manner with patients, clinical staff, preceptor & others	N/A	0	1	2	3	4	5	Comments

Demonstrates a synthesis of the various roles of the advanced practice nurse in a clinical specialty area	N/A	0	1	2	3	4	5	Comments

**Evaluator Final Comments:**

**Evaluator Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Evaluator Name (print)** \_\_\_\_\_ **Circle One:** Preceptor Faculty

**Student Signature** \_\_\_\_\_ **Student Name (print)** \_\_\_\_\_

**Student Comments:**

**Faculty signature (if not the evaluator)** \_\_\_\_\_ **Review Date** \_\_\_\_\_

SAMPLE

## Appendix D

### FLORIDA INTERNATIONAL UNIVERSITY NICOLE WERTHEIM COLLEGE OF NURSING & HEALTH SCIENCES APN CLINICAL ROTATION TIME CARD

COURSE NUMBER/SECTION \_\_\_\_\_ SEMESTER \_\_\_\_\_ YEAR \_\_\_\_\_ CLINICAL FACULTY \_\_\_\_\_

STUDENT NAME (PRINT) \_\_\_\_\_ PANTHER ID \_\_\_\_\_

CLINICAL SITE/PRECEPTOR \_\_\_\_\_

CLINICAL SITE ADDRESS: \_\_\_\_\_

CLINICAL SITE CONTACT INFO. Name/number \_\_\_\_\_

ARE YOU GOING TO A SECOND SITE NO \_\_\_\_\_ YES \_\_\_\_\_ IF yes, must complete another time card

Student Ethnicity: \*

African American  
 Asian/Pacific Islander  
 Native American  
 Hispanic  
 (specify \_\_\_\_\_)  
 White Non Hispanic  
 Haitian  
 Other  
 (specify \_\_\_\_\_)

\* Required for state & federal funding

**You must have one time card per clinical site. Time cards must be signed daily or weekly by the preceptor.**

	Monday	Tuesday	Weds	Thurs	Friday	Saturday	Sunday	Total for week	Running total	Preceptor signature ** Required
<b>SAMPLE</b>	1/16 10hrs.	1/17 - 6 hrs.						16 hrs.		
WEEK 1										
WEEK 2										
WEEK 3										
WEEK 4										
WEEK 5										
WEEK 6										
WEEK 7										
WEEK 8										
WEEK 9										
WEEK 10										
WEEK 11										
WEEK 12										
WEEK 13										
WEEK 14										

Total hours for the whole semester at **this site** (should equal to those in column after total for week) \_\_\_\_\_

Total hours from **all** sites (if applicable) \_\_\_\_\_ How many of these hours are women's health? \_\_\_\_\_

\* FORM MUST BE NEATLY PRINTED/TYPED

Student Signature: \_\_\_\_\_ Date \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date \_\_\_\_\_



**Appendix E**

Plan of Study – Masters of Science in Nursing  
Adult-Gerontology / Family / Pedi / Psychiatric Mental Health Nurse Practitioner Tracks

Fall (Aug. – Dec.) - Semester 1	Credit hours	Adult-Gero	Famil y	Pedi	Psych MH
NGR 5110 - Theories in Nursing	3	X	X	X	X
NGR 5141 - Pathophysiologic Concepts	3	X	-	-	X
NGR 6172 – Pharmacological Concepts	3	-	X	X	-
NGR 5810 - Research Methods in Nursing	3	X	X	X	X
<b>Total Semester Hours</b>		9	9	9	9
<b>Spring (Jan. – May) - Semester 2</b>					
NGR 5141 - Pathophysiologic Concepts	3	-	X	X	-
NGR 6002C – Advanced Health Assessment	4	X	X	X	X
NGR 6172 - Pharmacological Concepts	3	X	-	-	X
NGR 5131 - Culture in Adv. Nursing Practice	3	X	-	-	X
NGR 6910C - Research Project (70-hour Clinical Component)	3	-	X	X	-
<b>Total Semester Hours</b>		10	10	10	10
<b>Summer (May – Aug.) - Semester 3</b>					
NGR 6910C - Research Project (70-hour Clinical Component)	3	X	-	-	X
NGR 6743 – Advanced Practice Nursing Clinical Education Seminar	1	X	X	X	X
NGR 5064C-Diagnostics & Therapeutics	3	X	X	X	-
NGR6538 Psychopharmacology for Advanced Practice Nursing	3	-	-	-	X
NGR 5131 - Culture in Adv. Nursing Practice	3	-	X	X	-
<b>Total Semester Hours</b>		7	7	7	7
<b>Fall (Aug. – Dec.) - Semester 4</b>					
NGR 6201C-Adv. Adult or 6601C-Adv. Family or 6301C-Adv. Child or NGR6503 Adv. Psych Health 1	3-4	X	X	X	X
NGR 6201L-Adv. Adult or 6601L-Adv. Family or 6301L-Adv. Child or NGR6503L – Adv. Psych Practicum 1	3-4	X	X	X	X
<b>Total Semester Hours</b>		6	8	6	6
<b>Spring (Jan. – May) - Semester 5</b>					
NGR 6202C-Adv. Adult or 6602C-Adv. Family or 6302C-Adv. Child or NGR6504C Adv. Psych Health 2	3-4	X	X	X	X
NGR 6202L-Adv. Adult or 6602L-Adv. Family or 6302L-Adv. Child or NGR6504L Adv. Psych Health Practicum 2	3-4	X	X	X	X
<b>Total Semester Hours</b>		6	8	6	6
<b>Summer (May – Aug.) - Semester 6</b>					
NGR 6700L-Role Synthesis in Adult or 6619L-Family or 6337L-Child or 6505L - Psych Health	4	X	X	X	X
NGR 6209-Clinical Decision Making Adult or 6748-Family or 6337-Child or 6560 - Psych	3	X	X	X	X
<b>Total Semester Hours</b>		7	7	7	7
<b>Total Credit Hours</b>		<b>45</b>	<b>49</b>	<b>45</b>	<b>45</b>

ALL STUDENTS MUST FOLLOW THIS PLAN

\*\*Plan of study may change at the discretion of the Nursing Graduate Program.

Revised: Nov 2021



**Plan of Study – Master of Science in  
Nursing Nurse Educator Track**

<b>Fall (Aug. – Dec.) – Semester 1</b>		<b>Credit Hours</b>
NGR 5110	Theories in Nursing	3
NGR 5141	Pathophysiologic Concepts	3
NGR 5810	Research Methods in Nursing	3
	<b>Total Semester Hours</b>	<b>9</b>
<b>Spring (Jan. – May) – Semester 2</b>		<b>Credit Hours</b>
NGR 6172	Pharmacological Concepts	3
NGR 5131	Culture in Adv. Nursing Practice	3
NGR 6910C	Research Project (70-hour Clinical Component)	3
	<b>Total Semester Hours</b>	<b>9</b>
<b>Summer (May – Aug.) – Semester 3</b>		<b>Credit Hours</b>
NGR 6002C	Advanced Health Assessment (45-hour Clinical Component)	4
NGR 6713	Curriculum Development in Nursing	3
NGR 6718	Evaluating & Testing in Nursing Education	3
	<b>Total Semester Hours</b>	<b>10</b>
<b>Fall (Aug. – Dec.) – Semester 4</b>		<b>Credit Hours</b>
NGR 6714C	Clinical Teaching Strategies for Nursing (105-hour Clinical Component)	3
NGR 6715	Instructional Tech. in Nursing and Health Sciences	3
	<b>Total Semester Hours</b>	<b>6</b>
<b>Spring (Jan. – May) – Semester 5</b>		<b>Credit Hours</b>
NGR 6708C	Classroom Teaching Strategies (105-hour Clinical Component)	3
NGR 6710L	Clinical Specialty Practicum for the Nurse Educator	1
	<b>Total Semester Hours</b>	<b>4</b>
	<b>Total Credit Hours</b>	<b>38</b>

ALL STUDENTS MUST FOLLOW THIS PLAN

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