

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—NEW COURSE PROPOSAL<sup>1</sup>

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: NURSING

COLLEGE: CHRISTINE E. LYNN COLLEGE OF NURSING

**RECOMMENDED COURSE IDENTIFICATION:**

PREFIX NGR COURSE NUMBER \_7743L LAB CODE (L or C) L

(TO OBTAIN A COURSE NUMBER, CONTACT [MJENNING@FAU.EDU](mailto:MJENNING@FAU.EDU))

COMPLETE COURSE TITLE: RESIDENCY IN ADVANCED PRACTICE NURSING

**EFFECTIVE DATE**

(first term course will be offered)

SUMMER 2015

CREDITS<sup>2</sup>: 3

**TEXTBOOK INFORMATION:**

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Collins-Bride, G. M., & Saxe, J.M. (2011). *Clinical guidelines for advanced practice Nursing: An interdisciplinary approach*. (2<sup>nd</sup> ed.). San Francisco: Jones & Bartlett. ISBN: 978-0-7637-7414-1

McCaffrey, R. (2012). *Doctor of Nursing Practice: Enhancing professional development*. Philadelphia: FA Davis Publishers.

Moran, K., Burson, R., & Conrad, D. (2014). *The Doctor of Nursing Practice scholarly project: A framework for success*. Burlington, MA: Jones & Bartlett Learning.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR \_\_\_\_\_ SATISFACTORY/UNSATISFACTORY X \_\_\_\_\_

**COURSE DESCRIPTION, NO MORE THAN THREE LINES:**

This residency course will provide a comprehensive practice experience to allow the learner to further synthesize and expand upon nursing knowledge, competency, and caring science for advanced nursing practice at a high level of expertise. Learners will begin implementation of the DNP Capstone Project in their area of specialization.

PREREQUISITES\*: COMPLETION OF ALL BSN-DNP COURSE WORK AND APPROVAL OF DNP CAPSTONE PROPOSAL

COREQUISITES\*: NONE

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)\*:

\* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: 1. Member of the graduate faculty of FAU. 2. Has a terminal degree in the subject area (or a closely related field).

Faculty contact, email and complete phone number:  
 Joy Longo, [jlongo5@fau.edu](mailto:jlongo5@fau.edu), 561-297-2457

Please consult and list departments that might be affected by the new course and attach comments.<sup>3</sup>

|  |   |   |
|--|---|---|
| <b>Approved by:</b><br>Department Chair: <u>Susan Bellini</u><br>College Curriculum Chair: <u>J. Longo</u><br>College Dean: <u>Shelley Gads</u><br>UGPC Chair: <u>Paula Lee</u><br>Graduate College Dean: <u>Storace K. Long</u><br>UFS President: _____<br>Provost: _____ | <b>Date:</b><br><u>10/27/14</u><br><u>10/28/14</u><br><u>11/5/14</u> / <u>11/12/14</u><br><u>11/12/14</u><br>_____<br>_____ | <ol style="list-style-type: none"> <li><b>Syllabus</b> must be attached; see guidelines for requirements: <a href="http://www.fau.edu/provost/files/course_syllabus.2011.pdf">www.fau.edu/provost/files/course_syllabus.2011.pdf</a></li> <li>Review <b>Provost Memorandum: Definition of a Credit Hour</b> <a href="http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf">www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</a></li> <li><b>Consent</b> from affected departments (attach if necessary)</li> </ol> |
|--|---|---|

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY  
CHRISTINE E LYNN COLLEGE OF NURSING  
COURSE OVERVIEW**

**COURSE TITLE:** RESIDENCY IN ADVANCED PRACTICE NURSING

**COURSE NUMBER:** NGR XXXXL (an "L" designation with NP ratio)

**CREDIT HOURS:** 3 Credits: 180 clinical hours  
Clinical hours: 4:1 ratio = 16 hours per week x 12 weeks

**TIME AND LOCATION:** Monthly clinical conferences will be arranged by clinical faculty.

**CURRICULUM PLACEMENT:** Final Summer of Program

**PRE-REQUISITE:** Completion of all BSN-DNP course work/  
Approval of DNP Capstone Proposal

**FACULTY:** Susan J. Bulfin, DNP, FNP-BC  
Associate Professor, Christine E. Lynn College of Nursing  
FAU Office: NU 116B  
Phone: 561 297 3600  
Email: sbulfin@fau.edu

**OFFICE HOURS:** Monday, Tuesdays, and Thursdays 9:00am-11:00am  
or by appointment

**COURSE DESCRIPTION:** This residency course will provide a comprehensive practice experience to allow the learner to further synthesize and expand upon nursing knowledge, competency, and caring science for advanced nursing practice at a high level of expertise. Learners will begin implementation of the DNP Capstone Project in their area of specialization.

**OBJECTIVES:**

Upon completion of NGR XXXXL, the student will demonstrate evidence of:

1. **Being competent**
  - a. Incorporate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes. (*Essential III*)
  - b. Collaborate with faculty and preceptor to design mutually agreed upon goals and objectives for the clinical experience. (*Essential VI*)

- c. Create innovative models for advanced nursing practice that are grounded in caring, best evidence, and knowledge from nursing and other disciplines. (*Essential I*)

**2. Becoming compassionate**

- a. Base practice on the application of biophysical, psychosocial, behavioral, sociopolitical, cultural, economic, nursing, and caring science as appropriate in their area of specialization (*Essential I*)
- b. Conduct ongoing evaluation of advanced nursing care to determine its effectiveness in responding to the needs of the target population. (*Essential VII*)
- c. Choose care management strategies with consideration of patient's financial, cultural, spiritual, and physical concerns. (*Essential I*)

**3. Demonstrating comportment**

- a. Develop self as a caring based leader through professional relationships with peers and patients while addressing complex health issues. (*Essential II*)
- b. Articulate the goals and objectives of the capstone project to facility administrators, staff, and participants. (*Essential VIII*)
- c. Design caring environments in the practice setting which support and nurture the wholeness of persons. (*Essential VIII*)

**4. Becoming confident**

- a. Become proficient in assessing, diagnosing, and managing complex patient problems from a caring perspective in the clinical setting. (*Essentials I, II, VIII*)
- b. Examine local and global health policy to advocate for populations and communities to improve health outcomes. (*Essential V*)
- c. Appraise existing clinical protocols in the chosen practice setting to determine gaps in adherence to current guidelines and best practices. (*Essential III*)

**5. Attending to conscience**

- a. Implement effective models of care which address specific population needs of the diverse groups served in the practice setting. (*Essential VII*)
- b. Analyze effectiveness of advanced nursing care for individuals and populations served in the practice setting. (*Essential VII*)
- c. Articulates how the topic chosen for the final capstone project responds to a verified need within the practicum setting. (*Essential VII*)

**6. Affirming commitment**

- a. Articulate the DNP's accountability for practice expertise, specialized knowledge, and expanded role in the care and management of individuals and families. (*Essential VIII*)
- b. Lead the transformation of complex healthcare systems through caring leadership that facilitates intra and interprofessional collaboration to achieve quality outcomes.
- c. Discuss the DNP Capstone Project implementation with interdisciplinary team members to elicit collaboration, critique, and support. (*Essential VII*)

**TEACHING LEARNING STRATEGIES:**

Discussions, clinical site visits, clinical conferences, individual faculty meetings, Blackboard assignments, required readings, written papers, and student presentations.

**GRADING AND EVALUATION METHODS**

Grading Scale: Satisfactory/Unsatisfactory

**REQUIRED TEXTS:**

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Collins-Bride, G. M., & Saxe, J.M. (2011). *Clinical guidelines for advanced practice Nursing: An interdisciplinary approach*. (2<sup>nd</sup> ed.). San Francisco: Jones & Bartlett. ISBN: 978-0-7637-7414-1

McCaffrey, R. (2012). *Doctor of Nursing Practice: Enhancing professional development*. Philadelphia, PA: Davis Publishers.

Moran, K., Burson, R., & Conrad, D. (2014). *The Doctor of Nursing Practice scholarly project: A framework for success*. Burlington, MA: Jones & Bartlett Learning.

**RECOMMENDED READING:**

Bickley, L. S. (2012). *Bates' guide to physical examination and history taking*. (11<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins.

Cash, J. & Glass, C. (2011). *Family Practice Guidelines*. (2<sup>nd</sup> ed.). New York, NY: Springer.

Colyar, M. R. (2011). *Assessment of the school-age child and adolescent*. Philadelphia: F. A. Davis Company. ISBN: 978-0-8036-2334-7

Domino, F. (2014). *The Five Minute Clinical Consult* Philadelphia, PA: Wolters Kluwer.

Dunphy, L. & Winland-Brown, J. (2011). *Primary care: The art and science of advanced practice nursing (3<sup>rd</sup> Ed.)*. Philadelphia, PA: F.A. Davis. ISBN - 9780803622555

Fitzgerald Health Education Associates <http://fhea.com>. (Newsletter is free).

Fitzgerald, M. A. (2010). *Nurse practitioner certification examination and practice preparation*. FA Davis Company: Philadelphia.

Habif, T. P. (2011) *Skin disease, diagnosis and treatment*. Third Edition. Elsevier Saunders: Edinburgh. ISBN-13: 979-0-323-07700-2.

Mengel, M & Schwiebert, L.P. (2009) *Family medicine ambulatory care and prevention 5<sup>th</sup> Edition*. New York: McGraw Hill.

Stedman's Medical Spellchecker – Can be found online and purchased at <http://www.stedmans.com/>

Zaccagnini, M. & White, K. (2011). *The Doctor of Nursing Practice Essentials*. Sudbury, MA: Jones & Bartlett Learning.

## **TOPICAL OUTLINE**

Designing, delivering, and evaluating evidence-based care to improve patient outcomes

- Formulating practicum goals and objectives with preceptor
- Problem based learning from the perspective of nursing situations
- Use of current clinical guidelines for major disorders

Clinical expertise: Opportunities for growth in clinical judgment, systems thinking, and accountability

- Review of essential genomic competencies in graduate education
- Updates in pharmacologic interventions
- Barriers to implementation of current evidence in clinical settings

Formative evaluation of capstone implementation

- Articulating the DNP's leadership role in the care and management of individuals, families, and aggregates
- Challenges and successes in capstone implementation progress

## **COURSE ASSIGNMENTS**

### **Practicum Experience Goals and Objectives (1-2 page document, due week 3)**

The student will consult with the preceptor during the first week of the course to develop specific, individualized goals and objectives for the practicum experience. The goals and objectives will be based on the NGR XXXL course objectives and tailored to the specific population served in the practice setting.

### **Participation in clinical conferences**

Three clinical conferences will be scheduled during the semester. Students will be prepared to present challenging nursing situations encountered in the clinical setting to faculty and classmates from the perspective of current evidence and caring science.

### **Log of Clinical Hours**

Students will submit a weekly log of clinical hours on the “Capstone Residency Log Summary” form.

### **Reflective Monthly Journaling**

Each student is required to keep a capstone residency journal during this semester. The purpose of the reflective journal in the DNP residency semester is to help students reflect on the synthesis of their learning experiences in the practicum setting, with specific emphasis on the expression of caring in nursing situations.

This journal will be a reflection of the residency experience each week focusing on application of current evidence from nursing situations, personal reflection, and insight about individual growth in caring. The weekly journals will be posted on the Blackboard site each Monday and must not include any information which may reveal a person’s identity.

This informal journal is intended to foster reflection and enhance communication with clinical faculty. Journal entries will be evaluated based on completeness, accuracy of writing, and depth of personal reflection. It is not necessary to have a title page or references. Each journal entry must:

1. Provide tracking of total clinical hours for the course, briefly describing how time was spent.
2. Summarize what was learned from the clinical experience or nursing situation from the lens or perspective of caring science. Include a statement of how personal growth may have occurred as a result of reflecting on the experiences.

### **CARING BIBLIOGRAPY:**

Boykin, A. & Schoenhofer, S. O. (2001). *Nursing as caring: A model for transforming practice*. Sudbury, MA: Jones & Bartlett. ISBN 0-7637-1643-X

Carper, B. (1978). Fundamental patterns of knowing in nursing. *Advances in Nursing Science*, 1(1), 13-23.

Paterson, J. & Zderad, L. (1976/1988). *Humanistic nursing*. New York: National League for Nursing. ISBN 0-88737-398-4



## **CLINICAL RESIDENCY GUIDELINES**

The DNP clinical residency courses offer opportunities for learners to refine advanced clinical skills, translate research into practice, link policy making with clinical systems, and serve as change agents for health care.

### **Student responsibilities**

**Credential verification.** All credentials must be up to date in order to practice in the clinical setting. The college of nursing now uses the Certified Background to track all background checks and health requirements. complete instructions including a flow chart may be found at the following link: <http://nursing.fau.edu/index.php?main=3&nav=713>. Students must make a copy of the face sheet or Certified Background and **hand it in to clinical faculty by the first night of the class.** The student cannot begin the clinical until this is completed. Colleen Alcantara by e-mail [Slocombe@fau.edu](mailto:Slocombe@fau.edu) or by phone 561-297-6261 for assistance.

**Clinical site selection.** Students are advised to begin considering with whom they wish to precept very early in the program, and begin to make the arrangements for the experience. Students are responsible to make arrangements for clinical experiences with preceptors. Approval of a preceptor and site for advanced nursing practice must come in consultation with your advisor and/or your course faculty. Students may look on the **NP Clinical Sites** page to determine if a contract is already in place with the individual or site with whom they wish to precept. If the site is NOT on the list, students must complete a **New Contract Request**. The clinical coordinator will take the new contract to the clinical site and let you know when it is signed. The clinical site should be in a primary care setting or a setting approved by the course faculty which is consistent with course objectives. Up to 16 hours of time in a professional conference can count towards clinical hours.

**Preceptor.** Preceptors must be board/nationally certified in the area of practice, and must have practiced for at least one year. The majority of experiences should be with an advanced practice nurse, a licensed physician, or other advanced practice clinician with considerable experience and recognition as an expert in the student's chosen area of study. Students must submit the electronic Clinical Arrangements Form for EACH clinical site. If the preceptor is new to the site, the name can be added at this time. Online submission of clinical site placement must be done after the first week of class.

**Goals and objectives.** The student will consult with the preceptor during the first week of the course to develop goals and objectives for the practicum experience. The goals and objectives will be based on the NGR XXXL course objectives and tailored to the specific population served in the practice setting.

**Preceptor information.** Students are responsible for supplying copy of the syllabus and evaluation forms for the preceptor. Students are responsible for having their preceptor fill out and sign the Preceptor Agreement Form that must be returned to didactic faculty the second week of class. This form is uploaded onto the data center when the student fills out the electronic Clinical Arrangements form.



**Professionalism.** Professionalism is expected in the clinical setting such as arriving on time on expected days with white lab coat and FAU name badge. Inquire about dress code and need for closed-toe shoes. Students are not allowed to be in the clinical setting when the University is closed.

**Clinical site visits with faculty.** It is the student's responsibility to arrange an acceptable date and time for the faculty site visit and to advise the clinical preceptor of the date and purpose of the visits. The student will also provide the preceptor with the "Site Visit Evaluation" located on the CON website.

**Documentation of Clinical Hours.** Students will be required to use *Capstone Residency Log Summary*. Falsified clinical hours are considered plagiarism.

**Evaluations.** The *Capstone Residency Log* and the *Preceptor Evaluation of Student* must be completed at the end of the term and signed by the preceptor and faculty member. The evaluation forms are posted on the College of Nursing Web site and on the lab BB site. The student will keep the *original form* and *submit a copy* to the faculty. On completion of the course, the student will complete and submit an evaluation of the preceptor and clinical site. (Forms located on the College of Nursing Web site).

#### **Checklist for Students**

- Certified Background face sheet with all areas "approved"
- Drug screen is (submitted in NGR 6200)
- Proof of SIP and HIPAA education through the College of Nursing Website
- <http://nursing.fau.edu/index.php?main=3&nav=704> (HIPAA and SIP links and requirements) (BSN-DNP students - submitted in NGR 6200)
- Contact information for all clinical sites: Name of agency, preceptor, address, and phone
- Electronic submission of clinical site information once assignments are made and the Preceptor Credentialing Form is signed (the Preceptor Credentialing/agreement form is now uploaded with the Clinical Arrangements Form)
- Summary of Clinical Hours from previous semesters if applicable
- New Preceptor Agreement Form to be signed by preceptor on the first day of clinical (form will be provided by clinical faculty). This document is now uploaded to the datacenter
- Preceptor's e-mail for Beginning and End of Term Letters
- Forms/papers to be completed with appropriate signatures
  - *DNP Student Self-Evaluation Form*
  - *DNP Capstone Residency Log Summary*
  - *Preceptor Evaluation of DNP Student*
  - *Student Evaluation of Preceptor and Clinical Site Form*

#### **FAU Faculty Responsibilities**

The faculty member will work with the student and preceptor to ensure the practicum experience is consistent with course outcomes and expectations are clearly communicated. The faculty member will serve as a resource in the student's development as a caring-based leader in advanced nursing practice and in advocating for caring environments that nurture wholeness of persons and populations.

**Goals and objectives.** The faculty member will review the practicum goals and objective and provide the preceptor with assistance related to helping the student to achieve the learning outcomes.

**Collaborating with preceptor.** The faculty member will be available to the preceptor to discuss issues that may arise and will meet with the student and preceptor periodically to discuss student's progress and exchange ideas and/or suggestions to better achieve outcomes. These meetings will occur by telephone and/or e-mail exchanges.

**Clinical site visits.** Faculty will make pre-arranged visits to the student's clinical sites. During the visit, the faculty will observe and discuss clinical assessments, management plans, and the Capstone Project with the student and preceptor.

**Evaluation of student progress.** The faculty member will be responsible for the formative and summative evaluations of the student's progress. Preceptor input will be elicited to assist in this evaluative process. The faculty member will also provide the student with the opportunity to evaluate the clinical experience and will discuss the clinical evaluation with the student relevant to strengths and areas for improvement

### **Preceptor responsibilities**

The preceptor works closely with the student to provide opportunities to achieve the course outcomes. For example, the preceptor will facilitate access to clinical services, organizational information, decision makers, and other personnel to meet the objectives of the clinical practicum and to implement the DNP scholarly project. The preceptor allows the student the opportunity to carry out complete and episodic histories and physical examinations, present the patients to the preceptor, discuss the options for diagnostic tests and management, including follow-up of the patients. Students should be involved in the decision-making process to some degree, and have opportunities for in-depth discussions about patients with the preceptor to gain insights into appropriate management. In addition, opportunities for recording the patient information, understanding certain financial influences in the practice site, etc. are important.

**Goals and objectives.** The preceptor will review the student's site specific course outcomes and provide feedback with suggestions for modification if necessary.

**Preceptor Orientation.** The preceptor will review the orientation guide located on the College of Nursing website at

**Student Orientation.** The preceptor will arrange for student orientation to the clinical practice setting including identification of facility policies and procedures.

**Role modeling and back-up.** The preceptor will serve as a role model as a practitioner, teacher, and mentor, and will provide for a back-up mentor in the case of absence from the clinical area.

**Collaboration.** The preceptor will work with the student in the clinical practice setting to provide guidance for optimal achievement of course outcomes. The preceptor will also provide guidance regarding collaboration with other professional disciplines.

**Appraisal.** The preceptor will provide the faculty member with input in the formative and summative evaluations of student's progress. The preceptor will also be asked to provide recommendations for optimizing the practicum experience to add value to the clinical setting and enhance health outcomes at the individual and aggregate level.

**Tuition waiver.** Preceptors may apply for a certificate of participation after 300 hours of precepting. This will allow waiver of tuition for six credits at any state college or

university. The Preceptor certificate of participation information and forms, are found on the "For Preceptors" section under the College of Nursing Graduate Programs website at the "Go To" menu on the left column.

### **COLLEGE OF NURSING and UNIVERSITY POLICIES**

Policies below may be found in:

- a). The faculty reserves the right to make changes in course content and requirements.
- b). The Christine E. Lynn College of Nursing Graduate Handbook located at:  
<http://nursing.fau.edu/index.php?main=3&nav=457>
- c). Florida Atlantic University's Academic Policies and Regulations  
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php>  
and <http://www.fau.edu/regulations>

### **CODE OF ACADEMIC INTEGRITY**

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:  
[http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. ANY act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

### **DISABILITY STATEMENT**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

### **INCOMPLETE POLICY:**

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

### **ATTENDANCE POLICY:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

### **RELIGIOUS ACCOMMODATION**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

### **USE OF STUDENT COURSE MATERIAL**

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.



## CHRISTINE E. LYNN COLLEGE OF NURSING

### STATEMENT OF PHILOSOPHY

#### Philosophy

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead inter-professional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guide the actions of faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

'revised April 2012'

## COURSE SCHEDULE

| WEEK       | CLINICAL ACTIVITY  |
|------------|--|
| Week 1     | <b>Face to face clinical conference week one</b> <ul style="list-style-type: none"><li>• Orientation</li><li>• Course expectations</li></ul> Work with preceptor to orient to facility and develop mutually acceptable goals and objectives  |
| Weeks 2-4  | Practice in clinical setting; begin implementing capstone project<br>Submit goals and objectives   |
| Weeks 5-8  | <b>Face to face clinical conference week five</b> <ul style="list-style-type: none"><li>• Formative evaluation of capstone project</li><li>• Discussion of nursing situations</li></ul> Clinical site visit and midterm evaluations by faculty, student, and preceptor (evaluation forms due).   |
| Weeks 9-12 | <b>Face to face clinical conference week nine</b> <ul style="list-style-type: none"><li>• Formative evaluation of capstone project implementation.</li><li>• Discussion of nursing situations</li></ul> Practice in clinical setting; continued implementation of capstone project<br>Clinical site visit and final evaluations by faculty, student, and preceptor (evaluation forms due). |

Florida Atlantic University  
Christine E. Lynn College of Nursing  
Preceptor Evaluation of Student Nurse Practitioner Clinical Performance

Student: \_\_\_\_\_ Course: \_\_\_\_\_ Semester/Year: \_\_\_\_\_ Clinical Faculty: \_\_\_\_\_ Preceptor: \_\_\_\_\_  
 Site Address: \_\_\_\_\_ Email: \_\_\_\_\_ Phone: \_\_\_\_\_  
 Patient Population: \_\_\_ Adult \_\_\_ Gero \_\_\_ Family \_\_\_ Pediatrics \_\_\_ WH \_\_\_ OB \_\_\_ Other \_\_\_\_\_

**CLINICAL COMPETENCIES**

**MIDTERM or FINAL (circle one)**

| (Place a check mark ✓ in the box for Midterm and Final)<br>U=Unsatisfactory S=Satisfactory<br>NI=Needs Improvement<br>N/A=Not applicable or no opportunity to observe | U | NI | S | N/A | Areas where improvement is needed/comments |
|---|---|----|---|-----|--|
| Comportment: Exemplifies DNP role, professional comportment, team caring approach.  |   |    |   |     |  |
| Communication: quality, rapport with patient and colleagues, thoroughness in gathering information and providing information.   |   |    |   |     |  |
| Collects and reports accurate and information on patient history.   |   |    |   |     |  |
| Effectively and accurately interprets lab data and diagnostics  |   |    |   |     |  |
| Physical examination performed skillfully and appropriately to chief concern and/or significant conditions.   |   |    |   |     |  |
| Documentation in the medical record is appropriate, organized and concise.  |   |    |   |     |  |
| Diagnostic acumen reflects critical thinking, appropriate differentials and knowledge of conditions.  |   |    |   |     |  |
| Management plan is appropriate, comprehensive, with consideration Of cost & patient preferences, resources, and lifestyle.  |   |    |   |     |  |
| Pharmacologic treatments reflect current knowledge and proper prescribing according to national guidelines.   |   |    |   |     |  |
| Makes appropriate referrals and collaborates with preceptor.  |   |    |   |     |  |
| Evaluates plan and provides for appropriate follow-up.  |   |    |   |     |  |
| Collaborates with preceptor to enhance patient and population health outcomes.  |   |    |   |     |  |
| Commitment:Adheres to plan for DNP Capstone Project   |   |    |   |     |  |

Student's Strengths: \_\_\_\_\_  
 Progression in Competencies at Midterm Yes \_\_\_\_\_ No \_\_\_\_\_ Final Achievement of Competencies Yes \_\_\_\_\_ No \_\_\_\_\_  
 Comments: (May continue on back as needed)

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PRECEPTOR'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_



**NGR 7743L RESIDENCY IN ADVANCED PRACTICE NURSING  
STUDENT SELF-EVALUATION FORM  
MIDTERM or FINAL (circle one)**

| Clinical Learning outcome   | S/U | Faculty comments | Student comments |
|---|-----|------------------|------------------|
| <b>Competence</b>   |     |                  |                  |
| Develops goals and objectives for the practicum experience in collaboration with the mentor/preceptor, consistent with the student's identified professional growth needs. ( <i>Essential II</i> )                |     |                  |                  |
| Incorporates advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes. ( <i>Essential III</i> )        |     |                  |                  |
| Create innovative models for advanced nursing practice that are grounded in caring, best evidence, and knowledge from nursing and other disciplines ( <i>Essential I</i> )  |     |                  |                  |
| <b>Compassion</b>   |     |                  |                  |
| Bases practice on the application of biophysical, psychosocial, behavioral, sociopolitical, cultural, economic, nursing, and caring science as appropriate in their area of specialization ( <i>Essential I</i> ) |     |                  |                  |
| Conducts ongoing evaluation of advanced nursing care to determine its effectiveness in responding to the needs of the target population. ( <i>Essential VII</i> )   |     |                  |                  |
| Chooses care management strategies with consideration of patient's financial, cultural,   |     |                  |                  |

|   |  |  |  |
|---|--|--|--|
| spiritual, and physical concerns. ( <i>Essential I</i> )  |  |  |  |
| <b>Comportment</b>  |  |  |  |
| Develops self as a caring based leader through professional relationships with peers and patients while addressing complex health issues. ( <i>Essential II</i> )             |  |  |  |
| Articulates the goals and objectives of the capstone project to facility administrators, staff, and participants ( <i>Essential VI</i> )                                      |  |  |  |
| <b>Becoming confident</b>   |  |  |  |
| Becomes proficient in assessing, diagnosing, and managing complex patient problems from a caring perspective in the clinical setting. ( <i>Essentials I and VIII</i> )        |  |  |  |
| Examines local and global health policy to advocate for populations and communities to improve health outcomes. ( <i>Essential V</i> )  |  |  |  |
| Appraises existing clinical protocols in the chosen practice setting to determine gaps in adherence to current guidelines and best practices. ( <i>Essentials I and III</i> ) |  |  |  |
| <b>Attending to conscience</b>  |  |  |  |
| Articulates how the topic chosen for the final capstone project responds to a verified need within the practicum setting. ( <i>Essential VII</i> )                            |  |  |  |
| Reflects on nursing situations through weekly journaling to document personal growth in caring.   |  |  |  |

| <b>Affirming commitment</b>   |  |  |  |
|---|--|--|--|
| Creates a plan for communicating the findings from the project with administrators and nurses where the project is undertaken. ( <i>Essentials II and VI</i> )                  |  |  |  |
| Creates a plan for dissemination of findings to the broader nursing discipline. ( <i>Essentials II and VI</i> )   |  |  |  |
| Analyzes effectiveness of advanced nursing care for individuals and populations served in the practice setting from the perspective of caring science. ( <i>Essential VII</i> ) |  |  |  |