



FLORIDA STATE UNIVERSITY

COLLEGE OF NURSING

EHSL

Program Guidelines

**These program guidelines are supplemental to the Graduate Student Handbook
for students and clinical faculty**

Fall 2023

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Executive Health Systems Leadership DNP

A total of 42 semester hours and up to 510 clinical hours

The Doctor of Nursing Practice (DNP) degree is designed to prepare nurses for the highest level of clinical practice in the profession of Executive Health Systems Leadership (EHSL). The program includes a total of 42 credit hours of post master's study and varied clinical hours of DNP study depending on transfer clinical hours from previous program(s). The EHSL program is designed in accordance with the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice, and with the American Organization for Nursing Leadership (AONL) Nurse Executive Competencies. Upon completion of the Executive Health Systems Leadership program, students will be awarded the Doctor of Nursing Practice degree.

THE FLORIDA STATE UNIVERSITY
College of Nursing
Post-Master's Executive Health Systems Leadership DNP
(Fall Admission-Part-time)

Fall Semester 2022 8 credit hours	Spring Semester 2023 8 credit hours	Summer Semester 2023 8 credit hours
BUS XXXX Healthcare Finance (3) NGR 7769 DNP Roles & Leadership within Complex HC Environments (3) NGR 6641 Assessment & Collaboration w Communities & Systems (2)	NGR XXXX Theoretical Constructs and Methods for Evidence-Based Practice (3) NGR XXXX Methods of Program Evaluation & Quality Improvement (2) LAW XXXX E-Health and Telemedicine (3)	NGR 6702 Effecting Change in Healthcare Qual and Safety (3) NGR XXX HSL Practicum -120 hours (2) NGR 5846 Biostatistics (3)
Fall Semester 2023 6 credit hours	Spring Semester 2024 8 credit hours	Summer Semester 2024 4 credit hours
NGR XXXX Appraisal & Translation of Evidence for Practice (2) NGR XXX HSL Practicum -120 hours (2) NGR XXXX Health Equity & Social Determinants of Health (2)	NGR 5887 Policy & Legal and Ethical Complexities in Healthcare (3) BUS XXXX HC Staffing (3) NGR XXXXC DNP Project Planning & Application for EHSL (2) (75 indirect clinical hours)	NGR XXX HSL Immersion Practicum - hours (2) NGR XXXXC DNP Project Implementation, Evaluation & Dissemination for EHSL (2) (75 indirect clinical hours)

Program of Study for Post-Master's to Health Systems Leader DNP

Applicants must be a graduate of an accredited university or college with a master's degree in nursing or hold a BSN and a master's degree in a relevant field which will be evaluated on a case-by-case basis

Minimum graduate school GPA of 3.2

Minimum two years of progressive healthcare leadership experience

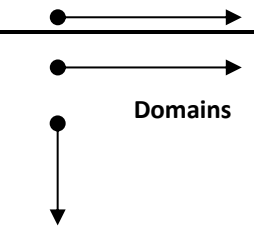
42 Credit hours and 510 clinical hours (required clinical hours will be based on formal gap analysis)

(v7)

Appropriate Preceptors and Field Sites for EHSL

Students are expected to secure preceptors throughout their enrollment with the help of the CON clinical coordinator and faculty member before starting each semester. All clinical forms must be uploaded to American DataBank, and clinical clearance obtained. Clinical sites and preceptor credentials are reviewed by the Clinical Coordinator and Program Coordinator, and an affiliation agreement is completed if required by the site. No clinical experiences are to be conducted until student receives an approval email/letter indicating that clinical clearance and preceptor have been approved and clinical site has the appropriate practice contract in place.

Students will obtain clinical hours that are in alignment with AONL Nurse Executive Competencies and should reflect which competency each clinical experience is in alignment with and document that information.

AONL Nurse Executive Competencies 	I. Communication & Relationship Building (A-G)	II. Knowledge of Healthcare Environment (A-H)	III. Leadership (A-E)	IV. Professionalism (A-D)	V. Business Skills (A-D)
Domains Courses	<i>A-Effective Communication</i> <i>B-Relationship Management</i> <i>C-Influencing Behaviors</i> <i>D-Diversity</i> <i>E-Community Involvement</i> <i>F-Medical/Staff Relationships</i> <i>G-Academic Relationships</i>	<i>A-Clinical Practice Knowledge</i> <i>B-Delivery Models/Work Design</i> <i>C-Healthcare Economics and Policy</i> <i>D-Governance</i> <i>E-Evidence-Based Practice/Outcome Measurement and Research</i> <i>F-Patient Safety</i> <i>G-Performance Improvement/Metrics</i> <i>H-Risk Management</i>	<i>A-Foundational Thinking Skills</i> <i>B-Personal Journey Disciplines</i> <i>C-Systems Thinking</i> <i>D-Succession Planning</i> <i>E-Change Management</i>	<i>A-Personal and Professional Accountability</i> <i>B-Career Planning</i> <i>C-Ethics</i> <i>D-Advocacy</i>	<i>A Financial Management</i> <i>B-Human Resource Management</i> <i>C-Strategic Management</i> <i>D-Information Management and Technology</i>

For any questions related to American DataBank you can contact us by email complio@americandatabank.com or by calling 1-800-200-0853.

For any questions related to clinical site affiliation agreement you can contact ClinicalCoordinator@nursing.fsu.edu

For any questions related to preceptors or Practicum Education Plan, please contact your Clinical Faculty or EHSL Program Coordinator, Dr. Marsha Hartline at mehartline@fsu.edu

Information for students and faculty regarding preceptors

This process was developed to assist the preceptor in understanding the expectations and role of the preceptor to facilitate the DNP student in developing the knowledge, skills, and attitude needed to provide optimal care to patients and families.

Student's responsibility:

1. Complete the Practicum Education Plan (PEP) and Information for Preceptor form for *each rotation*.
2. Include your course syllabus and Practicum Education Plan
3. Include your CV/resume in the packet for the preceptor
4. Discuss the content with your preceptor prior to starting in your clinical rotation
5. Have the preceptor sign the Practicum Education Plan and Information for Preceptor form
6. Email the signed verification form to your faculty and to the Clinical Coordinator *prior to starting any clinical experience*. If this is not completed, then no clinical hours will be accepted until the process is complete.
7. The Clinical Coordinator must sign the document prior to you sending it to the faculty member.

Clinical Faculty's Responsibility:

1. Account for the signed Practicum Education Plan Information for Preceptor form from your students within the first 3 weeks of classes (example will be to have a S/U in the gradebook and your course syllabus); forward Practicum Education Plan forms to Program Coordinator.

Additional Practicum Guidelines

1. Attendance at all practicum rotations is mandatory for the entire number of hours required.

******Please note- →**

Contracts and pre-requisite paperwork must be received **before** anyone can begin clinicals. This is mandatory. If any hours are performed without the proper clearance, the hours will not be counted. We must have all the legal documents before your starting any clinical hours.

We must have your projected schedule in the appointed area on Canvas before you begin your clinical hours. Please list your name, location (with address). Preceptor's name, and a number where we can reach you. It is very important that we know where you are practicing at all times. If your schedule changes, please notify your faculty and also place a revised schedule in Canvas.

You may submit projected schedules as you arrange them with each specialty. You are NOT required to know all dates at once....You will be able to submit more than one schedule in CANVAS for projected schedules over the period of the semester.

WE MUST KNOW WHERE YOU ARE! Be sure to let us know if your posted schedule changes (i.e. Your preceptor has an unplanned absence, or you do) and post the revised schedule. This will be important, so you do not miss the opportunity to complete your notes. **You must have your clinical notes completed within 10 days from the first day of your clinical rotation.** If this is not followed, a grade of “zero” will be assigned for that note unless your instructor grants you an extension.

2. You must complete and clearly document the required minimum clinical hours in the role of an EHSL student in Typhon under Conference Logs. For each entry, the time spent with a preceptor must be aligned with one of the AONL Core Competencies listed above. When documenting and recording hours, be sure to designate which core competency was met during each clinical/preceptor experience.
3. Be sure to dress professionally and in accordance with the CON policy when in clinicals- Remember that you are a representative of FSU CON.

Clinical Clearance

This process involves 4 steps:

Step 1: Qualtrics Request: Please follow the link provided to initiate an evaluation of your clinical clearance. This request serves as notification by the student that he/she plans to do clinical rotations and would like clearance. Without this request, the clearance will not be initiated and will result in possible delays in completing clinical hours.

https://fsu.qualtrics.com/jfe/form/SV_56dpTSlttoMU5cZn

Step 2: Typhon request: If your preceptor is not in Typhon, please follow the instructions provided to request approval for your preceptor to be added to the approved list. If your preceptor is already on Typhon, this step is not required

Step 3: PEP Completion: See information provided.

Step 4: Complio (American Databank) Completion: See below.

For the health and safety of nursing students and the patients encountered in the nursing program, the FSU College of Nursing and participating agencies require current documentation of CPR, health status, immunizations, and health insurance. It is the responsibility of each student to upload documentation to American Databank (and keep current) for the following:

- Physical exam
- Immunizations (MMR, Varicella, Hep B)
- Influenza – renewed seasonally
- CPR
- TB/PPD – renewed annually
- Current ARNP License –
- Affidavit of Good Moral Character – renewed annually

- Personal Health Insurance
- Driver's License
- Authorization and Disclosure Form
- Essential Functions Form
- VECHS Waiver Agreement
- FDLE Background Screening – schedule through American Databank; renewed annually
- Drug Screening – schedule through American Databank; renewed annually

This documentation must be on file with American Databank for students to obtain Clinical Clearance. Clinical Clearance will be issued when all documentation is approved. For any questions, please contact the company or CON representative Katie Lambert (kel22g@fsu.edu) American DataBank is available to assist you Monday-Friday 7am-6pm MST or you can contact them by email complio@americandatabank.com or by calling 1-800-200-0853.

No clinical experiences are to be conducted until all documentation is complete and the student has clinical clearance from the Clinical Coordinator. Unapproved hours will not be counted toward clinical hours for the course. Please note: even if your preceptor is a CON faculty, you still need to submit all the appropriate paperwork for your faculty preceptor.

Some facilities/offices require an affiliation agreement with CON. These contracts take time to complete (sometimes up to 3 months). Please begin this process the semester prior to the planned experience. If the CON does not have a current contract with a clinic or facility, the student must provide the Clinical Coordinator a contact at the facility in order to initiate the agreement. Please contact Katie Lambert (kel22g@fsu.edu) for information regarding your specific facility request/agreement on file.

Practicum Education Plan (PEP):

At the beginning of the semester, the student will upload their completed PEP prior to beginning any clinical time. This form must be signed and dated by the preceptor and student and then must be sent to Katie Lambert (kel22g@fsu.edu) for signature. All information requested on the preceptor form must be provided and complete before submission. Scan and email to kel22g@fsu.edu (Katie Lambert) or upload and share using One Drive app. *The student may not attend clinical until receiving final clearance from-Katie.* Incomplete forms will result in the student being unable to attend clinical in a timely manner.

Practicum Education Plan (PEP) Process Guidelines:

Faculty, Clinical Coordinator and Student responsibilities:

- A new PEP is required for each clinical rotation and for each preceptor.
- The completed PEP form is the tool that will be used to evaluate the student's clinical performance; completing objectives is a key portion of the evaluation process-both by the Preceptor and the Clinical Faculty member.

- Student fills out student demographics, preceptor demographics & faculty contact information on the PEP.
- Student adds specific course description and course objectives to the PEP.
- Student formulates 5 specific & measurable goals for the clinical experience. Clinical Faculty or the Program Coordinator can assist students with objectives, if needed.
- Student adds the number of clinical hours and dates for the clinical experience.
- After reviewing the 5 objectives on the PEP, the Student and Preceptor sign the PEP form.
- The student sends the PEP to the Clinical Coordinator.
- The Clinical Coordinator signs the PEP form, after the preceptor and student, indicating that the student's clinical rotation is deemed suitable, and the student has clinical clearance to begin clinical rotation.
- The Clinical Coordinator sends signed copy back to the student and the student is cleared to start clinicals.
- At the end of the semester, the Clinical Faculty will submit the signed PEP form to Program Coordinator to be placed in the student files.

Clinical Rotation and Preceptor Request

- Each student must submit a signed PEP to the Clinical Coordinator (see above).
- Each student must do a clinical request using Qualtrics (this must be done every semester even if the student is rotating with the same preceptor as the previous semester).
- Each student must submit a preceptor request on Typhon and add preceptor CV and license to Typhon.
- All of this is REQUIRED for approval of the clinical rotation. Unapproved hours will not be counted toward clinical hours for the course.

**THE FLORIDA STATE UNIVERSITY
COLLEGE OF NURSING GRADUATE PROGRAM**

**PRACTICUM EDUCATION PLAN
To be completed and submitted as per instructions above**

Semester & Year _____

Course Number and Course Name. _____

Student:

Address:

Telephone:

Primary Preceptor

Address:

Clinical Faculty:

COURSE DESCRIPTION: Copy and paste Course Description

COURSE OBJECTIVES: Student copy and pastes Course Objectives

PERSONAL OBJECTIVES: (List at least five (5), specific and measurable personal objectives for each clinical experience. These objectives should be reflected in the student's clinical log and the student should be prepared to discuss personal objective achievements/progress with the Clinical Faculty.)

By the end of this rotation, the student will:

1. Student formulates personal objectives
2. Student formulates personal objectives
3. Student formulates personal objectives
4. Student formulates personal objectives
5. Student formulates personal objectives

Expected Clinical Experience Hours with this Preceptor:

BEGINNING DATE: _____ ENDING DATE: _____

Student

Date

Preceptor

Date

Clinical Coordinator

Date

Clinical Faculty

Date

INFORMATION FOR PRECEPTORS OF EXECUTIVE HEALTH SYSTEMS LEADERSHIP STUDENTS

The purpose of the precepted clinical experience is to provide the EHSL student with an opportunity to participate with healthcare and leadership experts in the fields including, but not limited to, management, finance, human resources, policy, systems management, program evaluation, safety, and change management.

Students cannot complete a clinical rotation on any unit or clinic where they are employed or receive payment for services of any kind while obtaining clinical hours. In addition, the student may not engage in clinical rotations with the same preceptor or location for more than two semesters. Students may NOT provide care to patients in sites, agencies, or hospitals in which they do not have prior approval. Students are approved to provide patient care with their preceptor(s) of record who are present and working alongside the student while providing direct supervision.

Typhon NPST™ Patient Records

Typhon NPST™ (pronounced “TY-fun”) is a clinical data management system that will aide in the student clinical experience and job search after graduation. Students pay a one-time fee to register for Typhon; it can be used throughout the clinical courses and up to 5 years after graduation. Typhon will be utilized to log clinical experiences, create an electronic student portfolio, manage external documents (preceptor resumes, licenses, etc.), as well as generate detailed reports of clinical experiences. This electronic logging system becomes part of the student’s permanent file and substantiates the Dean of Graduate Studies and/or Clinical Major Coordinator’s recommendation of the student in applying for certification upon graduation (A complete listing of clinical hours and experiences may be required by the testing agency at the time of Board Certification application, application for State certification, and/or hospital credentialing).

Typhon NPST™ Instructions:

1. You will receive an email from the Typhon NPST™ system with your account information (unless already set up from a previous semester). You must set up your account within 24 hours of receiving this email. It is imperative that you use your FSU Email only!!
2. You will then purchase access to Typhon. When you initially log-in, you are automatically directed to a credit card payment page where you pay the fee. Once payment is approved, the system automatically activates your account and you can begin using the system. Please change your password from the default. You will also need to accept the end-user license agreement.
3. Students can access the website on their handheld devices at no additional charge.

4. Students requiring additional technical support can access the Student Frequently Asked Questions (FAQ) found at: <http://www.typhongroup.net/help/> or may complete an online support ticket through Typhon with a response time of approximately one (1) business day.
5. The “Support Tickets” page is available on your main menu when you log in to your online account. Press “Create New Ticket” and fill out the form completely, outlining your issue and any troubleshooting you have already tried.
6. Helpful tutorials related to your use of Typhon can be accessed under the “Help” section on the main menu. Please view these tutorials prior to starting a clinical course.

Student Responsibility:

1. It is your responsibility to keep and maintain an up-to-date clinical data base.
2. Expectations vary from course-to-course. It is the student’s responsibility to read the course syllabus and speak with course faculty to confirm the required components of documentation in Typhon.
3. There is a learning curve—this is a lot of information to collect. Most students say that the first few days it may take 5-10 minutes to enter each encounter but that drastically drops by the end of the first week.
4. **Clinical logs are due with 14 days of your clinical experience!!!** You should always try to enter each day’s encounters on the actual day. If you get into the habit of doing today’s cases today, you won’t have to worry about a deadline, and it will help you get past the learning curve more quickly.
6. Don’t forget to monitor your “missing information” screen. Clear it each day while the data is still fresh in your mind.
7. If you have a clinical question related to content entry requirements contact your course faculty.

Again, clinical logs are due within 14 days of your clinical experience; we recommend completing the logs as soon as possible after your clinical so specifics can be captured in your documentation. Clinical logs will be locked after 14 days and you will not be able to receive credit hours for late clinical logs.

Submission of a clinical log for each preceptor encounter into the Typhon system is a mandatory expectation of all clinical experiences. Again, your work in Typhon will be a graded effort within your courses and is essential in certifying your competence to sit for boards after graduation. Each student is responsible for maintaining and keeping achieved records of his or her own clinical experience logs for class and personal use.

Student Access to the Preceptor List in Typhon NPST™ →

Students and faculty can view an electronic directory of approved FSU graduate

Requesting Preceptors and Clinical Site additions to the Preceptor List

1. If your preceptor is not already listed within Typhon, students should request additions to the preceptor list. Please note it is the discretion of each Specialty/Program Director and/or clinical/theory faculty member to approve the use of a clinical preceptor and clinical site.
2. All requests must be approved by an FSU Typhon Administrator (or their designee) before the person becomes part of the official list.
3. Students access the request area on their “Setup Default Choices” page by clicking “REQUEST ADDITION” next to the preceptor drop-down list.
4. Students are required to enter all preceptor/ site information.
5. Once a student request has been made, the system will automatically notify the Typhon Administrator (or their designee) that a request is pending. Please allow at least 48-72 hours for this request to be reviewed.
6. Students will automatically be notified when action is taken on their request.
7. Incomplete or inaccurate data will result in the request being denied
Students are required to enter the following information:
 - Specialty
 - Practice/Group Name
 - Preceptor LAST NAME, First Name (the last name entered in ALL CAPITAL LETTERS)
 - Credentials (APRN, M.D., D.O., PA, LCSW, MFT, etc.)
 - E-Mail
 - Phone #
 - Alt. Phone #
 - Fax #
 - Address
 - City
 - State
 - Zip/Postal Code
 - Hospital Affiliation
- Once a student request has been made, the system will automatically notify the FSU, CON Typhon Administrator (or their designee) that a request is pending. Please allow at least 48-72 hours for this request to be reviewed.

Adding Preceptor License and CV to Typhon:

1. Request new preceptor in Typhon if you cannot see the preceptor on the list (See instruction below)
 - a. We have enabled features to allow you to place more demographic information in this section.
2. On your main page, section #3 Other Activities & Reports you will find a section named External Documents.
 - a. We would like you to upload the preceptor CV and Copy of License in this section.
3. The Preceptor Requests in Typhon will be checked every day. Once a preceptor is approved, their name will populate as a choice in Typhon.

Setting:

At the beginning of the semester, please describe your clinical setting(s), and types of clients usually encountered in this setting and submit to your clinical instructor. Please use the Clinical Site Description form to do this and submit it under the appropriate assignment area.

Log Entries:

The log will track the total time spent in clinical and should include the preceptor site, date, AONL competency your experience is associated with and a brief comment.

This is the same manner you will be keeping track of your clinical hours throughout the program. Make sure that you select the correct class to make your entries. For example, this semester, the student would select NGR5053L to make clinical log entries. Any entries logged into an incorrect area of typhon must be corrected by the student before the end of the semester.

Typhon Case Log Totals (Graphical): You will need to print/download and then upload to the appropriate assignment tab in Canvas the Graphical Typhon Case Log Totals reflecting your entire clinical course hours for the semester.

Evaluations

Evaluation By Preceptor: **This rating of the student will become a part of their clinical evaluation. The Final Clinical grade is either Satisfactory or Unsatisfactory and will be based on the student's self-evaluation, the Preceptor's rating, and the Clinical Faculty's evaluation. If the student's performance, as evaluated by the Preceptor or Faculty, is below satisfactory on ≥ 2 of the behavioral objectives, the student automatically receives a failing grade for clinical performance. To assist students who are having difficulty in clinical settings, Preceptors and Clinical Faculty should meet immediately when they determine that a student will receive a less than satisfactory rating on ≥ 1 behavioral objective(s).**

Evaluation of Preceptor By Student: Form must be completed by student at end of semester

Self-Evaluation: Form must be completed by student at end of semester

Faculty consultation with Preceptor is required during the semester. It is the student's responsibility to ensure this occurs. Once the faculty member meets with the preceptor (via email or phone call whichever the preceptor prefers), the student must meet with the faculty to discuss clinical performance. This meeting will generally occur via zoom, phone call or email and will be arranged at a date/time convenient for the faculty and the student.

Class meetings

Even though our program is online it is **expected** that each faculty set up a time to meet with the student via Zoom during the semester. Suggest you set the first meeting up within the first 2 weeks at the start of the semester, then one at mid-term and then one within the last 2 weeks. These course meetings are not mandatory of the student but highly suggested. This allows a much better flow of information to and from students. The Zoom information is in each canvas course. Please contact your instructor or Mr. Jamie Marsh at jmarsh@nursing.fsu.edu to assist you with connecting to Zoom.

Required Course Documents

The following are the required course documents that need to be turned in to your course instructor:

Clinical site Information (beginning of course)
Clinical summary sheet/typhon summary sheet (end of course)
Preceptor evaluation by student (end of course)
Documented meeting notes with Preceptor by faculty (end of course)
Student self-evaluation (end of course)
Student evaluation by preceptor (end of course)
EHSL Clinical Summary Form (end of each course)

The course instructor will submit the completed documents to the Clinical Coordinator, which will be placed in the student's file after review.

Faculty teaching a clinical course should meet students' preceptor to chat /email about the student's progress at midterm and end of the semester. Once you have a midterm evaluation you need to schedule a meeting with the student to discuss the evaluation.

Forms for EHSL Program

Florida State University College of Nursing Executive Health Systems Leadership DNP Program Clinical Performance Evaluation

Student Name: _____

Course Name/#: _____

Preceptor Name, Credentials and Location:

Semester/year: _____ Type of Evaluation: () Mid-term () Final

Who Performed Evaluation: _____

Evaluation Key:

Above Average: Consistently demonstrates independent practice behavior. Utilizes abstract and analytic thinking. Care is excellent and organized.

Satisfactory: Frequently demonstrates independent practice behavior. Utilizes evidence and standards with additional knowledge and experience. Provides individual care.

Needs further development: Occasionally demonstrates independent practice behavior but further practice is needed at this time. Needs to utilize evidence-based care more with additional individual care.

Unsatisfactory/poor: Often demonstrates dependent practice behavior, requiring constant direct supervision without evidence of improvement at a satisfactory level. Care is rigid and inflexible without an ability to demonstrate consistent safe or appropriate practice.

N/O: no opportunity to observe this behavior.

Note: This rating of the student will become a part of their clinical evaluation. The Final Clinical grade is either Satisfactory or Unsatisfactory and will be based on the student's self-evaluation, the Preceptor's rating, and the Clinical Faculty's evaluation. If the student's performance, as evaluated by the Preceptor or Faculty, is below satisfactory on ≥ 2 of the behavioral objectives, the student automatically receives a failing grade for clinical performance. To assist students who are having difficulty in clinical settings, Preceptors and Clinical Faculty should meet immediately when they determine that a student will receive a less than satisfactory rating on ≥ 1 behavioral objective(s).

EHSL Track Outcome - Objective	Above Average	Satisfactory	Needs Improvement	Not Observed
Demonstrate leadership within healthcare systems to adopt strategies to improve quality and safety by integrating knowledge of evidence-based practice into advanced decision-making through the evaluation and translation of evidence into practice.				

Analyze, apply, and incorporate applicable information and technology that will improve and transform care at the individual and population level.				
Promote and participate in intra- and interdisciplinary partnerships to advance the level and quality of healthcare across populations and systems through effective leadership and communication.				
Utilize knowledge of health policy to facilitate advocacy initiatives, social justice, and ethical care by employing foundational principles of integrity to guide healthcare systems acting as a patient advocate in the delivery of quality healthcare.				
Assume advanced leadership roles in organizations and systems, which positively impact the health of individuals and populations through guiding and collaborating with interprofessional teams to provide high quality, safe, and cost- effective, focused care to meet the needs of diverse multi-faceted populations and systems.				

Comments:

(Student Signature)

(Date)

Attention: The Preceptor's written evaluation is a critical component of this student's overall course evaluation. By signing this, you are attesting that the above comments are accurate, and that the student performed and completed clinical hours with the preceptor for this semester.

(Preceptor Signature)

(Date)

SELF-EVALUATION - CLINICAL EXPERIENCE

Student: _____ Date: _____

Course: _____

Strengths:**Areas for Improvement:**

Total hours. _____

Date Completed _____

Student signature _____ Date:

Track Coordinator or Assistant Dean _____ Date:

Rubric-Telephone Evaluation of Student by Preceptor by Faculty

1. How would you rate the student's overall performance thus far?
2. Is the student able to develop a rapport with clinical staff, patients, families, and leaders within the organization?
3. Does the student maintain professionalism in appearance and conduct?
4. What is the student's level of participation in patient care?
 - a. Observer
 - b. Participant
 - c. Independent provider with preceptor supervision
5. How is the student progressing?
6. Does the student maintain a high level of enthusiasm for learning?
7. Are there any issues or concerns regarding the student that you would like to discuss?

Part I: Doctor of Nursing Practice Essential Table

Student must enter the course number that you completed within your entire program of study that fits the DNP Essential. For example: Essential I Scientific Underpinnings for Practice, number 1, you should include all courses that you completed that fall under this essential. Just list the course number in the completed box. Once you have completed this table you will give it to your clinical instructor. Your clinical instructor will submit it to track coordinator to be placed in our student file.

Doctor of Nursing Practice Essential Table		
Student Name (print): _____		Date: _____
Essential I: Scientific Underpinning for Practice	Completed place an X	Completed put course #
1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.		
2. Use science-based theories and concepts to: <ul style="list-style-type: none"> a. determine the nature and significance of health and health care delivery phenomena; b. describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and c. evaluate outcomes 		
3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines		
Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking	Complete place and X	Completed put course #
1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences		
2. Ensure accountability for quality of health care and patient safety for populations with whom they work. <ul style="list-style-type: none"> a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems. b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality-of-care delivery. c. Develop and/or monitor budgets for practice initiatives. d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes. e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers. 		
3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in-patient care, the health care organization, and research.		
Essential III: Clinical Scholarship and Analytical Methods for Evidence Based Practice	Completed put an X	Completed put Course #

1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice		
2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends		
3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.		
4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment		
5. Use information technology and research methods appropriately to: <ul style="list-style-type: none"> a. collect appropriate and accurate data to generate evidence for nursing practice b. inform and guide the design of databases that generate meaningful evidence for nursing practice c. analyze data from practice d. design evidence-based interventions e. predict and analyze outcomes f. examine patterns of behavior and outcomes g. identify gaps in evidence for practice 		
6. Function as a practice specialist/consultant in collaborative knowledge-generating research.		
7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes		
Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care	Completed put an X	Completed put course #
1. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.		
2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.		
3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases		
4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology		
5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness		

Essential V: Health Care Policy for Advocacy in Health Care	Completed put an X	Completed put course #
1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.		
2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy		
3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.		
4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.		
5. Advocate for the nursing profession within the policy and healthcare communities.		
6. Develop, evaluate, and provide leadership for health care policy that shapes healthcare financing, regulation, and delivery		
7. Advocate for social justice, equity, and ethical policies within all healthcare arenas		
Essential VI: Interprofessional Collaboration for Improved Patient and Population Health Outcomes	Completed put an X	Completed put course #
1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products		
2. Lead interprofessional teams in the analysis of complex practice and organizational issues.		
3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex		
Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health	Completed put an X	Completed put course #
1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.		
2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.		
3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and		

socioeconomic dimensions of health.		
Essential VIII: Advanced Nursing Practice	Completed put an X	Completed put course #
1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.		
2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.		
3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes		
4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.		
5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.		
6. Educate and guide individuals and groups through complex health and situational transitions		
7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues		