



FLORIDA STATE UNIVERSITY

COLLEGE OF NURSING

Executive Health Systems Leadership Program Guidelines

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

2024-2025

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Executive Health Systems Leadership DNP

A total of 43 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 nursing. The Executive Health Systems Leadership (EHSL) DNP program includes a total of **43 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 with a focus in executive leadership.

Post-Master's Executive Health Systems Leadership MS-DNP

(Fall Admission Part-Time)

| Fall Semester Y1 2024 8 credit hours | Spring Semester 2025 7 credit hours | Summer Semester 2025 7 credit hours |
|---|---|---|
| <p>NGR 7769 DNP Roles & Leadership within Complex HC Environments (3)</p> <p>NGR 6662 Health Equity & Social Determinants of Health (2)</p> <p>LAW 6725 (4608) Medical Malpractice (3)</p> | <p>NGR 5846 Biostatistics (3) – <i>transfer credits available</i></p> <p>NGR 6826 Methods of Program Evaluation & Quality Improvement (2)</p> <p>NGR XXXX Leadership for Complex Health Systems (2)</p> | <p>NGR 6944L* Executive Health Systems Leadership Practicum I - 60 hours (1)</p> <p>NGR 6811 Theory and Evidence-Based Practice Scholarship (3)</p> <p>LAW 6548 Employment Law (3)</p> |
| Fall Semester Y2 2025 9 credit hours | Spring Semester 2026 8 credit hours | Summer Semester 2026 4 credit hours |
| <p>NGR 6853 Translation of Evidence for Practice (3)</p> <p>NGR 6944L* Executive Health Systems Leadership Practicum II 180 hours (3)</p> <p>NGR 6702 Influencing Change in Healthcare Quality and Safety (3)</p> | <p>NGR 6895 Nursing Ethics and Health Policy in Advanced Practice (3)</p> <p>NGR 6931C DNP Project Planning & Application for EHSL (2) (75 indirect clinical hours)</p> <p>NGR XXXX Strategic Finance for Nurse Executives (3)</p> | <p>NGR 6949 EHSL Immersion Practicum 120 hours (2)*****</p> <p>NGR 6935C DNP Project Implementation, Evaluation & Dissemination for EHSL (2) (75 indirect clinical hours)</p> |
| Program of Study for Post-Master's to Health Systems Leader DNP | | |
| <p>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</p> <p>Minimum graduate school GPA of 3.2 -Minimum two years of progressive healthcare leadership experience</p> <p>43 Credit hours and 510 min. clinical hours (required clinical hours will be based on formal gap analysis)- 150/510 hours are Indirect DNP project</p> <p><small>*Course can be taken 1-5 credits, 5 times max</small></p> | | |

| Course | | Clinical Hours |
|--------------------|--|-----------------|
| | | Direct |
| NGR 6944L | EHSL Practicum I | 60 |
| NGR 6944L | EHSL Practicum II | 180 |
| NGR 6949L | EHSL Immersion Practicum | 120 |
| | | Indirect |
| NGR 6931C | DNP Project Planning and Application for the APN | 75 |
| NGR 6935C | DNP Project Implementation, Evaluation & Dissemination for the APN | 75 |
| Total Hours | | 510 |

Doctor of Nursing Practice (DNP)

Executive Health Systems Leadership BSN to DNP

This major is designed to academically and clinically prepare the nurse to become an Executive Health Systems Leadership Nurse Practitioner. This major includes a total of 76 credit hours of post-baccalaureate study and 1000 clinical hours.

Post-Bachelor's Executive Health Systems Leadership BSN - DNP

(Fall Admission Full-time)

| Fall Semester Y1 2024 9 credit hours | Spring Semester 2025 8 credit hours | Summer Semester 2025 8 credit hours |
|---|--|--|
| NGR 7769 DNP Roles & Leadership within Complex HC Environments (3) NGR 5XXX Contemporary Issues/Trends in Executive nurse leadership (3) NGR 5140 Advanced Patho Concepts in Nursing Science (3) | NGR 6826 Methods of Program Evaluation & Quality Improvement (2) NGR 5XXX Nursing Leadership and Resource Management (3) NGR 5XXX Leadership in Clinical Microsystems (3) | NGR 5XXX Business Management to ensure quality (3) NGR 6944L EHSL Leadership Practicum I (2)- 120 hours - NGR 6811 Theory and Evidence-Based Practice Scholarship (3) |
| Fall Semester Y2 2025 8 credit hours | Spring Semester 2026 10 credit hours | Summer Semester 2026 9 credit hours |
| NGR 6853 Translation of Evidence for Practice (3) NGR 6662 Health Equity & Social Determinants of Health (2) NGR 6702 Influencing Change in Healthcare Quality and Safety (3) | NGR 5846 Biostatistics (3) – transfer credits available NGR 6895 Policy & Legal and Ethical Complexities in Healthcare (3) NGR 5XXXC Health Assessment for Adv. Practice (4)-140 clinical hours | NGR 5172 Pharmacology (3) NGR 6944L* Executive Health Systems Leadership Practicum II - 180 hours (3) LAW 6548 Employment Law (3) |
| Fall Semester Y3 2026 6 credit hours | Spring Semester 2027 7 credit hours | Summer Semester 2027 6 credit hours |
| LAW6725 (4608) Medical | | |

| | | |
|---|--|---|
| Malpractice Law (3) NGR 6944L * Executive Health Systems Leadership Practicum III - 180 hours (3) | NGR XXXX Leadership for Complex Health Systems (2) NGR DNP Project Planning & Application for EHSL (2) (75 indirect clinical hours) NGR XXXX Strategic Finance for nurse executives (3) | NGR 6949 EHSL Immersion Practicum 240 hours (4)**** NGR DNP Project Implementation, Evaluation & Dissemination for EHSL (2) (75 indirect clinical hours) |
| Program of Study for Post BSN to Health Systems Leader DNP | | |
| <p>Applicants must be a graduate of an accredited university or college with bachelor's degree in nursing.</p> <p>Minimum graduate school GPA of 3.2, minimum two years of progressive healthcare leadership experience.</p> <p>71 Credit hours and 1010 clinical hours (required clinical hours will be based on formal gap analysis)- 150 hours are Indirect DNP project.</p> <p><small>*Course can be taken 1-5 credits, 5 times max</small></p> | | |

| Course | | Clinical Hours |
|--------------------|--|-----------------------|
| | | Direct |
| NGR 6944L | EHSL Practicum I | 120 |
| NGR 5XXXC | Health Assessment for Adv. Practice | 140 |
| NGR 6944L | EHSL Practicum II | 180 |
| NGR 6944L | EHSL Practicum III | 180 |
| NGR 6949L | EHSL Immersion Practicum | 240 |
| | | Indirect |
| NGR 6931C | DNP Project Planning and Application for the APN | 75 |
| NGR 6935C | DNP Project Implementation, Evaluation & Dissemination for the APN | 75 |
| Total Hours | | 1010 |

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 hour. Students may NOT provide care to patients in sites, agencies, or hospitals in which they do not have prior approval.

Preceptor Criteria and Field Sites for EHSL

Students are expected to secure preceptors throughout their enrollment with the help of the CON Clinical Coordinator before starting each semester. * See preceptor requirements below. 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. *Ideal field sites include but are not limited to:*

- *Not-for-profit organizations*
- *For-profit healthcare organizations*
- *Acute care organizations*
- *Long-term care organizations*
- *Veterans Administration Offices*
- *Practice Settings*
- *clinics*

Places for your practicum must allow you the opportunity to gain the experiences that will allow you to meet your competencies and course objectives.

Students are not permitted to begin any leadership practicum experiences until they receive a signed Practicum Education Plan (PEP) from the preceptor and Clinical Coordinator confirming clearance, preceptor approval, and the establishment of the requisite practice contract at the clinical site.

For any questions related to preceptor forms or clinical site affiliation agreements, you can contact Katie Lambert at kel22g@fsu.edu.

For any questions related to preceptors or the Practicum Education Plan, please contact your Clinical Faculty or EHSL Program Coordinator, Dr. Allison McHugh, at amchugh@fsu.edu.

Preceptor FAQs

What is the minimum Criteria for EHSL preceptors?

Preceptor of record MUST be an RN- w/ a minimum MS/MSN,MBA (DNP or PhD preferred).

Ideally, years of experience more than preceptee

Ideally, leadership experience more than preceptee

Can my preceptor recommend I spend time with other people to gain experience?

Yes, as long as the student captures these hours in Typhon under the conference log and is aligned with achieving identified objectives and goals.

Can I spend time with other non-nursing executives/leaders?

Absolutely. We want you to have a diverse range of experiences across disciplines. It is important that your primary preceptor of record be an RN so they can guide the experiences that align with a DNP nurse executive and the competencies required. The only ask is that you capture all activities in Typhon under conference logs and specify who you met with and what experiences you were able to participate in.

Can I have a different preceptor for practicum I and II?

Yes, as long as they are approved by the FSU process and meet min criteria

Can I have virtual meetings as part of my practicum?

Yes, as long as they are approved by your preceptor, if they are not with your preceptor . At times it may be that your preceptor can provide additional recommended expertise through offering other experiences for you to learn with other executives. As long as they are aware of these meetings it is ok. It is also encouraged that you work with your preceptor on certain work that you can do (above and beyond your current role) that you can apply to the development of core competencies you wish to gain.

Preceptor Guidelines

At the beginning of each Practicum semester, the student will provide each preceptor with a copy of the Practicum Education Plan (PEP). The PEP provides the course description, course objectives, the student's personal objectives, as well as the Clinical Instructor information. The preceptor will adhere to the PEP throughout the duration of the leadership rotation.

Information for Students and Faculty Regarding Preceptors

This process was designed to provide guidance to preceptors, ensuring their understanding of expectations and roles in facilitating DNP students' development of the knowledge, skills, and attitudes necessary to deliver optimal care to patients and families.

Student's responsibility:

1. Complete the Practicum Education Plan (PEP) 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 your clinical rotation.
5. Have the preceptor review and sign the Practicum Education Plan.
6. ***Prior to beginning any clinical experience, email the PEP signed by yourself and your preceptor to the Clinical Coordinator for a signature and upload the document to the appropriate section in Canvas. This step is very important, for clinical hours will not be accepted until this process is finalized.***

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).
2. Review Typhon logs.
3. Ensure all clinical evaluations and assignments are uploaded to Canvas throughout the semester.
4. Forward all evaluations to the Clinical Coordinator at the end of the semester for review.
5. Faculty meet with students and preceptors throughout the semester.
6. Ensure student portfolios are comprehensive and completed each semester

Clinical Rotation and Preceptor Request Process

- Each student is required to submit a signed Practicum Education Plan (PEP) to the Clinical Coordinator as outlined above.
- Additionally, each student must complete a clinical request using Qualtrics. This step is mandatory every semester, even if the student is rotating with the same preceptor as in the previous semester.
- Furthermore, each student must submit a preceptor request on Typhon and include the preceptor's curriculum vitae (CV) and license.

Practicum Guidelines

1. **Completion of all** assignments and practicum hours identified on your PEP is mandatory or you will receive an Incomplete for this course. The only exception to this, is if you identify you are not going to be able to achieve these before mid-term. If you do not complete your minimum number of hours you will need to make those up the next semester, review your plan of study extending your program of study or you may not be able to graduate.

Please note:

Requirements and Procedures for Clinical Placement:

- All contracts and prerequisite paperwork must be submitted before the initiation of clinicals. This is mandatory. Any hours performed without proper clearance will not be counted. We require all legal documents before any clinical hours commence.
2. **Communication of Schedule Changes:** *It's imperative that we are aware of any changes to your projected schedule.* Whether it's due to an unplanned absence by your preceptor or yourself, please **communicate with your faculty in real time.**
 3. **Completion of Required Hours:** You must complete and clearly document the required minimum clinical hours in the role of an EHSL student in Typhon under the Conference Logs section. 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.
 4. **Students are not permitted to complete any clinical hours outside of the designated semester dates.**
 5. **Professional Attire:** When attending clinicals, adhere to the College of Nursing policy regarding professional attire. Remember, you represent FSU CON, so dress accordingly.

Clinical Clearance

Per the FSU College of Nursing Graduate Student Handbook:

This process involves 4 steps:

Step 1: Qualtrics Request: Please use the provided link to initiate an evaluation for your clinical clearance. This request indicates your intention to participate in clinical rotations and request clearance. Failure to complete this request will result in a delay in the initiation of clearance, potentially affecting your ability to complete clinical hours on time.

https://fsu.qualtrics.com/jfe/form/SV_56dpTSlt0MU5cZn

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: Complio (American Databank) Completion: See the information provided 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 unencumbered APRN License (for APRN students)
- Current unencumbered RN 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.

It is important to note that even if your preceptor is a College of Nursing faculty member, you must still submit all required paperwork for your faculty preceptor.

Certain facilities or offices may necessitate an **affiliation agreement** with the College of Nursing. These contracts can take considerable time to finalize, sometimes up to 3 months. It is advised to initiate this process during the semester preceding the planned clinical experience. If the College of Nursing does not currently have a contract with a clinic or facility, the student must provide the Clinical Coordinator with a contact at the facility to initiate the agreement process. For information regarding your specific facility request or agreement on file, please contact Katie Lambert at kel22g@fsu.edu.

Step 3: PEP Completion: See the information provided below.

Practicum Education Plan (PEP) Process Guidelines:

Faculty, Clinical Coordinator, and Student Responsibilities

- **New PEP for Each Rotation:** A new Practicum Education Plan (PEP) is required for every clinical rotation and for each preceptor. You can find a clean copy of the PEP on the CON Graduate Program Canvas site under “Forms” or by clicking on the following link: https://canvas.fsu.edu/courses/41659/pages/forms?module_item_id=2602708

- **Evaluation Tool:** The completed PEP serves as the primary tool to evaluate the student's clinical performance. Fulfilling objectives is a crucial aspect of the evaluation process, both by the Preceptor and the Clinical Faculty member.

- **Completion of PEP Form:**
 - Student fills out student demographics, preceptor demographics, and faculty contact information on the PEP.
 - Student adds specific course description and course objectives to the PEP. You can find a copy of the EHSL course descriptions and objectives on the CON Graduate Program Canvas site under “Forms” or by clicking on the following link:
https://canvas.fsu.edu/courses/41659/pages/forms?module_item_id=2602708
 - Student develops five specific, appropriate, and measurable goals for each course, showcasing gradual advancement towards achieving independent proficiency in the AONL nurse executive competencies and achievement of the course objectives. . If needed, the Clinical Faculty can assist with objectives.
 - Please follow this link for helpful information on writing SMART Objectives:
https://canvas.fsu.edu/courses/41659/pages/smart-goals?module_item_id=5307779
 - Assistance with objectives is available from Clinical Faculty if needed.
 - Student adds the number of clinical hours and dates for the clinical experience.

 - *It is **critical** that your preceptors contact information be listed on this form, name, phone number, email and best method of communication.*

- **Signing and Submission Process:**
 - After reviewing the 5 objectives on the PEP, both the Student and Preceptor sign the PEP form.
 - The student sends the signed 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 approved, and the student has clinical clearance to begin.**
 - The Clinical Coordinator sends the signed copy back to the student, clearing them to start clinicals. The student must upload the PEP to Canvas before beginning clinical.

- **Hours and goals on your PEP should be in alignment with both the AONL Nurse Executive Competencies and the course objectives (see Attachment 1 for competencies).**

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

PRACTICUM EDUCATION PLAN

Semester & year _____
Course Number and Course Name. _____

Student:

Address:

Telephone:

Primary Preceptor (**Please include credentials and specialty**)

Address:

Preceptor phone

Preceptor e mail

Preceptor preferred method of contact/communication

Clinical Faculty:

COURSE DESCRIPTION: Student copies and pastes Course Description

COURSE OBJECTIVES: Student copies 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.)

These goals must outline how you will meet the course objectives and AONL nurse executive competencies, describe the deliverables you hope to achieve, and demonstrate the measurability of these goals.

By the end of this rotation, the student will:

1. Student formulates personal objectives
2. Etc.....

Expected Clinical Experience Hours with this Preceptor:

BEGINNING DATE: _____ **ENDING DATE:** _____

Clinical Site Description

Practice Name:

Practice Address:

Description of the site:

Student's Anticipated Schedule

Days of the week

Amount of time per day

Total amount of time for this clinical site:

Student

Date

Preceptor

Date

Clinical Coordinator

Date

Clinical Faculty

Date

Dear Preceptor,

If you are interested in receiving a tuition waiver or preceptor verification letter for being our preceptor, please follow the link and complete the survey. Be sure to complete this survey after EACH semester of service. Thanks so much for helping to educate the next generation!!

https://fsu.qualtrics.com/jfe/form/SV_b7WgswhgRdzuEv4

Documenting Clinical/Conference Hours Process

Typhon NPST™ Patient Records

Typhon NPST™ (pronounced “TY-fun”) is a clinical data management system designed to enhance the student clinical experience and facilitate job searches after graduation. Students are required to pay a one-time registration fee for Typhon, which grants access throughout their clinical courses and for up to five years post-graduation.

Typhon serves multiple purposes, including:

- Logging leadership experiences electronically in the conference log
- Creating an electronic student portfolio
- Managing external documents such as preceptor resumes and licenses
- Generating detailed reports of leadership experiences

This electronic logging system becomes an integral part of the student’s permanent file and supports the recommendation of the Dean of Graduate Studies and/or Clinical Major Coordinator when applying for certification upon graduation. It is important to note that a comprehensive listing of leadership hours and experiences may be required by the testing agency during Board Certification application, State certification application, and/or hospital credentialing processes.

Typhon NPST™ Instructions:

1. Upon receiving an email from the Typhon NPST™ system with your account information (unless previously set up), you must set up your account within 24 hours. *Use your FSU Email exclusively for this purpose.*
2. After account setup, you will need to purchase access to Typhon. Upon initial login, you will be directed to a credit card payment page to complete the payment process. Once payment is approved, your account will be automatically activated. Please change your password from the default and accept the end-user license agreement.
3. Students can access the Typhon website on their handheld devices at no additional charge.
4. For additional technical support, students can refer to the Student Frequently Asked Questions (FAQ) or submit an online support ticket through Typhon. Response time is typically one (1) business day.
5. Access the "Support Tickets" page on your main menu after logging into your online account. Select "Create New Ticket" and provide complete details regarding your issue and any troubleshooting steps you've already attempted.

6. Find helpful tutorials related to Typhon usage under the "Help" section on the main menu. We recommend reviewing these tutorials before beginning a clinical course. You may also review the Typhon and PEP informational video on the CON Graduate Program Canvas site or by clicking on the following link:
https://canvas.fsu.edu/courses/41659/pages/typhon-and-pep-video?module_item_id=3743198

Requesting Preceptors and Clinical Site Additions to the Preceptor List

1. If your preceptor and/or clinical site is not already listed within Typhon, students should request additions to the preceptor list. Please note that the approval of a clinical preceptor and clinical site is at the discretion of each Specialty/Program Director and/or clinical/theory faculty member.
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 can 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.
8. 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 (RN with minimum MS, APRN, 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. If the preceptor is not visible on the list in Typhon, request the addition of the new preceptor (see instructions below). We have enabled features to allow you to provide more demographic information in this section.
2. On your main page, in section #3, Other Activities & Reports, you will find a section named External Documents. We would like you to upload the preceptor's CV and a copy of their license in this section.
3. The Preceptor Requests in Typhon are checked daily. Once a preceptor is approved, their name will appear as a choice in Typhon.

Setting:

At the beginning of the semester, please provide a description of your leadership setting(s) and the types of experiences typically encountered in this setting. Utilize the PEP form for this purpose and submit it under the appropriate assignment area to your clinical instructor.

Student Responsibility:

1. It is your responsibility to maintain an up-to-date conference log reflecting your hours.
2. Please review the course syllabus and consult with the course faculty to confirm the required documentation components in Typhon.
3. Aim to enter each day's conference logs on the same day. At a minimum, please enter your hours to reflect your weeks activities.
4. *The documented hours in Typhon should match the completed clinical hours listed during mid-term and final clinical evaluations each semester. Please make sure that your actual hours are entered as they are completed in real-time.*

Submission of a conference log for each preceptor encounter into the Typhon system is a mandatory expectation of all leadership experiences. Again, your work in Typhon will be a graded effort within your courses and is essential as part of the completion of this program. Each student is responsible for maintaining and keeping achieved records of his or her own experiences in the conference logs for class and personal use.

Student Access to the Preceptor List in Typhon NPST™

Students and faculty can view an electronic directory of the approved FSU graduate preceptor list.

Log Entries:

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

Ensure that you *select the correct course* when making your entries. For example, in the first semester, the student would select **NGR 6944L** for conference log entries. Any entries logged into an incorrect area of Typhon must be corrected by the student before the end of the semester. This is the same manner you will be keeping track of your hours throughout the program.

Typhon Case Log Totals (Graphical):

Print/download the *Graphical Typhon Case Log Totals* reflecting your entire course leadership hours for the semester. Upload this document to the appropriate assignment tab in Canvas.

Class meetings

While the Graduate Nursing Program at FSU primarily operates in an asynchronous and synchronous online format, it is important to note that it is not a correspondence program. Each faculty member is expected to schedule time to meet with the student via Zoom during the semester for all leadership practicums. We suggest scheduling the first meeting within the first 2 weeks at the start of the semester, followed by one at mid-term, and another within the last 2 weeks. While these course meetings are not mandatory for students, they are highly recommended. This allows for a much better flow of information to and from students.

Please review the syllabus for each course to determine mandatory meeting times. Information regarding scheduled meetings can be found in the "Zoom" app on the course site within Canvas. If you have any questions or encounter issues regarding Zoom, please contact Mr. Jamie Marsh at jmarsh@nursing.fsu.edu for assistance.

Required Course Documents

To ensure success in the course, the following **CRITICAL** course documents must be submitted to your course instructor:

1. **Practicum Education Plan with leadership site information** (submitted at the beginning of the course)
2. **Conference Log Sheet/Typhon summary sheet** (submitted at the end of the course)
3. **Documented meeting notes with Preceptor by faculty** (submitted at the end of the course)
4. **Preceptor Evaluation of Student** (submitted at mid-term and end of course)
5. **Student Evaluation of Preceptor and Clinical Site** (submitted at the end of the course)
6. **Student Self-evaluation** (submitted at the end of the course)
7. **Formative evaluation** (mid-term and end of semester)
8. **EHSL Typhon Conference Log** (end of each course)
9. **Portfolio**

All of the above documents contribute to the partial completion of the student portfolio. Please refer to the rubric below for portfolio instructions.

The course instructor will submit the completed documents to the Clinical Coordinator to be reviewed and placed in the student's file in the Student Services Office.

Evaluations

Evaluation of Student 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 and Clinical Site By Student: Form must be completed by the student at the end of each semester.

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

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

Faculty consultation with the preceptor is required at the end of 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.

Portfolio

Portfolio – The Portfolio is a professional requirement of the DNP program. It is a way for us to demonstrate your ability to meet the objectives of each of our practicums, including the final immersion and the track (EHSL) outcomes. The Immersion is a culmination of all of the courses in the program and a way to demonstrate the ability to meet the DNP program outcomes providing examples of your work.

The practicum portfolio is a comprehensive folder used to succinctly organize and document evidence of the activities involved in the leadership practicum experiences.

Each student is responsible for combining their files into a single PDF, creating one portfolio to submit for each practicum and upon graduation. Save each portfolio, as you will need them to create your final portfolio before graduating.

The portfolio must contain the following, including **but not limited to**:

1. **Title Page.**
2. **Table of Contents.**
3. **Introduction Section** (paragraph format describing the focus of the practicum experience, the setting(s), the goals, purpose, roles, and contents of the portfolio).
4. **Preceptor Information: PEP -each practicum**
5. **Practicum Log.** Demonstrate the student's ability to meet the required objectives, activities, and practicum hours for the Doctor of Nursing practice in nursing administration program.- a copy of this log must be uploaded, include all practicum hours, and DNP project I and I (150 hours indirect).
6. **Formative Evaluation Tools** (submitted mid-term and final). This is mandatory. It is the faculty's way of documenting our communication and feedback to you. Your faculty will read and respond. This is part of your clinical grade.
7. **Preceptor Evaluation.** We must have the signed original evaluations from your preceptors by the designated date. You may place a scanned copy in the assignment tab in Canvas as well as including them in your portfolio.
8. **Student's Evaluation of preceptors and clinical sites-** again, scanned copies should be placed into your portfolio.
9. **Conclusion-**Student should reflect on the data as related to the course objectives. All course objectives must be addressed. Student should use specific examples how they address each objective.

****Additional details regarding the portfolio will be outlined in Canvas under assignments and modules for each practicum each semester.**

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)

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

**NGR (place number for course here)
(Place name of course here)**

EVALUATION OF PRECEPTOR by (place student name here)

Preceptor: _____

Inclusive Dates: _____

Indicate the extent to which the preceptor(s) met the stated objectives by using the following scale:

 1
 2
 3
 4
 5
Not very effective *Very effective*

- 1. Facilitated the student in meeting clinical objectives.
- 2. Acted as a role model and as a health care provider.
- 3. Promoted optimal understanding of health problems and their management.
- 4. Acted as a resource for clinical decision-making.
- 5. Promoted independent clinical decision-making.
- 6. Provided feedback to the student.

Comments:

Would you recommend this preceptor to other students? ____yes ____no

Clinical Site Evaluation:

Clinical site promoted learning:

Clinical staff was supportive of student and the learning process:

Clinical site was safe for the student and staff:

Other practitioners at the site were welcoming and encouraged a teaching environment:

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

SELF-EVALUATION - CLINICAL EXPERIENCE

Student: _____ Date: _____

Course: _____

Strengths:

Areas for Improvement:

Total hours. _____

Date Completed _____

Student signature _____ Date:

Track Coordinator or Assistant Dean _____ Date:

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

Executive Health Systems Leadership

NGR XXXXL (*place course number here*)

STUDENT FORMATIVE EVALUATION

Scheduled Meeting with Faculty Facilitator (can be via telephone):

_____ with _____

Date _____ **Time** _____ **Place** _____

Specific Strengths Identified:

Specific Weaknesses Identified:

Interventions/Plans to Overcome Weaknesses:

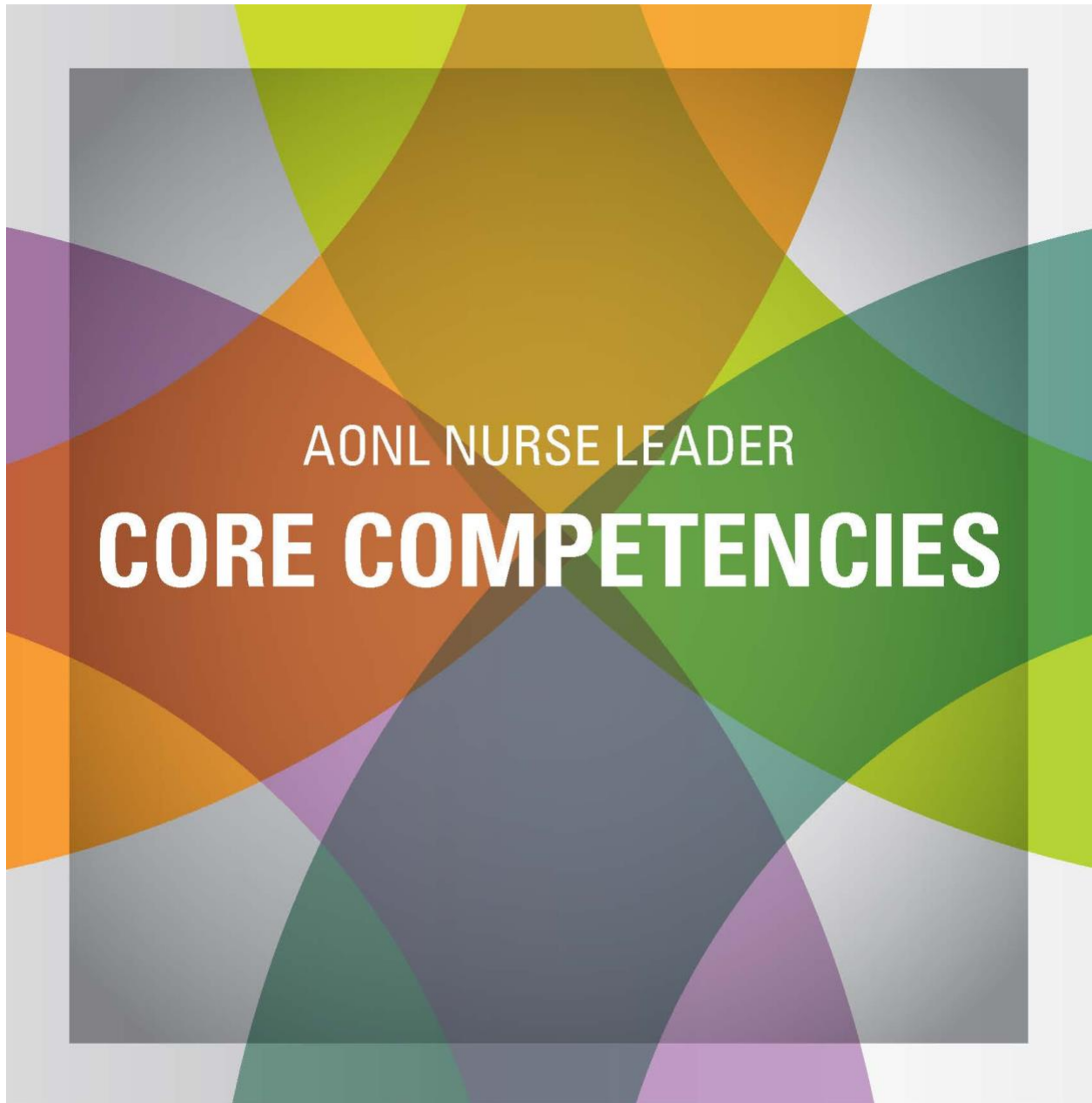
Progress made toward personal objectives for this rotation:

Attachment 1

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?

Attachment 2



OVERVIEW

The AONL Nurse Leader Core Competencies provide the framework for the knowledge, skills, and abilities associated with effective leadership—from first time leaders to experienced executives. The core competencies encompass the breadth and depth of the nursing leadership specialty, across health care settings and leadership roles. These competencies build on the work begun in 2004 as part of AONL’s participation in the Health Care Leadership alliance.



The anchoring domain, **Leader Within**, anchors the five core domains: **Business Skills and Principles; Communication and Relationship Building; Knowledge of the Health Care Environment; Professionalism; and Leadership**. It is the driver of motivation, beliefs, values and interests, and recognizes that the influence and significance of education, experience and understanding oneself is essential. A circle represents each core domain. The gradient border symbolizes the influence of both the art and science of nursing and the open center informs the role specific functional competencies driven by the core domain. The overlap depicts the interrelatedness of the domains in practice. The **Leadership** domain’s placement in the center supports and enables this interrelatedness of requisite knowledge, skills and abilities between and among the core domains.

Reliability and validity for the AONL Nurse Leader Core Competencies are established by periodic job analysis/role delineation studies. These competencies are based on A National Practice Analysis Study, 2022.

AONE, AONL. (2022). AONL Nurse Leader Core Competencies, Chicago, IL: AONE, AONL. Accessed at www.aonl.org • Accessible at www.aonl.org/competencies • Contact aonl@aha.org or (312) 422-2800
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LEADER WITHIN

REFLECTIVE PRACTICE

- Demonstrates reflective practice and an understanding that all leadership begins from within.
- Solicits feedback from trusted sources about personal strengths and opportunities for improvement, incorporating the information into practice.
- Recognizes the contribution of mental models on behavior.

FOUNDATIONAL THINKING

- Learns from challenges, setbacks and failures as well as successes.
- Recognizes the role of beliefs, values and influences in one's own method of decision-making.
- Maintains curiosity and an eagerness to explore.

CAREER DEVELOPMENT

- Seeks coaching and mentorship from others in career planning and development.
- Develops a personal and professional career plan and measures progress.
- Recognizes and responds appropriately to career opportunities.

PERSONAL AND PROFESSIONAL ACCOUNTABILITY

- Participates in life-long learning.
- Maintains competency through nationally recognized certification.
- Participates in professional organizations that advance one's leadership and career development.
- Prioritizes self-care health behaviors through daily practices and routines; practices healthy work-life integration.



PROFESSIONALISM

PROFESSION ACCOUNTABILITY

- Aligns behavior with personal values and determines fit with the organization's culture.
- Ensures a just culture of accountability.
- Ensures the voice of the patient is central and present in decision-making.
- Holds self and others accountable for measurable high quality and cost-effective outcomes.
- Recognizes and responds appropriately to career opportunities for staff and colleagues.
- Exhibits executive presence.

ADVOCACY

- Advocates for health care policy, at all levels of government, as it effects safe, quality, accessible and affordable health care.
- Advocates in the patient's best interest seeking regulatory and or accreditation rule changes when necessary.

HEALTH EQUITY AND SOCIAL DETERMINANTS OF HEALTH

- Implements and maintains optimal, culturally competent health care across the lifespan, in all settings, addressing social determinants of health and health equity.

GOVERNANCE

- Interacts and educates the organization's governing body regarding health care, the value of nursing, and quality and patient safety principles.
- Represents patient care issues to the organization's governing body.
- Represents nursing in the boardroom and C-suite.



EFFECTIVE COMMUNICATION

- Communicates with clarity and integrity to build trust with all stakeholders.
- Identifies and understands diverse communication styles when engaging strategic partners.
- Practices transparency and truth telling.

INFLUENCING BEHAVIORS

Influences and persuades others, builds consensus and gains cooperation from others to share information and accomplish goals.

RELATIONSHIP MANAGEMENT

- Develops and fosters relationships across the care continuum to build alliances and strategic partnerships to achieve common goals.
- Engages and manages conflicts and disagreements in a constructive manner.
- Identifies the internal and external political forces that impact the work of the organization.
- Perceives organizational and strategic realities while incorporating political influences and acts accordingly.
- Recognizes and responds to the organization's impact on stakeholders' views and engagement.



KNOWLEDGE OF THE HEALTH CARE ENVIRONMENT

NURSING PRACTICE AND APPLICATION

- Transforms care delivery models and environmental design to ensure the delivery of safe patient care that is evidence-based, accessible and affordable to all.
- Recognizes the impact of internal and external factors on care delivery and the organizational finances.
- Integrates quality and safety measures for patients into the care environment.
- Formulates objectives and priorities, implementing plans across the continuum of care and practice settings consistent with long-term interests of the organization.

ECONOMICS AND POLICY

- Aligns organizational strategies informed with current developments in health care economics, policy and legislation.
- Influences health care policy, at all levels of government, as it affects safe, quality, accessible and affordable health care.

REGULATION

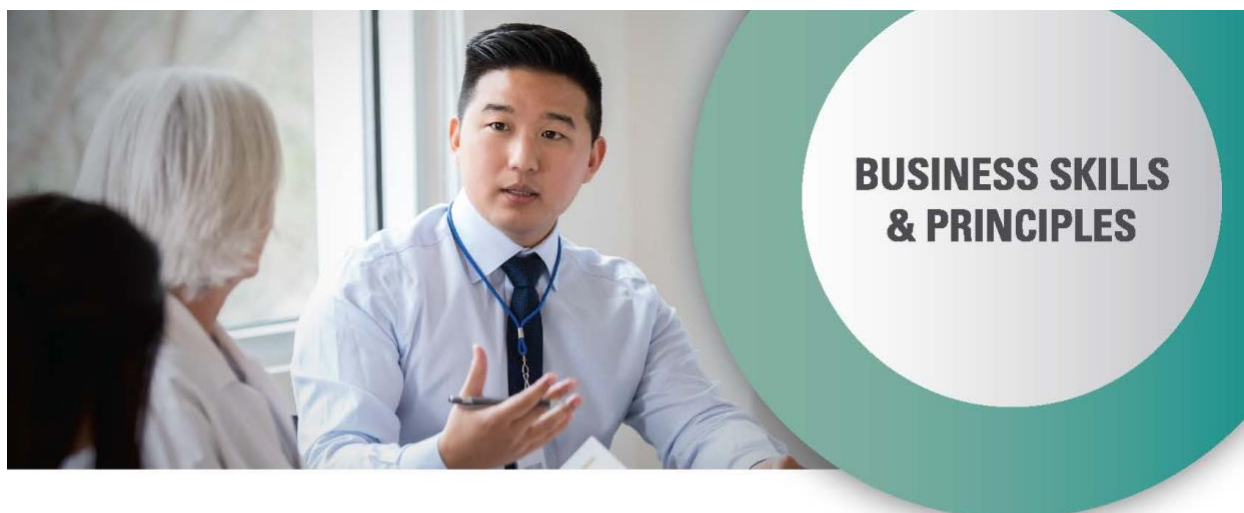
- Ensures compliance with accreditation and local, state and federal regulatory standards.

EVIDENCE BASED PRACTICE

- Leads/translates evidence-based research into practice.

PATIENT SAFETY AND QUALITY

- Ensures the use of patient safety and care improvement sciences.



FINANCIAL MANAGEMENT

- Understands the organization's financial processes.
- Uses concepts of economics, cost benefit analyses and business models to set priorities and measurable goals.
- Manages financial resources using concepts of economics, finance, accounting, cost benefit analysis and effectiveness of business models.
- Supports financial health particularly as it is influenced by nursing and other clinical decisions and outcomes.
- Participates in activities related to system bond ratings, investing and attainment of operating margins.

STRATEGIC MANAGEMENT

- Fosters high-reliability concepts within the organizational structure.
- Utilizes multiple sources of evidence-based data in goal setting and decision-making.
- Ensures operational objectives are in place to achieve the strategic mission.
- Participates in the negotiation, monitoring and management of contract/service agreements.

- Aligns and creates nursing/clinical objectives, goals and tactics required to achieve the organization's strategic outcomes.
- Recognizes and supports the benefit and impact of technology on care delivery, clinical information and financial outcomes.
- Uses evidence-based metrics to align the organization's goals and objectives with patient outcomes.

HUMAN RESOURCE MANAGEMENT

- Builds and manages a diverse workforce based on organizational, professional nursing, clinical goals and outcomes, data, budget considerations and staffing needs.
- Ensures that employees are appropriately recruited, selected, on-boarded, educated, evaluated and recognized.
- Manages a multisector workforce and a variety of work situations.
- Ensures the presence of a safe and healthful work environment, promoting self-care and empowerment.
- Advances organizational policies that allow employees to practice at the top of education/license.
- Establishes mechanisms to provide identification and mentoring of staff for career progression.



SYSTEMS AND COMPLEX ADAPTIVE THINKING

- Provides visionary thinking to build a shared vision that is articulated to others and influences others to translate vision into action.
- Develops and encourages new insights into situations; questions conventional approaches.
- Encourages new ideas and innovative designs, implements new cutting-edge programs/processes.
- Creates and executes strategies for complex situations.

CHANGE MANAGEMENT

- Acts as a catalyst for change by seeking new information and ideas; rapidly adapts to new information, changing conditions and unexpected obstacles.
- Open to change and new information.

DIVERSITY, BELONGING AND INCLUSION

- Cognizant of unconscious and systemic bias in care delivery and business operations.
- Leads and supports initiatives that address racism, discrimination and bias in care delivery and business operations.
- Encourages creative tension and differences of opinions.
- Fosters an inclusive workplace where diversity and individual differences are valued and maximized to achieve the vision and mission of the organization.

- Develops the ability of others to perform and contribute to the achievement of their goals consistent with the organization's vision and mission.
- Provides feedback and opportunities for others to learn through formal and informal methods.
- Creates, promotes and protects a culture that supports staff, patients/clients and stakeholders.

DECISION MAKING

- Capitalizes on opportunities and takes calculated risks.
- Identifies and objectively analyzes problems; evaluates relevance and accuracy of information, generates and evaluates alternative solutions, makes recommendations and decisions.
- Makes timely decisions even when data are limited or solutions produce unpleasant consequences.
- Understands the impact and implications of decisions.
- Delegates appropriately.
- Fosters professional governance in both philosophy and structure.

TRANSFORMATION AND INNOVATION

- Fosters a culture of inquiry, innovation and transformation with a focus on the future.

THE AONL NURSE LEADER CORE COMPETENCY MODEL®

BACKGROUND

To be successful within and across diverse health care settings, nurse leaders must develop, refine and ultimately master explicit knowledge, skill and ability associated with each competency. Developing leader competencies requires education along with learning experiences, mentorship and coaching opportunities that influence ones' perceptions, mindset and behaviors.¹⁻³ This development is predicated on a model of defined competencies, in response to identified domains, which can be an influential tool to guide the growth and development of nurse leaders.



MEANING EMBEDDED IN THE NURSE LEADER CORE COMPETENCY MODEL®

The multidimensional AONL Nurse Leader Core Competency Model® represents a defined set of core domains that drive, influence and inform the requisite competencies that guide nurse leader practice across the health care continuum and in **all areas** of expertise and spheres of influence in current and emerging nurse leader roles. The core competencies represent the larger framework of the specialty of nursing leadership.

The *anchoring* domain, **Leader Within**, anchors the five core domains: **Business Skills and Principles; Communication and Relationship Building; Knowledge of the Health Care Environment; Professionalism; and Leadership**. It is the driver of motivation, beliefs, values and interests, and recognizes that the understanding of oneself is essential.

A circle represents each *core* domain. The gradient border symbolizes the influence of both the art and science of nursing and the open center informs the role specific competencies driven by the core domain. The overlap depicts the interrelatedness of the domains in practice. The **Leadership** domain's placement in the center supports and enables this interrelatedness of requisite knowledge, skills and abilities between and among the core domains. Competency mastery is dynamic, fluid and measurable relative to core driven role competencies as a nurse leads within the health care environment.

REFERENCES

1. Morse, V., & Warshawsky, N.E. (2021). Nurse leader competencies: today and tomorrow. *Nursing Administration Quarterly*, 45(1), 65-70. <https://doi.org/10.1097/NAQ.0000000000000453>
2. Hancock, B. (2014). Developing New Nursing Leaders. *American Journal of Nursing*, 114(8), 59-62. <https://doi.org/10.1097/01.NAJ.0000450436.27678.ab>
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Attachment 3



COMMUNICATION
KNOWLEDGE
LEADERSHIP
PROFESSIONALISM
BUSINESS SKILLS

Nurse Executive
Competencies





Suggested APA Citation: American Organization of Nurse Executives. (2015). *AONE Nurse Executive Competencies*. Chicago, IL: Author.

Accessed at: www.aone.org

Accessible at: <http://www.aone.org/resources/nurse-leader-competencies.shtml>

Contact: aone@aha.org or 312-422-2800

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OVERVIEW

Nurse Leaders in executive practice set the vision for nursing practice in the delivery of safe, timely, efficient, equitable and patient-centered care. Working within a collaborative and interprofessional environment, the nurse in executive practice is influential in improving the patient experience of care (including quality and satisfaction), improving the health of populations and reducing the per capita cost of health care.

The AONE Nurse Executive Competencies detail the skills knowledge and abilities that guide the practice of nurse leaders in executive practice regardless of their educational level, title or setting. The competencies are captured in a model developed in 2004 by the Healthcare Leadership Alliance¹ that identify the common core set of competency domains for health care leadership: communication and relationship management; knowledge of the health care environment; leadership; professionalism; business skills and principles.



¹ Members include American Organization of Nurse Executives, The American College of Healthcare Executives, American Association for Physician Leadership, Healthcare Financial Management Association, Healthcare Information and Management Systems Society, and Medical Group Management Association.

Reliability and validity for the AONE Nurse Executive competencies is established by periodic job analysis/role delineation studies. These competencies are based on *A National Practice Analysis Study of the Nurse Executive* (2014).

1 COMMUNICATION AND RELATIONSHIP BUILDING



A. EFFECTIVE COMMUNICATION

- Make oral presentations to diverse audiences on:
 - » Nursing
 - » Health care topics
 - » Organizational issues
- Produce written materials for diverse audiences on:
 - » Nursing
 - » Health care topics
 - » Organizational issues
- Facilitate group discussions
- Demonstrate skill in interpersonal communication

B. RELATIONSHIP MANAGEMENT

- Build collaborative relationships
- Exhibit effective conflict resolution skills
- Create a trusting environment by:
 - » Following through on promises and concerns
 - » Establishing mechanisms to follow-up on commitments
 - » Balancing the concerns of individuals with organizational goals and objectives
 - » Engaging staff and others in decision-making
 - » Communicating in a way as to maintain credibility and relationships

C. INFLUENCING BEHAVIORS

- Assert views in non-threatening, non-judgmental ways
- Create a shared vision
- Facilitate consensus building
- Inspire desired behaviors and manage undesired behaviors

- Achieve outcomes through engagement of stakeholders
- Promote decisions that are patient-centered
- Apply situational leadership skills

D. DIVERSITY

- Establish an environment that values diversity (e.g. age, gender, race, religion, ethnicity, sexual orientation, culture)
- Establish cultural competency in the workforce
- Incorporate cultural beliefs into care delivery
- Provide an environment conducive to opinion sharing, exploration of ideas and achievement of outcomes

E. COMMUNITY INVOLVEMENT

- Represent the organization to non-health care constituents within the community
- Serve as a resource to community and business leaders regarding nursing and health care
- Represent the community perspective in the decision-making process within the organization/system
- Represent nursing to the media
- Serve on community-based boards, advisory groups, and task forces

F. MEDICAL/STAFF RELATIONSHIPS

- Build credibility with physicians as a champion for patient care, quality and the professional practice of nursing
- Confront and address inappropriate or disruptive behavior towards patients and staff
- Represent nursing at medical executive committee and other department/medical staff committees

1 COMMUNICATION AND RELATIONSHIP BUILDING

- Collaborate with medical staff leaders and other disciplines in determining needed patient care service lines
- Collaborate with physicians and other disciplines to develop patient care protocols, policies and procedures
- Collaborate to determine patient care equipment and facility needs
- Use medical staff mechanisms to address physician clinical performance issues
- Address and model appropriate conflict resolution
- Create opportunities for physicians and nurses to engage in professional dialogue

G. ACADEMIC RELATIONSHIPS

- Determine current and future supply and demand for nurses to meet the care delivery needs
- Identify educational needs of existing and potential nursing staff
- Collaborate with nursing programs to provide required resources
- Collaborate with nursing programs in evaluating quality of graduating clinicians and develop mechanisms to enhance this quality
- Serve on academic advisory councils
- Collaborate in nursing research and translate evidence into practice
- Collaborate to investigate care delivery models across the continuum
- Create academic partnerships to ensure a qualified workforce for the future



2 KNOWLEDGE OF THE HEALTH CARE ENVIRONMENT



A. CLINICAL PRACTICE KNOWLEDGE

- Demonstrate knowledge of current nursing practice and the roles and functions of patient care team members
- Communicate patient care standards as established by accreditation, regulatory and quality agencies
- Ensure compliance with the State Nurse Practice Act, State Board of Nursing regulations, state and federal regulatory agency standards, federal labor standards and policies of the organization
- Adhere to professional association standards of nursing practice
- Ensure that written organizational clinical policies and procedures are reviewed and updated in accordance with evidence-based practice
- Integrate bioethical and legal dimensions into clinical and management decision-making
- Ensure protection of human subject rights and safety in clinical research

B. DELIVERY MODELS / WORK DESIGN

- Demonstrate current knowledge of patient care delivery systems across the continuum
- Describe various delivery systems and age-appropriate patient care models and the advantages/disadvantages of each
- Assess the effectiveness of delivery models
- Develop new delivery models
- Participate in the design of facilities

C. HEALTH CARE ECONOMICS AND POLICY

- Understand regulation and payment issues that affect an organization's finances
- Describe individual organization's payer mix, CMI and benchmark database

- Align care delivery models and staff performance with key safety and economic drivers (e.g., value-based purchasing, bundled payment)
- Take action when opportunities exist to adjust operations to respond effectively to environmental changes in economic elements
- Use knowledge of federal and state laws and regulations that affect the provision of patient care (e.g., tort reform, malpractice/negligence, reimbursement)
- Participate in legislative process on health care issues through such mechanisms as membership in professional organization and personal contact with officials
- Educate patient care team members on the legislative process, the regulatory process and methods for influencing both
- Interpret impact of legislation at the state and federal level on nursing and health care organizations

D. GOVERNANCE

- Use knowledge of the role of the governing body of the organization in the following areas:
 - » Fiduciary responsibilities
 - » Credentialing
 - » Performance management
- Represent patient care issues to the governing body
- Participate in strategic planning and quality initiatives with the governing body
- Interact with and educate the organization's board members regarding health care and the value of nursing care
- Represent nursing at the organization's board meetings
- Represent other disciplines at the organization's board meetings

2 KNOWLEDGE OF THE HEALTH CARE ENVIRONMENT

E. EVIDENCE-BASED PRACTICE/OUTCOME MEASUREMENT AND RESEARCH

- Use data and other sources of evidence to inform decision making
- Use evidence for establishment of standards, practices and patient care models in the organization
- Design feedback mechanisms by which to adapt practice based upon outcomes from current processes
- Design and interpret outcome measures
- Disseminate research findings to patient care team members
- Allocate nursing resources based on measurement of patient acuity/care needed
- Monitor and address nurse sensitive outcomes and satisfaction indicators

F. PATIENT SAFETY

- Support the development of an organization-wide patient safety program
- Use knowledge of patient safety science (e.g., human factors, complex adaptive systems, LEAN and Six Sigma)
- Monitor clinical activities to identify both expected and unexpected risks
- Support a Just Culture (non-punitive) reporting environment, supporting a reward system for identifying unsafe practices
- Support safety surveys, responding and acting on safety recommendations
- Lead/facilitate performance improvement teams to improve systems/processes that enhance patient safety

G. PERFORMANCE IMPROVEMENT/METRICS

- Articulate the organization's performance improvement program and goals
- Use evidence-based metrics to align patient outcomes with the organization's goals and objectives
- Apply high reliability concepts for the organization
- Establish quality metrics by
 - » Identifying the problem/process
 - » Measuring success at improving specific areas of patient care
 - » Analyzing the root causes or variation from quality standards
 - » Improving the process with the evidence
 - » Controlling solutions and sustaining success

H. RISK MANAGEMENT

- Identify areas of risk/liability
- Facilitate staff education on risk management and compliance issues
- Develop systems that result in prompt reporting of potential liability by staff at all levels
- Identify early warning predictability indications for errors
- Correct areas of potential liability
- Ensure compliance by staff with all required standards

3 LEADERSHIP



A. FOUNDATIONAL THINKING SKILLS

- Address ideas, beliefs or viewpoints that should be given serious consideration
- Recognize one's own method of decision making and the role of beliefs, values and inferences
- Apply critical analysis to organizational issues after a review of the evidence
- Maintain curiosity and an eagerness to explore new knowledge and ideas
- Promote nursing leadership as both a science and an art
- Demonstrate reflective practice and an understanding that all leadership begins from within
- Provide visionary thinking on issues that impact the health care organization

B. PERSONAL JOURNEY DISCIPLINES

- Learn from setbacks and failures as well as successes

C. SYSTEMS THINKING

- Use knowledge of classic and contemporary systems thinking in problem solving and decision making
- Provide visionary thinking on issues that impact the healthcare organization
- Recognize the contribution of mental models on behavior
- Promote systems thinking as an expectation of leaders and staff
- Consider the impact of nursing decisions on the healthcare organization as a whole
- Use resources from other paradigms

D. SUCCESSION PLANNING

- Develop a leadership succession plan
- Promote nursing leadership as a desirable specialty
- Mentor current and future nurse leaders
- Establish mechanisms that provide for early identification and mentoring of staff with leadership potential
- Develop a workforce analysis plan and implement strategies to ensure an adequate and qualified workforce

E. CHANGE MANAGEMENT

- Adapt leadership style to situation needs
- Use change theory to implement change
- Serve as a change leader



4 PROFESSIONALISM



A. PERSONAL AND PROFESSIONAL ACCOUNTABILITY

- Hold self and others accountable for mutual professional expectations and outcomes
- Contribute to the advancement of the profession
- Participate in and contribute to professional organizations
- Demonstrate and promote leader and staff participation in professional organizations
- Promote leader and staff participation in lifelong learning and educational achievement
- Achieve and maintain professional certification for self
- Promote professional certification for staff
- Role model standards of professional practice (clinical, educational and leadership) for colleagues and constituents

B. CAREER PLANNING

- Coach others in developing their own career plans
- Seek input and mentorship from others in career planning and development
- Develop a personal and professional career plan and measure progress
- Solicit feedback about personal strengths and weaknesses
- Act on feedback about personal strengths and weaknesses

C. ETHICS

- Uphold ethical principles and corporate compliance standards
- Hold self and staff accountable to comply with ethical standards of practice
- Discuss, resolve and learn from ethical dilemmas

D. ADVOCACY

- Promote clinical perspective in organizational decisions
- Involve nurses and other staff in decisions that affect their practice
- Represent the perspective of patients and families
- Advocate for optimal health care in the community



5 BUSINESS SKILLS



A. FINANCIAL MANAGEMENT

- Develop and manage an annual operating budget and long-term capital expenditure plan
- Use business models for health care organizations and apply fundamental concepts of economics
- Interpret financial statements
- Manage financial resources
- Ensure the use of accurate charging mechanisms
- Educate patient care team members on financial implications of patient care decisions
- Participate in the negotiation and monitoring of contract compliance (e.g., physicians, service providers)

B. HUMAN RESOURCE MANAGEMENT

- Ensure development of educational programs to foster workforce competencies and development goals
- Participate in workforce planning and employment decisions
- Use corrective discipline to mitigate workplace behavior problems
- Evaluate the results of employee satisfaction/quality of work environment surveys
- Support reward and recognition programs to enhance performance
- Formulate programs to enhance work-life balance
- Interpret and ensure compliance with legal and regulatory guidelines
- Provide education regarding components of collective bargaining
- Promote healthful work environments
- Address sexual harassment, workplace

violence, verbal and physical abuse

- Implement ergonomically sound work environments to prevent worker injury and fatigue
- Develop and implement emergency preparedness plans
- Analyze market data in relation to supply and demand
- Contribute to the development of compensation programs
- Develop and evaluate recruitment, onboarding, and retention strategies
- Develop and implement an outcome-based performance management program
- Develop and implement programs to re-educate the workforce for new roles

C. STRATEGIC MANAGEMENT

- Create the operational objectives, goals and specific strategies required to achieve the strategic outcome
- Conduct SWOT and Gap analyses
- Defend the business case for nursing
- Utilize the balanced scorecard analysis to manage change
- Evaluate achievement of operational objectives and goals
- Identify marketing opportunities
- Develop marketing strategies in collaboration with marketing experts
- Promote the image of nursing and the organization through effective media relations

5 BUSINESS SKILLS

D. INFORMATION MANAGEMENT AND TECHNOLOGY

- Use technology to support improvement of clinical and financial performance
- Collaborate to prioritize for the establishment of information technology resources
- Participate in evaluation of enabling technology in practice settings
- Use data management systems for decision making
- Identify technological trends, issues and new developments as they apply to patient care
- Demonstrate skills in assessing data integrity and quality
- Provide leadership for the adoption and implementation of information systems

