



Florida Gulf Coast University

Marieb College of Health and Human Services

School of Nursing

Doctor of Nursing Practice (DNP)

PRECEPTOR and MENTOR GUIDEBOOK

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Dear Preceptor/Mentor:

Thank you for agreeing to serve as a preceptor/mentor for a student enrolled in the Doctor of Nursing Practice (DNP) Program at Florida Gulf Coast University. Your teaching, guidance, and mentorship is critical to a successful learning experience. The clinical setting is where synthesis of concepts and application of principles for quality health care delivery are achieved. The student will work closely with you and through your supervision the student will develop the knowledge and skills necessary to advance in their professional role. Faculty will work closely with the student, preceptor/mentor to achieve course outcomes and evaluate the student's progress. Communication will occur between the faculty, preceptor/mentor, and student through a site visit, telephone or email correspondence. The student will contact you to arrange a convenient time to meet and review the course requirements, establish a clinical practice schedule, and develop mutually agreed upon goals.

The *Preceptor and Mentor Guidebook* is based on the *National Organization of Nurse Practitioner Faculties (NONFP) Competencies for Nurse Practitioners and Essentials of Doctoral Education for Advanced Nursing Practice*. The *Preceptor and Mentor Guidebook* provides a brief description of the DNP Program and outlines the roles and responsibilities of students, program faculty, and preceptors/mentors. Please review the *Preceptor and Mentor Guidebook*, and complete the *DNP Preceptor or DNP Practice Mentor Agreement*, and fax or email to me along with a current resume/curriculum vitae. Your timely response with these materials is critical for student success. The *Preceptor and Mentor Guidebook* should be read in conjunction with the *Doctor of Nursing Practice Program Guidebook*, which is located on the School of Nursing Website. If there is a conflict in policies, the DNP Program Guidebook takes precedence.

If you have any questions regarding your role or the clinical practice experience, please do not hesitate to contact me. Again, many thanks for your participation in this experience for the student.

Sincerely,

Loureen Downes, PhD, ARNP, FNP-BC
Associate Professor
Director, Doctor of Nursing Practice Program
Phone: 239-590-7449
Email: ldownes@fgcu.edu

Accreditation/Approvals

Florida Gulf Coast University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, master's, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Florida Gulf Coast University.

Florida Gulf Coast University School of Nursing is fully approved by the Florida Board of Nursing, 4052 Bald Cypress Way, BIN C02, Tallahassee, Florida 32399 - Telephone Number: (850) 488-0595.

The Master of Science in Nursing (MSN) program is accredited by the Commission on Collegiate Nursing Education (CCNE) (655 K St., NW, Suite 750, Washington, DC 20001; telephone (202)-463-6930.

An accreditation review by the Commission on Collegiate Nursing Education (CCNE) is scheduled February 21 to 23, 2018 for the Florida Gulf Coast University baccalaureate degree program in nursing, master's degree program in nursing, and Doctor of Nursing Practice (DNP) program.

DNP FACULTY and GRADUATE STAFF

Name	Title	Contact Information
Anne Nolan	Associate Professor Director, School of Nursing BSN Program Director Elizabeth A. and Jack A. Conner Professor in Nursing	anolan@fgcu.edu
Loureen Downes	Associate Professor DNP Program Director	ldownes@fgcu.edu
Gretchen Warn	Graduate Program Assistant	gwarn@fgcu.edu
Paula Davis-Huffman	Assistant Professor	phuffman@fgcu.edu
Jayanta Gupta	Assistant Professor	jgupta@fgcu.edu
Anne Harner	Assistant Professor	aharner@fgcu.edu
Virginia Londahl-Ramsey	Assistant Professor	vlondahl-ramsey@fgcu.edu
Jason McGuire	Associate Professor Southwest Florida Endowed Chair of Nursing	jmcguire@fgcu.edu
Elizabeth Murray	Associate Professor Nurse Educator Program Director	emurray@fgcu.edu
Tammy Sadighi	Assistant Professor	tsadighi@fgcu.edu
Rosann Spiegel	Assistant Professor Nurse Anesthesia Program Director	rspiegel@fgcu.edu
Jo Stecher	Assistant Professor	jstecher@fgcu.edu
Cheryl Swayne	Assistant Professor	chswayne@fgcu.edu
Judith Walters	Assistant Professor	jwalters@fgcu.edu
Susan Young	Assistant Professor	seyoung@fgcu.edu

I. INTRODUCTION TO DNP PROGRAM

SCHOOL OF NURSING VISION, MISSION, AND PHILOSOPHY

Mission

The School of Nursing strives for excellence in providing evidence-based, learner-centered nursing education that prepares competent and compassionate nursing professionals to meet the ever-changing healthcare needs of diverse global communities. Approved April 2016

Vision

The School of Nursing envisions a future where faculty and students serve as mentors and inter-professional role models to develop engaged nurse leaders who deliver transformative care to diverse populations, conduct research, and promote evidence-based practice through academic and community partnerships. Approved April 2017

Philosophy

The faculty of the School of Nursing believes that the practice of professional nursing rests upon a sound arts and science foundation that prepares graduates to excel in a diverse, rapidly changing, and technologically oriented society. Faculty members serve as guides, mentors, role models, and facilitators for students to synthesize the roles and responsibilities of the scope of nursing practice. Integrated and conceptually based curricula are built upon the principles of communication, critical thinking, cultural-connectedness, health promotion, and adherence to professional and ethical standards of practice, which form the foundation for knowledge and skills essential for nursing professionals. Teaching and learning activities are keystones of the curricula and occur within caring, interdisciplinary, and environmentally sensitive settings.

Nurse Practitioner Program Philosophy

The Nurse Practitioner Faculty believes that graduate nursing education builds upon the foundation of undergraduate nursing education, and that application of communication, critical thinking, cultural-connectedness, health promotion, and adherence to professional and ethical standards of practice within a rapidly changing, diverse and technologically oriented society are essential aspects of nurse practitioner practice. The Nurse Practitioner Program embraces patient-centered holistic care that is safe, competent, current and culturally sensitive. The Nurse Practitioner Faculty are committed to life-long learning, professional development, academic excellence, scholarly inquiry, collegiality, collaboration and cohesiveness. Approved April 2008

DNP Program Overview

The Doctor of Nursing Practice Program prepares advanced practice nurses for leadership clinical opportunities in a variety of evolving global health care environments. The ability to create innovative roles as well as consolidate existing roles is a hallmark of graduates. Extensive practice experiences enable student-initiated opportunities that promote development of diverse knowledge, values, and competencies essential for advanced practice. Throughout the DNP Program, students are guided in the processes of self-development aimed at pursuing excellence in scholarly and professional endeavors.

The FGCU BSN-DNP Program offers specialty practice studies leading to eligibility as a certified Family Nurse Practitioner (FNP). The BSN to DNP studies also include the DNP core that focuses on utilization of research in the practice setting, quality of care delivery, examination of health care outcomes, leadership in practice, and fundamentals of nurse education. The total credit hours required for Nurse Practitioner BSN to DNP major is 81 and a minimum of 1000 practice hours. The program can be completed in 8 semesters of full-time study or 14 semesters of part-time study.

A MSN to DNP is available to candidates who have already completed a Master's degree in nursing from a nationally accredited nursing program with a clinical specialty area. The MSN to DNP builds upon the candidate's specialty practice area through a DNP core that focuses on utilization of research in the practice setting, quality of care delivery, examination of health care outcomes, leadership in practice, and fundamentals of nurse education. The total credit hours required for the MSN to DNP is 36 credit hours and a minimum of 500 practice hours.

DNP Program Student Learning Outcomes

At the completion of the program, graduates will:

1. Collaborate with other health care professionals to provide high quality, ethical patient-centered care that meets current standards of best practice.
2. Serve as leaders in inter-professional teams to develop quality improvement programs, practice models and guidelines, and impact management of complex health care systems.
3. Integrate advanced critical reasoning and judgment in the management of complex clinical situations and systems in a selected area of advanced practice nursing.
4. Design, implement, and evaluate complex clinical practice strategies based on theoretical, scientific, and ethical knowledge.
5. Implement health care delivery models and strategies designed for increased safety and quality improvement in patient care in clinical prevention and population health.
6. Analyze multiple sources of evidenced-based research and conduct evaluations of clinical outcome data through the use of information technology to identify and evaluate clinical interventions.
7. Employ an evidence-based framework when conducting research to evaluate and develop strategies and interventions to improve health status, access patterns, and identify gaps in care of patients, populations, and organizations.
8. Serve as an advocate for change in health care practice through policy development, implementation and evaluation.

Nurse Practitioner Core Competencies (National Organization of Nurse Practitioner Faculties, 2017)

Scientific Foundation Competencies

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

Leadership Competencies

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

Quality Competencies

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

Practice Inquiry Competencies

1. Provides leadership in the translation of new knowledge into practice.
2. Generates knowledge from clinical practice to improve practice and patient outcomes.
3. Applies clinical investigative skills to improve health outcomes.
4. Leads practice inquiry, individually or in partnership with others.

5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.
6. Analyzes clinical guidelines for individualized application into practice.

Technology and Information Literacy Competencies

1. Integrates appropriate technologies for knowledge management to improve health care.
2. Translates technical and scientific health information appropriate for various users' needs.
 - a. Assess the patients' and care-givers' educational needs to provide effective, personalized health care.
 - b. Coaches the patient and caregiver for positive behavioral change.
3. Demonstrates information literacy skills in complex decision-making.
4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care.
5. Uses technology systems that capture data on variables for the evaluation of care.

Policy Competencies

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

Health Delivery System Competencies

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

Ethic Competencies

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

Independent Practice Competencies

1. Functions as a licensed independent practitioner.
2. Demonstrates the highest level of accountability for professional practice.
3. Practices independently managing previously diagnosed and undiagnosed patients.
 - a. Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.
 - b. Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.
 - c. Employs screening and diagnostic strategies in the development of diagnoses.
 - d. Prescribes medications within scope of practice.
 - e. Manages the health/illness status of patients and families over time.
4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making
 - a. Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.
 - b. Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.
 - c. Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.
 - d. Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.
 - e. Develops strategies to prevent one's own personal biases from interfering with delivery of quality care.
 - f. Addresses cultural, spiritual and ethnic influences that potentially create conflict among individuals, families, staff and caregivers.
5. Educates professional and lay caregivers to provide culturally and spiritually sensitive, appropriate care.
6. Collaborates with both professional and other caregivers to achieve optimal care outcomes.
7. Coordinates transitional care services in and across care settings.
8. Participates in the development, use and evaluation of professional standards and evidenced-based care.

II. BSN-DNP CLINICAL PRACTICE

GENERAL GUIDELINES

BSN to DNP student will engage in approved practice activities related to specific courses. Students will identify possible practice sites, preceptors and mentors based on appropriateness to the specific course and required learning outcomes with approval of Program Director.

STUDENT ROLES AND RESPONSIBILITIES

- Students are expected to contact their preceptor by phone prior to starting their rotations
- Assist with completion of submitting required documents for preceptor(s)
- Establish a mutually agreeable schedule in collaboration with faculty for practice time with the preceptor and complete *Monthly Clinical Practice Schedule in Typhon*
- Arrive to the clinical practice experience prepared to perform in accordance with course learning outcomes, individualized goals, and assigned learning activities after the first day of class or by approval of Program Director and course faculty. Bring appropriate equipment to clinical site.
- Appropriate business casual attire with full length white lab coat and name badge
- Maintain currency of all DNP student program requirements
- Follow policies and procedures established in the practice site and keep the preceptor informed of all learning activities
- Maintain accurate records of practice time using *Clinical Practice Logs* in Typhon
- Enter required number of patient encounters, determined by course faculty member, in Typhon
- Students are expected to be engaged in the clinical learning process
- Every clinical rotation and every clinical preceptor have their own characteristics and mode of operation. The student should be able to adjust to the differences of the various rotations in terms of patient flow, charting, methods of assessment, and patient care management. From this diversity, the student will eventually derive his/her own techniques and philosophy.
- Students must ensure that mid-term and final evaluations are completed by their preceptor in Typhon
- Complete and submit *Practice Site Evaluation* and *Student Evaluation of Preceptor* at the end of each practice course in Typhon

FACULTY ROLES AND RESPONSIBILITIES

The Program Director and Course Faculty assume ultimate responsibility for student education. Faculty use several methods to ensure a successful practice experience for students such as communication with the preceptor, regular reviews of student work and practice journals, reviewing evidence from preceptors, direct observation of student, and evaluating assignments as outlined in the course syllabus.

- Evaluate practice sites for appropriateness of learning experience
- Evaluate preceptor to ensure they are academically and experientially qualified for their role as preceptor
- Ensure preceptor has the expertise to support student achievement of expected course and program outcomes
- Evaluate all documents related to the preceptorship, including Typhon logs
- Arrange at least one joint conference with preceptor and student
- Provide immediate consultation and support of preceptor, if necessary
- Seek preceptor input regarding student performance
- Document student progress and specify satisfactory/unsatisfactory completion of the practice experience based on preceptor verbal input, ***Preceptor Evaluation of Student***, and achievement of course specific learning outcomes and program outcomes
- Review ***Student Evaluation of Preceptor*** and ***Practice Site Evaluation*** at the end of each semester
- Provide preceptor(s) with an electronic copy of this Guidebook.

PRECEPTOR ROLES AND RESPONSIBILITIES

The Program Director and Course Faculty assume ultimate responsibility for the formal evaluation of students with the preceptor's input. Preceptors are a vital part of nurse practitioner education serving as role models, providing planned clinical experiences and giving feedback to students to meet course objectives.

- Sign the ***DNP Preceptor Agreement*** and provide a current Resume/Curriculum Vitae to the Program Director
- Orient student to the practice and agency policies
- Provide a safe environment in which the student may observe, practice and participate
- Function as a role model
- Guide the student to pace their learning experiences to meet clinical site needs
- Collaborate with student to establish ***Monthly Clinical Practice Schedules*** throughout the semester
- Provide leadership and supervision for the student
- Review and validate student clinical hours
- Provide frequent feedback to student on performance

- Consider student response to feedback as part of the evaluation process
- Compare student performance with practice standards, course outcomes, and program outcomes
- Complete the *Preceptor Evaluation of Student* in the online documentation system, Typhon, at midterm and end of the semester, as required by specific course
- Notify course faculty when questions or student performance concerns arise
- Preceptor understands that information received from Florida Gulf Coast University, regarding student participation during clinical training, is subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). Purpose of such information is confidential and not to be made available to any third party without first obtaining the student's consent. The preceptor agrees that any information received regarding the student should be destroyed or returned to the student or university within a reasonable period after the completion of the clinical experience. This may include records, files, documents and other materials related to a student, audio recordings or photos

III. MSN-DNP and BSN-DNP CLINICAL PRACTICE

GENERAL GUIDELINES

The Doctor of Nursing Practice (DNP) provides rich and varied opportunities for clinical nursing practice. The BSN-DNP and MSN-DNP clinical practice assists students to achieve integration of *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006).

Throughout the DNP program, students are expected to use their clinical practice experiences and involvement with Clinical Mentors/Organizational Partners to develop and refine their DNP Project.

NGR 7949L - DNP Clinical Practice 7 credits: Emphasis is on the development of clinical expertise in the management of health problems in selected populations.

The Doctor of Nursing Practice Degree requires a minimum of 1000 hours of post-baccalaureate supervised academic practice experience. The post-master's student completes a total of 1000 hours that includes 500 prior clinical supervised hours from their MSN program.

DNP Essentials (American Association of Colleges of Nursing, 2006)

Essentials I – VIII (Foundational Outcome Competencies)

I. Scientific Underpinnings for Practice

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:
 - a. determine the nature and significance of health and health care delivery phenomena; describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and
 - b. evaluate outcomes.

II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking

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.
 - 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.

III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice

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:
 - 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
7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes.

IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

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 health care 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.

V. Health Care Policy for Advocacy in Health Care

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 health care communities.
6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.
7. Advocate for social justice, equity, and ethical policies within all health care arenas.

VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes

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 health care delivery systems.

VII. Clinical Prevention and Population Health for Improving the Nation's Health

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.

VIII. Advanced Nursing Practice

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.

STUDENT ROLE AND RESPONSIBILITIES

- Identify facility/site and Mentor appropriate for DNP clinical practice prior to the start of the semester in collaboration with faculty
- Submit student's objectives for the experience to course faculty prior to start of the semester for review and approval
- Complete any required health requirements as per Florida Gulf Coast University policy and clinical agency
- Discuss course objectives and student's goals with Mentor prior to beginning the term
- Develop agreement in writing outlining student-specific learning objectives, educational experiences, and agency/ Mentor contact hours each week

FACULTY ROLES AND RESPONSIBILITIES

- Approve selection of clinical practice site and Mentor
- Facilitate site contract and Mentor agreement
- Provide relevant course-related materials to the student for the Mentor
- Consult with student regarding personal objectives for DNP clinical practice
- Initiate contact with Mentor regarding student performance and progress in the course
- Provide preceptor(s) with an electronic copy of this Guidebook

MENTOR ROLE

- Welcome the student and encourage a mutually respectful and collaborative learning environment
- Orient the student to the clinical practice, relevant policies, and organizational priorities
- Introduce student to appropriate individuals and available facility resources they may access
- Facilitate student's exposure to key patients, senior clinicians, and the role of the senior health care provider/clinician
- Provide oversight and consultation to the student throughout the clinical practice period
- Observe application, synthesis and integration of knowledge, skills and professional role development

MENTOR RESPONSIBILITIES

- Meet with the student to discuss the DNP clinical practice
 - Review the course objectives and the student's personal objectives for the DNP clinical practice
- Sign the *DNP Practice Mentor Agreement* and provide a current Resume/Curriculum Vitae to the Program Director
- Provide ongoing feedback to the student
- Notify course faculty regarding any concerns relating to student's performance during the clinical practice
- Consult with course faculty at least one time during the clinical practice period regarding student performance
- Communicate with course faculty throughout the semester concerning student progress and notify of any immediate concerns
- Complete both a midterm and final evaluation using the online documentation system, Typhon
- Verify student's hours in Typhon
- Mentor understands that information received from Florida Gulf Coast University, regarding student participation during clinical training, is subject to the provisions of the Family Educational Rights and Privacy Act (FERPA). Purpose of such information is confidential and not to be made available to any third party without first obtaining the student's consent. The Mentor agrees that any information received regarding the student should be destroyed or returned to the student or university within a reasonable period after the completion of the clinical experience. This may include records, files, documents and other materials related to a student, audio recordings or photos.

Appendices

On-Line Management Evaluation System

TYPHON

Florida Gulf Coast University Doctor of Nursing Practice Program uses *Typhon* to track student's clinical hours, progress and evaluations. As a part of our accreditation standards, each preceptor/mentor will be asked to complete mid-semester and final student evaluations, and validate clinical hours online in *Typhon*. You will receive email notification when an evaluation is available for you to complete.

Typhon is a web based evaluation system that is available 24 hours a day from any computer with Internet access. A password will be assigned to you during the student's rotation. To login to the Preceptor and Mentor section of the Typhon Group NPST System, go to:

www3.typhongroup.net/np/preceptor/login.asp?facility=7368&role=1

For any questions regarding password and access to this evaluation system, please contact Gretchen Warn, Graduate Program Assistant gwarn@fgcu.edu.

******Documentation in Typhon is extremely important, as the student will be unable to progress until all documentation is completed.******

Micro-Skills for Clinical Teaching

- **Agree on the central issue**
 - *What do you think is going on?"*
 - *Get the student's opinion*
 - *Refocus if necessary*
- **Make the central issue the educational focus**
- **Meet the client's needs and the student's needs at the same time**
- **Ask targeted questions to define student's needs**
 - *What led you to that conclusion?*
 - *What part of the comprehensive assessment is most important in this situation?*
 - *Is the client's primary concern the same as yours?*
- **Teach general clinical rules**
 - *"When this happens, you need to consider . . .*
- **Reinforce the principles of quality care**
- **Positively reinforce clinical skills**
 - *Reinforce what is right*
 - *Review what needs to be improved*
 - *Correct mistakes*
- **Demonstrate/critique skills in client and family education**
- **Promote critical thinking skills and diagnostic reasoning**



DNP Preceptor Agreement

NGR 6240L, NGR 6741L, NGR 6305L & NGR 6252L

To be completed by DNP Student:

Student Name: _____ Semester: _____ Year: _____
Course Number/Title: _____ Hours Required: _____
Course Faculty: _____ Faculty Contact Number: _____

To be completed by Preceptor *(please provide name as it appears on your professional license):*

Name: _____ Position/Title: _____
Degree (s): MSN DNP M.D. D.O. Other Degree (s): _____
Clinical Specialty: _____
Agency Affiliation: _____ Unit/Dept: _____
Practice Address: _____ City: _____ State: _____
Practice Site Phone Number: _____ Preceptor Email: _____

I, _____ agree to act as a preceptor for FGCU DNP student,
Preceptor Name
_____ to assist the student to achieve the required outcomes.
Student's Name

- I have been provided with a copy of the DNP Preceptor and Mentor Guidebook
- I understand and accept the responsibilities presented in the DNP Preceptor and Mentor Guidebook.
- I have been provided with an abbreviated course syllabus and understand the course objectives and practice requirements.
- I understand that if I have any questions, I should notify the faculty member designated above.
- I have attached a copy of my current resume/CV.
- I have attached a copy of my current License.
- I have attached a copy of my current certification.
- I understand this form, and my resume/CV, License, and Certification must be received by Program Director prior to student beginning DNP Practice Hours.

Email downdes@fgcu.edu or Fax (239) 590-7474 this completed form to Dr. Downes, DNP Program Director

Preceptor Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Internal Office Use

Affiliation Agreement Current: Yes No Preceptor CV/Resume on File: Yes No Preceptor License & Certification on File Yes No

Program Director Signature: _____ Date: _____



DNP Practice Mentor Agreement

NGR 7494L

To be completed by DNP Student:

Student Name: _____ Semester: _____ Year: _____

Course Number/Title: _____ Hours Required: _____

Course Faculty: _____ Faculty Contact Number: _____

To be completed by Mentor (please provide name as it appears on your professional license):

Name: _____ Position/Title: _____

Degree (s): MSN DNP M.D. D.O. Other Degree (s): _____

Clinical Specialty: _____

Agency Affiliation: _____ Unit/Dept: _____

Practice Address: _____ City: _____ State: _____

Practice Site Phone Number: _____ Mentor Email: _____

I, _____ agree to act as a practice mentor for FGCU DNP student,
Preceptor Name

_____ to assist the student to achieve the required outcomes.
Student's Name

- I have been provided with a copy of the DNP Preceptor and Mentor Guidebook
- I understand and accept the responsibilities presented in the DNP Preceptor and Mentor Guidebook.
- I have been provided with an abbreviated course syllabus and understand the course objectives and practice requirements.
- I understand that if I have any questions, I should notify the faculty member designated above.
- I have attached a copy of my current resume/CV.
- I have attached a copy of my current License.
- I have attached a copy of my current certification.
- I understand this form, and my resume/CV, License, & Certification must be received by Program Director prior to student beginning DNP Practice Hours.

Email downes@fgcu.edu or Fax (239) 590-7474 this completed form to Dr. Downes, DNP Program Director

Mentor Signature: _____ Date: _____

Student's Signature: _____ Date: _____

Internal Office Use

Affiliation Agreement Current: Yes No Mentor CV/Resume on File: Yes No Mentor License & Certification on File Yes No

Program Director Signature: _____ Date: _____