

Certificate Assessment Plan: Post-Master's Family Nurse Practitioner (FNP)

University of Florida

College of Nursing

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Post-Master's Family Nurse Practitioner (FNP)

College of Nursing

2012-13 Certificate Assessment Plan

A. Rationale

Post-Master's Family Nurse Practitioner (PM-FNP) certificate curriculum plans are developed for the student who has already earned a Master's Degree in Nursing and would like to pursue the family practice focus through an additional area of certification. A Graduate Council approved concentration already exists in this area for a MSN Degree. The difference between the concentration and the proposed professional certificate is that students in the Post-Master's Certificate program have already earned a Master's Degree in Nursing.

B. Mission

This certificate aligns with the College Vision Statement which includes “preparing nurses for leadership as clinicians who improve the health of individuals, families, and communities.” It supports the University Mission which includes the education of “students so they are prepared to make significant contributions” that “address the needs of our societies.” In keeping with the goals of The Florida Board of Governors Strategic Plan, this program address critical healthcare workforce needs for Florida.

C. Student Learning Outcomes (SLOs)

Knowledge:

1. A graduate with a Post-Master's Certificate will demonstrate a comprehensive, in-depth knowledge base for lifelong learning and professional development.

Skills:

2. A graduate with a Post-Master's Certificate will demonstrate clinical competence as an advanced practice nurse in the focus area of study.

Professional Behavior:

3. A graduate with a Post-Master's Certificate demonstrates competence in professional behavior as an advanced practice nurse in the focus area of study.

D. Assessment Timeline for Certificates

Post-Master's Family Nurse Practitioner (FNP)

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SLOs	Assessment 1
#1	Pass-rates on national certification examination >80% annually.
#2	Satisfactory ratings on clinical course evaluations completed by faculty supervisors per semester (see attached example clinical evaluation tool).
#3	Satisfactory ratings on clinical course evaluations completed by faculty supervisors per semester (see attached example clinical evaluation tool).

E. Assessment Cycle Chart for Certificates

Post-Master's Family Nurse
Practitioner (FNP)

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Analysis and Interpretation:

SLO #1 after completion of program; SLO #2 & SLO #3 at the end of each semester of enrollment in clinical courses.

Improvement Actions:

SLO #1 within 6 months of program completion; SLO #2 & SLO #3 at the end of the semester following completion of each clinical course.

Dissemination:

SLO #1 within 2 years of completion of program; SLO #2 & SLO #3 within 1 year of completion of program.

SLOs	Year	12-13	13-14	14-15	15-16
#1			X	X	X
#2		X	X	X	X
#3		X	X	X	X

F. Methods and Procedures

SLO #1: Graduates sit for the national certification examination starting 1 month – 6 weeks after program completion. Results are received and analyzed by June each year for previous calendar year graduates. (e.g. December 2013 graduates will take the exam starting in January/February 2014 and results will be analyzed by June 2014.) The College Academic Affairs Committee recommends programmatic changes to the College faculty, as appropriate, for implementation in spring term of the following year.

SLO #2 and SLO #3: Clinical course evaluation tools are used to evaluate student achievement of clinical competencies and competence in professional behavior at the end of each semester in which students are enrolled in clinical courses. Results for each cohort are analyzed during the following semester. Course faculty members consider changes in teaching methods, learning activities, and/or evaluation methods. Recommendations for improvements that require changes in course syllabi are made to the College Academic Affairs Committee and are approved by the College faculty prior to the semester in which the course is taught in the following year.

G. Assessment Oversight

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Clinical Evaluation Form
University of Florida
College of Nursing
Family Nurse Practitioner Track

Student _____
Faculty _____
Preceptor _____
Semester _____

NGR 6241L: Common Adult Health Problems: Clinical

Evaluation: A student must receive a rating of satisfactory (S) performance in each of the categories by completion of the semester in order to receive a passing grade for the course. A rating of less than satisfactory in any of the categories will constitute an unsatisfactory grade (U) for the course.	Progression Date: _____ Initial: _____	Final Date: _____ Initial: _____
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	Areas of Evaluation	S	U	S	U
Program Objective: <ul style="list-style-type: none"> Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice. (#1) Evaluate research findings to support best practices in advanced nursing and health care systems. (#2) Develop expertise to formulate health policy and provide leadership in establishing clinical excellence and creating new models of health care delivery. (#5) Apply appropriate research findings to provide positive health care outcomes, initiate credible change and improve advanced nursing practice. (#6) Course Objective: <ul style="list-style-type: none"> Apply knowledge from health, psychological, physiological, and social sciences in the advanced nursing management of adults with common health problems in acute and/or out-patient settings. (#1) 	Theoretical Base	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> Applies knowledge of selected acute problems and exacerbations of chronic health conditions 				
	Research <ul style="list-style-type: none"> Critically evaluates research evidence to support client diagnosis and management plans Supports change in practice with sound research evidence base 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Health Policy <ul style="list-style-type: none"> Advocates for needed client services Assesses risk factors for populations 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Areas of Evaluation	S	U	S	U
<p><u>Program Objective:</u></p> <ul style="list-style-type: none"> • Synthesize knowledge of cultural diversity and global perspectives in delivering health care and in critiquing nursing systems. (#8) • Develop ethical framework to guide practice in the advanced role and to foster leadership and growth within the nursing profession. (#9) • Synthesize legal principles and ethical theories to guide decision making in advanced nursing practice and in nursing systems and organizations. (#10) <p><u>Course Objective:</u></p> <ul style="list-style-type: none"> • Integrate legal and ethical principles into decision-making in the advanced nursing practice role. (#7) • Integrate cultural sensitivity into advanced practice nursing care. (#8) 	<p>Legal and Ethical Care</p> <ul style="list-style-type: none"> ▪ Practices within legal guidelines in decision making ▪ Practices within ethical guidelines 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>Cultural Diversity</p> <ul style="list-style-type: none"> ▪ Sensitive to client perspective in planning health care ▪ Treatment plan reflects assessment of client belief system 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Areas of Evaluation	S	U	S	U

<ul style="list-style-type: none"> Evaluate decision support systems to solve clinical problems for individuals, aggregates, and systems. (#3) Develop advanced leadership skills to mobilize interdisciplinary teams to solve highly complex clinical problems. (#4) Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates, and systems. (#7) <p><u>Course Objective:</u></p> <ul style="list-style-type: none"> Accurately assess adult clients presenting with common health problems. (#2) Develop differential diagnoses based on a holistic health assessment including medical and social history presenting symptoms physical findings, and diagnostic information. (#3) Develop appropriate diagnostic and therapeutic interventions for adults with emphasis on safety, cost & efficacy. (#4) Implement treatment plans for disease prevention, health promotion, and health problem management based on current research, evidence-based standards of care and practice guidelines for adults with common health problems. (#5) Evaluate the effectiveness of health promotion & disease treatment plan based on client outcomes. (#6) Demonstrate effective oral and written communication skills. (#9) Collaborate with preceptor and interdisciplinary health care team in facilitating the client's progress toward maximum functional health. (#10) 	<p>Completes a comprehensive history including related information as pertinent to the health problem(s):</p> <ul style="list-style-type: none"> Chief complaint and/or Brief hospital course History of the Present Illness Past Medical History <ul style="list-style-type: none"> Functional status prior to hospitalization Past Surgical History Family History Psychosocial History Review of Systems Outpatient Medications Allergies Dietary Family Cultural and social Uses appropriate data sources <p>Physical Exam, Diagnostic Studies</p> <ul style="list-style-type: none"> Demonstrates appropriate exam technique in completing a pertinent physical exam related to the individual client problem and status Differentiates between normal and abnormal findings Includes appropriate diagnostic studies and trends <p>Assessment Uses clinical reasoning skills with collected data to synthesize information and formulate prioritized, rational and accurate:</p> <ul style="list-style-type: none"> Diagnoses Differential diagnoses 				
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Midterm Comments:

Mid-term Progress Satisfactory? ☐Yes ☐No

Signatures:

Preceptor _____

Date _____

Faculty _____

Student _____

Final Comments:

Signatures:

Preceptor _____

Date _____

Dates of observed clinical practice _____

Faculty _____

Student _____

FINAL CLINICAL GRADE: ☐SATISFACTORY ☐UNSATISFACTORY

Faculty Initials_____

Reviewed by AAC: 12/09