

University of West FLORIDA

Earl and Nancy Hutto Master
of Science in Nursing
Family Nurse Practitioner

(MSN-FNP)

2025-2026
Program Handbook

Introduction

This handbook serves as a guide to inform graduate students of the graduate nursing policies, procedures, and expectations of Family Nurse Practitioner students at the University of West Florida. Failure to read this handbook, the MSN Student Handbook, and the University Catalog does not excuse the student from any of the policies described in these publications. In the event that policies and procedures in this FNP Handbook are different from those posted in university publications, this and the MSN handbook supersede those in other publications. Information contained herein, and any other information conveyed to the student, is subject to change at any time by authority of the University of West Florida. The policies in this handbook are subject to revision at any time during the effective period of this handbook, as determined by the School of Nursing. When such changes are made, students will be properly informed of those changes via electronic communication modes (e.g., University Web site, e-mail, and Canvas Learning System).

MSN FNP Program Contact Information

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Table of Contents

- Introduction 1
- University Vision, Mission, and Values 4
 - Our Mission 4
 - Our Vision 4
 - School of Nursing Values 4
- University of West Florida School of Nursing Program Goals and Outcomes 6
 - GOALS 6
 - PROGRAM OUTCOMES 6
 - Progression in the Family Nurse Practitioner MSN Specialization 7
 - Course and GPA Requirements 7
- Degree Requirements 7
 - Primary Care Procedures Workshop 8
 - FNP Practicum Orientation 8
 - Typhon 8
- UWF State Authorization Status 8
 - Selection of Practicum Sites and Preceptors 9
 - Primary Care 9
 - Practicum Site Facts: 9
 - Finding Practicum Sites and Preceptors 10
- Appropriate Practicum Sites 11
- Preceptors 11
- Practicum Case Logs 12
- Preceptor Role and Responsibilities 12
- FNP Student Roles and Responsibilities 13
- School of Nursing Background Check Process 14
- Drug Screening 14
 - Procedure 14
 - Positive Results 16
 - Second Test- Positive Results 16
 - Second Test- Negative Results and Random Follow-up Testing 16
 - Security of Test Results 16
- Drug Screening General Requirement 16
- Bloodborne Pathogen Exposure 17
- Practicum Dress Code 19
- Practicum Schedule and Attendance 19
- Clinical (Practicum) Clearance 20
- Practicum Site Visit by Faculty 20
- Practicum Course Evaluation 20
- Note on Certification 21
- Appendix Pages 22
- FNP Track Statement of Preceptor Agreement 22
- Student Evaluation of Clinical Site 23

Student Evaluation of Self-Performance	24
Preceptor Evaluation of Student	22
Faculty Evaluation of Student NP Clinical Performance	23
Faculty Clinical Site Evaluation	24
Preceptor Verification of Student's Hours.....	27
FERPA Laws	28
HIPAA Information.....	28

University Vision, Mission, and Values

Our Mission

To be a catalyst for excellence and innovation by delivering high-impact, competency-based educational experiences. In collaboration with clinical practice partners, we are committed to preparing nurses who can meet the evolving healthcare needs of diverse populations. Our aim is to cultivate nurses who excel at every level of professional practice and who are guided by a commitment to excellence, integrity, fairness, belonging, and compassionate care for all.

Our Vision

As transformational leaders, we prepare future nurses in person-centered care, enhancing their knowledge, skills, and competencies to improve regional quality of life. Committed to excellence in clinical practice and lifelong learning, our competency-based approach equips graduates to be proficient, compassionate caregivers with strong clinical judgment, communication, and ethical decision-making. We foster an inclusive, collaborative environment that respects different perspectives and supports individualized learning needs. By addressing the broader factors that influence health, we empower future nurse leaders to confidently meet society’s evolving healthcare needs with confidence and compassion.

School of Nursing Values

Compassionate Person Centered Care	The SON fosters a culture of compassionate, patient-centered care by upholding a person-centered care and learner-centered approach. This is achieved through empathic communication, sound clinical judgment, and respectful relationships that promote safe, healthy environments for learning and healing.
Ethical Practice and Accountability	The SON is committed to ethical practice and professional accountability, grounded in fairness, respect, and integrity. Through evidence-based decision-making, advocacy, and a strong ethical foundation, learners are prepared to lead responsibly and provide equitable care to all populations.
Excellence in Nursing Practice	The SON champions excellence in nursing practice through a culture of innovation and continuous improvement. By integrating clinical judgment, evidence-based practice, and emerging healthcare technologies, learners are empowered to lead transformational change and deliver high-quality, person-centered care in complex and evolving healthcare environments.
Innovation in Practice	The SON embraces innovation in practice by fostering a spirit of creativity, adaptability, and visionary leadership. Through the integration of healthcare technologies and evidence-based solutions, learners are equipped to drive meaningful change, improve health outcomes, and lead transformative initiatives in clinical and community settings.
Collaboration, Learning, and Communication	The SON fosters a dynamic learning environment where collaboration, communication, and mutual respect are central to learner and professional success. Through interprofessional engagement, community partnerships, and shared decision-making, learners develop leadership skills that promote quality, safety, and equitable care across all healthcare settings.

Commitment to
Health Equity

The SON is dedicated to advancing health equity by promoting inclusive practices, accessible education, and culturally responsive care. Through the lens of ethics, health policy, and social determinants of health, learners learn to advocate for marginalized populations and lead efforts that reduce health disparities and foster justice within the healthcare system.

University of West Florida School of Nursing Program Goals and Outcomes

GOALS

1. Prepare graduates to deliver evidence-based, person-centered, and culturally responsive care across the lifespan and healthcare settings, applying clinical judgment, interprofessional collaboration, and advanced nursing knowledge to improve health outcomes.
2. Foster leadership development and advocacy for health equity by empowering graduates to lead quality improvements, manage healthcare resources strategically, and apply inclusive, systems-based strategies to reduce health disparities.
3. Cultivate professional nursing identities committed to accountability, resilience, continuous learning, and the advancement of innovation of nursing scholarship to drive transformation in healthcare.

PROGRAM OUTCOMES

1. Synthesize, critically evaluate, and apply advanced nursing and interdisciplinary knowledge from the liberal arts, natural sciences, and social sciences to lead clinical judgment, drive innovation in healthcare practice, and transform health outcomes in complex and diverse care environments.
2. Evaluate and apply evidence-based, person-centered care to meet the complex health needs of all populations, utilizing advanced clinical judgment, interprofessional collaboration, and a comprehensive holistic care approach across the lifespan.
3. Leverage advanced nursing expertise to integrate community resources and shape equitable, inclusive, and culturally responsive care across the healthcare continuum, driving initiatives in disease and injury prevention, and advancing health equity for all populations.
4. Critically appraise, translate, integrate and disseminate research findings in decision making to improve healthcare outcomes.
5. Conceptualize and design innovative quality improvement and safety initiatives that minimize harm to patients and providers, while optimizing system efficiency and effectiveness within complex healthcare environments.
6. Cultivate advanced collaboration and strategic communication with interdisciplinary stakeholders, embodying core nursing values to enrich healthcare experiences and drive improved outcomes in complex and diverse care environments.
7. Design and implement strategies to optimize resource management in complex health systems, enhancing the delivery of safe, quality, and equitable care for diverse populations while driving systemic improvements in healthcare.
8. Strategically employ advanced information and communication technologies to collect, critically analyze, and apply healthcare data, driving clinical judgment and informed decision-making to enhance healthcare outcomes in diverse complex environments.
9. Model accountability, collaborative leadership, and advanced professionalism in cultivating a nursing identity that exemplifies the core values, ethics, and competencies of the nursing profession.
10. Actively engage in self-reflection and advanced nursing endeavors that elevate personal well-being, resilience, and professionalism, fostering continuous lifelong learning and advancing the development of nursing expertise and leadership.

Progression in the Family Nurse Practitioner MSN Specialization

1. Each student should adhere to their FNP program plan of study (cohort progression) that they receive upon admission in order to guarantee a seat in each course. Note: A break in progression includes earning a non-passing grade, dropping a course, withdrawal, or failing to enroll in 1 or more courses.
2. When a break in progression occurs, the student will meet with their advisor to discuss future coursework.
3. The School of Nursing recruitment, admissions, retention and progression (RARP) committee reviews and decides if a seat is available in courses missed due to a break in progression.
4. If a seat is not available in the needed course(s), the RARP committee will notify the student. The student will be considered for a seat the next time the course is offered. When an extended break (3 or more semesters without enrolling in courses) in progression occurs, the student must reapply to the graduate school and FNP program.

Course and GPA Requirements

- Students are required to earn a “B” in all courses (minimal 3.0 GPA or a 4.0 scale).
- Students may repeat the same nursing course only once, and on a space-available basis.
- Students who receive less than a “B” in the same course two (2) times will be dismissed from the FNP program.
- Students who receive less than a “B” in two (2) different nursing courses will be dismissed from the FNP program.

Degree Requirements

Students must successfully complete both the core courses and the specialty courses. All courses in the plan of study must be passed with a grade of “B” or higher.

Primary Care Procedures Workshop

As part of the Family Nurse Practitioner program, you will have the opportunity to participate in a Procedures Workshop incorporated into the practicum courses (course requirement). The one day virtual workshop introduces you to routine primary care skills that are vital to any practice. Skills include but may not be limited to simple wound closure, incision and drainage, nail trephination, cryotherapy, and skin biopsies. The workshop does include a fee, however, UWF is committed to the program and will cover the fee associated with the workshop. With the cost, you will receive a kit that includes all tools and supplies needed for the virtual workshop and for continued practice throughout the program.

FNP Practicum Orientation

A Practicum Orientation will be provided the semester leading up to your first practicum course. The FNP Practicum Orientation is specific to the practicum stage and designed to help you prepare and be ready. A vast amount of important information will be provided by key personnel in the School of Nursing. At the start of your final course semester, you will be notified of the date and time of this event.

Typhon

Typhon is a program used by the student to track the student's clinical required hours and procedures. The cost is \$100 and is good for the duration of the program and 5 years after graduation.

UWF State Authorization Status

Federal and state regulations require that all institutions of higher education comply with existing state laws regarding distance learning. As these regulations continuously evolve, the University of West Florida makes every effort to maintain compliance so we can deliver as many of our fully online programs to students in as many states as possible. Please contact the appropriate licensing agency in those states to request information and additional guidance before beginning or continuing a program that leads to licensure or certification.

Selection of Practicum Sites and Preceptors

A *practicum site* is a health agency or other appropriate setting where students have supervised, applied practice experiences consistent with their education and chosen track at UWF. Officials at practicum sites enter into an Affiliation Agreement with UWF, stating they will provide appropriate support and supervision for students during the practicum experience. The student must also have an agreement with an appropriate preceptor before beginning the practicum experience. Having an affiliation agreement does not mean there is also an agreement with a particular preceptor in that agency. And having a preceptor agree to mentor the student does not mean there is an agency affiliation in place. Both are separate agreements, and both must be in place for the student to begin the practicum experience.

In general, students must spend the majority of their clinical experience time in general primary care settings, seeing a good overall mix of age groups over the lifespan with a broad range of health promotion, disease prevention, and acute and chronic health problem assessment and management needs.

Primary Care

Primary care practice usually serves as the patient's first point of entry into the healthcare system and is the location for most of the patient's healthcare services. Primary care practices usually provide patients with access to their healthcare providers. These practitioners provide health promotion, disease prevention, health maintenance, counseling, patient education, diagnosis, and treatment of acute and chronic illnesses. These practices are designed to care for the majority of patients' needs in the office or clinic. Primary care practices are generally located in the community of the patients, thereby facilitating access to healthcare while maintaining a wide variety of specialty and institutional consultative and referral relationships for specific care when needed. Appropriate examples for primary care experiences should be in outpatient primary care office settings, including, but not limited to, offices such as family practice, pediatric practice, women's health, or internal medicine; clinics that provide primary care, such as health departments; and hospital-based primary care clinics.

Practicum Site Facts:

- Student selection of a practicum site and preceptor should be completed at least three months prior to the start of your first practicum.
- Students who identified a potential site or preceptor prior to or during the admission process must submit the Agency Affiliation Agreement forms at least two semesters before the start of the practicum.
- Students may conduct their practicums in the same agency where they are employed as long as they are training/learning in a different setting than their usual assigned employment role or work, and completed outside of their normal working hours. Rationale: It increases the possibility of role confusion from an employee to a student and can compromise the ability to learn. Exceptions to the rule may be made if no other option is available but it must be approved by the graduate program.
- Requests for specialty practicum experiences for Care of the Adult courses within hospital settings including emergency departments and other specialty practices (cardiology, dermatology, labor & delivery, weight loss clinics, hospice, long-term care centers, etc.) will not be considered. Such settings will not provide the necessary role preparation (primary care).
- Clinical Compliance is required through the CastleBranch platform before you start any of your practicum experiences. Please see this link [CastleBranch.com](https://www.castlebranch.com) for complete

instructions regarding CastleBranch.

Finding Practicum Sites and Preceptors

UWF provides guidelines for how to choose a preceptor as well as a practicum site; however, because our students can be located around the country, students have the primary responsibility to secure their own sites based on their region/location. Students will select a practicum site and initiate contact with a potential preceptor who meets the qualifications and is willing to serve as a preceptor.

Students may conduct their practicums in the same agency where they are employed as long as they are training/learning in a different setting than their usual assigned employment role or work and completed outside of their normal working hours.

It is recommended to start the search process for a practicum and preceptor as soon as you are accepted into the program, as it often takes time to secure an affiliation agreement. Most students should have their first preceptor and a practicum site identified by the middle of their second term. UWF has an Affiliation Agreement Coordinator and will help the student complete the appropriate paperwork after a practicum site has been located. Also, UWF maintains a list of current affiliation agreements that can be found on the UWF MSN webpage or through the Affiliation Agreement Coordinator.

UWF's involvement in the location and approval of practicum sites and preceptors is aligned with the Commission on Collegiate Nursing Education's (CCNE) Key Element II-B Standard, which states "the program is responsible for ensuring adequate physical resources and clinical sites. Clinical sites are sufficient, appropriate, and available to achieve the program's mission, goals, and expected outcomes." UWF's SON will help ensure adequate physical resources and clinical sites by collaborating with students, preceptors, and administrators to support any way we can in the successful completion of each student's program of study, including the practicum experience and clinical placements. The SON will approve sites in a timely manner when possible and will meet with agency representatives if desired to expedite the approval process.

FNP students should keep in mind they are taking four courses that focus on different populations and may need three to four different preceptors and sites over the course of their program.

Securing a practicum site and preceptor can be as intensive as a job search, and some students may have to travel outside of their local area to find sites.

Here are some ideas for students when they begin the search process.

- UWF maintains a list of affiliation agreements SON students have used in the past; it doesn't necessarily mean the site will be able to accommodate each student or that an active preceptor is available, but it is a good place to start. The list is inclusive of all degree pathways (FNP, Educ., & Exec.). A site on the list does not reflect its appropriateness for your specific degree pathway.
- Use professional and personal network sites to make connections; develop a profile on professional networks (e.g., LinkedIn) to network; research field sites; connect with colleagues, alumni of UWF, and a variety of other professional nursing-related groups;
- Research local professional nursing associations and organizations to contact potential preceptors
- Contact your state board of nursing to see if there is a list of potential preceptors or agencies
- Make appointments at primary care offices and clinics in your community

- Ask everyone you know who they go to for their care and what they think about the care they receive. Call the office and make an appointment for an interview
- Access the American Academy of Nurse Practitioners (AANP) student resources center, which may be helpful in finding a field site and preceptor (<http://www.aanp.org/education/student-resource-center/connecting-with-nps>).
- PAs are not acceptable preceptors due to CCNE and specific state board of nursing regulations. Preceptors who are an APRN or MD/DO are the best options.

Appropriate Practicum Sites	
NGR 6201L Family Nurse Practitioner I Practicum	Family Practice (Primary Care) facility providing comprehensive healthcare for the adult population, focusing on each system and every disease entity is preferred. Other specialties that may be considered include outpatient Internal Medicine.
NGR 6301L Family Nurse Practitioner II Practicum	A Pediatric Primary Care facility providing comprehensive healthcare to infants, children, and adolescents from birth to the age of 21 is preferred. Health Department Child Care Clinics that provide comprehensive care will be considered. Pediatric Urgen Care* (if not previously used) may be considered for partial fulfillment of the practicum hour requirement with prior faculty approval.
NGR 6202L Family Nurse Practitioner III Practicum	Family practice settings where you will provide care to all adults (men and women). In addition, you will perform preventive care of women to include Pap and clinical breast exams. You may also consider having a second site, a GYN clinic, where you can conduct hours towards meeting specific competencies (e.g., Pap tests, clinical breast exams) if the primary care site does not provide these services.
NGR 6835L Family Nurse Practitioner IV Practicum	Family Practice (primary care) setting required. Other specialties may be considered, including Internal Medicine or Gerontology clinics for the full 240 hours. Other setting they may be considered for partial fulfillment of the required hours in this course include Urgent Care, Pulmonology, Endocrinology, Urology, Nephrology, EENT.

***Urgent Care:** A specialty that focuses on the immediate care and treatment of illnesses and injuries that do not appear to be life threatening. Only one (50 hr max out of the 780 total hrs required in the program) partial rotation in the program (in Care of the Adult II) is acceptable.

Preceptors

- Most practicum hours must be completed with an advanced registered nurse practitioner (APRN).
- The FNP preceptor must possess a master's degree in nursing or higher.
- The FNP preceptor must be nationally board-certified as a nurse practitioner and hold an active, unencumbered advanced practice license in the state where the student will receive practicum experience.
- The preceptor must have at least one year of practice as a nurse practitioner. We highly recommend more years of experience.
- Other types of health professionals may also serve as a preceptor for FNP students but only in the case when an FNP preceptor is not available in the specific course focus. Medical Doctors (MD) or Doctor of Osteopathy (DO) are acceptable. APRNs must have

the appropriate specialty degree for the population they serve in order to serve as a preceptor. CRNAs and PAs are not considered appropriate preceptors for the FNP student.

- MDs and DOs must have an active medical license in the state where the student will complete the practicum experience.
- All preceptors must be approved prior to any practicum experience.

Practicum Case Logs

- FNP practicum case logs are maintained through the Typhon software program and must be submitted to each practicum course instructor.
- The practicum log documentation must demonstrate activities related to course outcomes and specialty competencies.
- All hours must be documented on the FNP practicum log and signed by the preceptor. You will have 7 days to enter your practicum hours and case logs for a particular day. If you go past the 7 days you will not be able to account for the hours or your cases.
- Periodic audits may be conducted to assure accuracy of practicum log documentation and to validate clinical time which has been applied toward practicum hours.
- Travel time to and from the practicum site and time spent working on the practicum Typhon documentation will not be included in the practicum hours.
- Both the student and preceptor (if applicable) will receive instructions on how to access and use Typhon at the beginning of each term.

Preceptor Role and Responsibilities

The purpose of the practicum experience is to provide the FNP student with an opportunity to gain experience in:

- Completing comprehensive and focused patient health assessments.
- Developing communication skills that are culturally sensitive and competent, individualized, and patient-centered.
- Patient education (e.g. health maintenance, chronic condition(s), self-management goals)
- Providing guidance related to treatment in accordance with identified needs in consultation with the preceptor
- Developing SOAP notes (Plans of Care) on individual patients focused on preventive care, acute and chronic disease/illnesses, and injury processes in consultation with the preceptor.
- Collaboration with the multidisciplinary healthcare team in a primary care setting.
- Delegating appropriate tasks within the multidisciplinary health care team.

The FNP student will consult with the preceptor regarding patients seen. The student must function under the oversight or supervision of the preceptor.

The Preceptor will:

- Accept the responsibility of the FNP student at his or her practice for an agreed upon specified time.
- Create a learning environment for the FNP student that involves:
 - The student performs histories and physical exams, making tentative assessments, presenting orally to the preceptor, proposing appropriate diagnoses and differential diagnoses, and participating in creating therapeutic plans. The student will create SOAP notes not containing any patient identifiers.

- o The student observing or participating in managing patient acute or chronic conditions within their scope of practice.
- o The preceptor provides guidance to the FNP student in performing clinical procedures that are consistent with the student learning objectives. All clinical procedures must be performed under the supervision of the preceptor.
- Help clinic or practice staff understand the function of the FNP student as a healthcare provider.

FNP Student Roles and Responsibilities

With the preceptor's supervision in collaboration with the student, he or she will be able to:

- Perform patient interviews, histories, and physical examinations, and documentation of physical and psychosocial findings.
- Differentiate normal and abnormal findings (e.g., physical examination, history, laboratory findings, procedures, and other tests).
- Integrate concepts from pathophysiology to determine differential diagnoses.
- Create a problem list and a preliminary treatment plan.
- Collaborate with the preceptor on a plan of care.
- Present findings to the preceptor in a concise, accurate, and organized method.
- Establish effective communications with patients to make sure they understand their therapeutic or treatment regimen.
- Provide instruction regarding health promotion, preventative care, chronic condition education, and assist with helping patients set self-management goals for improved outcomes.
- Recognize the cost implications for care provided and if an interdisciplinary collaboration or a referral is needed to coordinate care (e.g. behavioral health, social services, MD/DO, specialist, nutrition).
- Demonstrate effective communication with patients, families, staff, and other health professionals.

** Students may NOT see patients in sites or agencies where they do not have approval.*

** Students must only see patients with the preceptor they have an agreement with.*

School of Nursing Background Check Process

Florida Law restricts access to children, elderly and disabled patients by persons convicted of specific misdemeanors and felonies. ([Chapter 435 Florida Statutes](#)). This law places restrictions on health care facilities, which in turn require students to comply with the same restrictions as their employees and volunteers. Any criminal history revealed on background checks may affect a student's ability to participate in clinical experiences, be admitted into a UWF SON Program, and/or obtain advanced practice registered nurse licensure. (See the [Florida Board of Nursing](#) and [Florida Statutes 408.809 Background Screening: Prohibited offenses](#))

If the criminal background check findings reveal a history of criminal activity, the SON Director will discuss the findings with the student and if the findings do not meet clinical practice site requirements or eligibility for licensure as a registered nurse in the state of Florida, the student will not be admitted to the nursing program.

While in the program, if the student's criminal status changes, the student must disclose this to the School of Nursing within three (3) business days of the offense. Failure to disclose will result in dismissal from the program. Absolute honesty is essential. Clinical practice facilities have the right to refuse to permit a student to attend practice in their facility due to criminal charges. If a student is denied access to clinical practice, this could result in the inability to complete clinical requirements resulting in a course failure and dismissal from the SON program.

Drug Screening

Affiliated clinical agencies require a drug-free, healthful, and safe workplace. They require that employees and students not be involved in the sale, manufacture, distribution, purchase, use, or possession of alcohol or non-prescribed drugs. Use of illegal or impairing substances by UWF nursing students that may impair cognitive functioning, critical thinking, or sound judgment will not be allowed.

The use of marijuana for any reason, prescribed or otherwise, is not permitted. This is in accordance with UWF's healthcare agency partnership contracts.

Procedure

The UWF School of Nursing requires all clinical nursing students to undergo a routine drug screen. The purpose of the UWF School of Nursing's Drug Screen Policy and Procedure is to comply with regulations of area health care agencies/hospitals.

Nursing students are not to be involved in the sale, manufacture, distribution, purchase, use, or possession of alcohol or non-prescribed drugs. UWF nursing students must abide by the drug screen policies of each clinical health care agency/facility to which they are assigned before patient contact will begin.

Agencies may require on the spot drug screens if there is suspicion of drug use. Students enrolled in the UWF School of Nursing must comply with agency requests or they will be unable to complete the nursing clinical responsibilities of the program, and thus will not be able to continue in the nursing program. Student failure to submit to a drug screen, attempting to tamper with, contaminating, or

switching a sample will result in the student not meeting course objectives for the clinical course. In this event, progression in the program will not be permitted.

Positive Results

Students who test positive for illicit drugs in their first drug screen required by University of West Florida School of Nursing will be notified to meet with the Department Director. The student will have the option to a repeat test at his/her own expense at a verifiable laboratory within 24 hours of the notification of the positive result. The student must provide proof of the date and time of the drug screen retest to the Director of the UWF School of Nursing. The student will be suspended from all nursing clinical activities until the issue is resolved.

The results of the test will be considered by the Nursing Advisory Panel which consists of the following: the Dean of College of Health, Director of the UWF School of Nursing, Director of MSN Program, Dean of Student Affairs, and Clinical Faculty of the student's clinical courses. Decisions of the Nursing Advisory Panel are final.

Second Test- Positive Results

If the second drug screen is also positive, the student will be dismissed from the nursing program. The student will not be eligible for continuation or readmission to the School of Nursing at any time. It is highly encouraged the that student seek assistance from the Division of Student Affairs [Psychology and Counseling](#) at UWF or other outside resources

Second Test- Negative Results and Random Follow-up Testing

If the second (re-test) drug screen is negative, the student will be allowed to continue in the nursing program, but the student will be required to undergo random drug screens at his/her expense during the remainder of his/her course of study in the nursing program. The timing of the random drug screen(s) will be determined by the Director of the UWF School of Nursing and Clinical Faculty. The student is required to provide proof to the Director of the UWF School of Nursing that the drug screen was conducted within 24 hours of the written notification. If the random drug screen is positive, the student will be dismissed from the nursing program, and he/she will not be eligible for continuation or readmission to the School of Nursing at any time.

Security of Test Results

Test results will not be shared, except as necessary, with individuals other than the Nursing Advisory Panel. All test results will be filed in a locked cabinet within the School of Nursing offices and shall remain confidential except as noted and to the extent permitted by law.

Drug Screening General Requirement

Prior to a student starting a nursing clinical course, conducting a nursing research study or project, or a didactic course that involves contact with patients, a drug screen is required.

Students will be notified not more than 24 hours in advance of the date and time for drug screenings. All charges for drug screening(s) are the responsibility of the student.

If the drug screen indicates an area of concern, the student will be notified by the Director of the UWF School of Nursing. The Nursing Advisory Panel will convene to determine the action that needs to be taken. Decisions of the Nursing Advisory Panel are final.

Test results are confidential with only the Dean of Health, Director of the UWF School of Nursing, Director of MSN Program, Dean of Student Affairs, and Clinical Faculty of the student's clinical courses notified. The action may include that the student submit to a repeat test of body fluids for the presence

of illicit drugs at his/her own expense and to have a report sent to the Director of the UWF School of Nursing as soon as possible (within 24 hours).

The results of the testing will be considered by the Nursing Advisory Panel in determining the student's continuance in the program. The person will be suspended from all nursing clinical activities until the issue is resolved. Also, the student may be dismissed from the UWF School of Nursing based on testing results.

In the event that a nursing student is suspected of illicit use of substances while participating in clinical activities, the MSN Program Director must be notified immediately by the UWF clinical instructor. The MSN Program Director will then notify the Director of the UWF School of Nursing. If a student is requested to take a drug screen at any time during the UWF nursing experience, the student will be placed in a taxi at his/her own expense and sent to a laboratory collection site for testing. The student will be accompanied by the instructor or other UWF faculty or staff member. At that time, a bodily specimen will be requested for testing. The student will submit an authorization allowing the designated company to test body fluids for the presence of illicit drugs at his/her own expense and to have a report sent to the Director of the UWF School of Nursing as soon as possible (within 24- 48 hours).

The report is to be sent to:

Renée L. Davis, DNP, APRN, CPNP-PC
Executive Director of the School of Nursing
Usha Kundu, MD College of Health
Associate Professor

University of West Florida
11000 University Pkwy
Building 37, Office 110
Pensacola, FL 32514

850.473.7765 Office
rdavis6@uwf.edu

The results of the testing will be considered by the Nursing Advisory Panel in determining the student's continuance in the program. The person will be suspended from all nursing clinical activities until the issue is resolved. Also, the student may be dismissed from the UWF nursing program based on testing results.

Bloodborne Pathogen Exposure

In the profession of nursing, exposure to bloodborne pathogens is an occupational hazard. Bloodborne pathogens are defined as being infectious microorganisms that cause disease in humans. They include, but are not limited to, Hepatitis and Human Immunodeficiency Virus (HIV). In order to meet the specific needs of students who may have the potential for blood borne pathogen exposure as part of their practicum experience, the School of Nursing has developed this Blood borne Pathogen Exposure Control Plan for graduate Nursing Students in accordance with the Occupational Safety and Health Administration (OSHA) Blood borne Pathogens Standard, 29 [Code of Federal Regulation \(CFR\) 1910.1030](#).

Procedure:

- The student must immediately report any bloodborne exposure to their practicum preceptor and course faculty. The faculty will notify the Graduate Program Director and/or the SON Chairperson. The preceptor will be responsible for immediately notifying appropriate agency personnel.
- The preceptor, the student and/or appropriate agency personnel will assess the circumstances of the exposure and will determine the appropriate location for follow-up.

- Post Exposure prophylaxis (PEP) must be initiated within 72 hours of exposure per UHS guidelines.
- Testing for students can be done at the UWF Health Center on the Pensacola campus. If the clinical site where exposure takes place is not in the Pensacola area or occurs after hours or on a UWF holiday, the student can be triaged based on their own preference at the nearest hospital, Urgent Care or primary care provider. ***The University of West Florida does not cover the financial cost of testing and/or treatment.***
- Testing: [CDC and US PHS guidelines](#)
- Follow up and medication selection, if recommended, should follow the current UHS Bloodborne Pathogen Exposure for Patient's Guideline, unless other timelines and medications are indicated by the site of treatment (i.e. hospital protocol off campus) or individual student's health status.
- Post Exposure Prophylaxis will follow the Current CDC PEP Guidelines; Available at: [Current CDC and USPHS recommended treatment](#). Telephone Consultation is available at PEP Consultation Service for Clinicians 1-888-448-4911 from 9 a.m. – 2 a.m. ET 6.
- UWF graduate nursing students are required to carry adequate health insurance and will be responsible for any charges for testing and/or treatment not covered by the agency where the exposure took place.

Practicum Dress Code

It is a professional expectation of UWF SON students to take pride in their personal appearance as a professional representative of the UWF School of Nursing, the graduate program, and the nursing profession as a whole. Contractual affiliation agreements with practicum sites specify that clinical agency policies must be followed in addition to SON guidelines for clinical rotations. Students dressed inappropriately, as determined by the agency administration and/or the practicum preceptor, can be removed from the practicum site for the day or the entire experience at their discretion. Repeated breaches of this policy by a student may result in removal from the clinical experience. Students who are unable to meet a clinical agency's policy on attire and appearance and who cannot be placed in a comparable clinical assignment will not be able to progress in the nursing program.

- Graduate students are expected to be properly attired for practicum experiences and at all times when representing the UWF School of Nursing. Students and employees with visible tattoos and body piercing ornaments are prohibited from some clinical agencies. Students who have visible tattoos and/or body piercing ornaments need to address this with the preceptor before the start of the practicum experience.
- Clothing should be of a professional appearance and consistent with the practicum site dress code requirements. The faculty at UWF SON should be notified if students are dressed in unprofessional attire.
- UWF SON students must have a visible name badge that identifies students by their first and last names. Students must identify themselves as a UWF Nurse Practitioner student in the clinical setting and during all clinical-related encounters.

Practicum Schedule and Attendance

- It is usual for FNP students to complete their clinical practicum hours (NGR 6201L – 180 hours; NGR 6301L – 180 hours, NGR 6202L – 180 hours, NGR 6835 – 240 hours) in a variety of scheduled hours in a clinic setting. Students are expected to be flexible in scheduling their time spent with a preceptor to maximize their learning experience. ***Clinical practicum hours are to be scheduled when your approved preceptor is scheduled to work or at the availability and convenience of the preceptor.***
- Clinical practicum hours must be decided and agreed on by the preceptor and student and clearly communicated to the instructor before beginning the practicum experience.

- Students can only begin practicum time if the instructor of record approves you to start. Instructor authorization is required before practicum time can begin. The Affiliation Specialist does NOT approve your practicum start time.
- In accordance with the UWF Academic Calendar, the last day of class is the last day to complete practicum hours.

Clinical (Practicum) Clearance

- Clinical clearance will be granted to students who successfully complete the following titers/immunizations and additional requirements as detailed in CastleBranch:
 - MMR
 - Varicella
 - Hep B
 - TB
 - TDaP
 - Influenza
 - CPR Certification
 - RN License
 - Fingerprint for Criminal Background check
 - Urine Drug Screen

Practicum Site Visit by Faculty

- Clinical faculty will schedule site visits during the semester. Visits can be held in person or through virtual meeting platforms such as Zoom, Google Meet, WebEx, etc.
- Clinical faculty will contact the FNP student and preceptor at least 72 hours prior to a scheduled visit.

Practicum Course Evaluation

- Minimum required clinical practice hours:
 - Family Nurse Practitioner I Practicum: 180
 - Family Nurse Practitioner II Practicum: 180
 - Family Nurse Practitioner III Practicum: 180
 - Family Nurse Practitioner IV Practicum: 240
- Clinical experience will be evaluated through faculty observation, verbal communication with the student and preceptor, written work, and using a School of Nursing Clinical Evaluation Form. Faculty reserve the right to alter clinical experiences, which may include removal from client care areas of any student to maintain patient safety and provide instructional experiences to facilitate student learning.
- Evaluation is based on the achievement of student learning outcomes through the utilization of a clinical evaluation form. A rating of satisfactory represents satisfactory performance, and a rating of unsatisfactory represents unsatisfactory performance. The student must obtain a satisfactory rating in all evaluation areas in order to achieve a passing grade.
- Clinical faculty will hold evaluation sessions with the student and clinical preceptor at each site visit. The faculty member will document each conference on the clinical evaluation form. This form will be signed by both faculty and students. Midterm evaluation sessions will be made available to each student. Final evaluation sessions are mandatory with both faculty members and assigned clinical preceptors. A student may request additional sessions at any time by contacting the appropriate clinical faculty member.

Note on Certification

The UWF MSN-FNP is designed to prepare graduates to qualify to sit for a national FNP certification exam, which is required for practice as an FNP in most states. It is the individual student's responsibility to understand and comply with all requirements relating to national certification exams for the state in which he or she intends to practice as requirements may vary widely. For more information about NP certification exams, students should visit the American Academy of Nurse Practitioners at <https://www.aanp.org/index.php>, and/or the American Nurses Credentialing Center at <https://www.nursingworld.org/ancc/>.

Appendix Pages



FNP Track Statement of Preceptor Agreement

I have read the FNP Handbook and fully understand the responsibilities regarding student, preceptor, and faculty roles for the Graduate Family Nurse Practitioner Practicum and agree to comply with these guidelines.

Term: _____ Year: _____

Primary Practicum Clinic Name: _____

Clinic Address: _____ City: _____ State: _____ Zip: _____

Clinic Phone#: _____

Contact Person & Title (other than preceptor; i.e. office manager): _____

Best method of contact for this Contact Person: _____

Student Name
Printed:
Signature:
Date:
Phone Number:
E-Mail:

Preceptor Name
Printed:
Signature:
Date:
Phone Number:
E-Mail:

Faculty Name (for UWF Faculty Use ONLY)
Printed:
Signature:
Date:
Phone Number:
E-Mail:

(Electronic signatures are acceptable)

Students should retain copies of all forms and documents submitted to the course faculty. Please provide your preceptor with a copy of this form once all signatures are in place.

Student Evaluation of Clinical Site

Student Name: _____

Name of Site/Location: _____

Rotation Date: _____

Name of Preceptor: _____ Course: _____

Please indicate your evaluation of the Clinical Site:

Strongly Disagree (1);

Disagree (2);

Agree (3);

Strongly Agree (4);

Not Applicable (0)

Clinical Site:	Rating	Comments:
Adequate space is provided for student to see clients & complete clinically relevant work.		
Adequate time is given to see clients & report to preceptor.		
There are sufficient numbers of clients to meet students' learning needs/objectives.		
The types of clients are varied as to age & type of problem or appropriate for the course learning objectives.		
The clinical setting offers a variety of learning experiences.		
Student is given the opportunity to follow-up with clients &/or problems of interest.		
Reports from lab, x-ray & special procedures are accessible to student for review.		
Lab, x-ray & special procedure reports are shared/reviewed with student.		
Support staff are appropriately helpful to student.		
Support staff are accepting of student's role.		
The philosophy of the site is to provide: a. health promotion & disease prevention only b. disease diagnosis & management only c. Both		
Professional references (i.e. office/clinical library) are available for student's use.		
Client education materials are available to supplement client's learning (i.e. pamphlets, flyers)		
Community resources, agencies & other professional disciplines are involved with client care/follow up.		
Would you recommend this clinical site for other students? Why/why not		

Comments:

Student Evaluation of Self-Performance

Student: _____ Course: _____ Semester/Year: _____

Clinical Faculty: _____ Preceptor: _____

Site Address: _____ City: _____ State: _____ Zip: _____

Email: _____ Phone: _____

Client Population: ___Adult ___Gero ___Family ___Pediatrics ___WH ___OB ___Other

CLINICAL COMPETENCIES					
U=Unsatisfactory NI=Needs Improvement S=Satisfactory N/A=Not applicable or no opportunity to observe					MIDTERM or FINAL (circle one)
					Areas where improvement is needed/Comments:
Presentation of self (to clients, staff, & colleagues). Exemplifies NP role, professional conduct, team player, caring approach.	U	NI	S	N/A	
Interviewing skills (organization, content, quality, rapport with client, thoroughness in gathering information).	U	NI	S	N/A	
History includes CC, HPI (analysis of symptoms-pertinent positives and negatives), PMH, FH, SH, cultural considerations and ROS.	U	NI	S	N/A	
Reviews records adequately and correctly interprets lab data, diagnostics, referrals, and tracking of health maintenance.	U	NI	S	N/A	
Physical examination skills (correctly performed, systematic, & appropriate for chief complaint).	U	NI	S	N/A	
Documentation in the medical record (appropriate, organized and concise).	U	NI	S	N/A	
Diagnostic insight (reflective of critical thinking, clinical reasoning, considers appropriate differentials, and knowledge of conditions).	U	NI	S	N/A	
Management plan (appropriate, evidence based, comprehensive, considers cost & client preferences, resources, and emphasizes lifestyle).	U	NI	S	N/A	
Knowledge of pharmacologic treatments/proper prescribing, considers national guidelines for management and cost to client	U	NI	S	N/A	
Has clinical resources available at clinical site. Seeks new learning opportunities. Reviews current evidence.	U	NI	S	N/A	
Provides health teaching/counseling/guidance (adequate and appropriate for needs). Considers holistic measures.	U	NI	S	N/A	
Presents pertinent information to preceptor in a systematic format and offers a diagnosis and plan.	U	NI	S	N/A	
Makes appropriate referrals and collaborates with preceptor. Evaluates plan and provides for appropriate follow-up.	U	NI	S	N/A	

Student Strengths:

Opportunities for Student Improvement:

Preceptor Evaluation of Student

Student: _____ Course: _____ Semester/Year: _____

Clinical Faculty: _____ Preceptor: _____

Site Address: _____ City: _____ State: _____ Zip: _____

Email: _____ Phone: _____

Client Population: _____ Adult _____ Gero _____ Family _____ Pediatrics _____ WH _____ OB _____ Other

CLINICAL COMPETENCIES					
<u>U</u> =Unsatisfactory <u>NI</u> =Needs Improvement <u>S</u> =Satisfactory <u>N/A</u> =Not applicable or no opportunity to observe					MIDTERM or FINAL (circle one)
					Areas where improvement is needed/Comments:
Presentation of self (to clients, staff, & colleagues). Exemplifies NP role, professional conduct, team player, caring approach.	U	NI	S	N/A	
Interviewing skills (organization, content, quality, rapport with client, thoroughness in gathering information).	U	NI	S	N/A	
History includes CC, HPI (analysis of symptoms-pertinent positives and negatives), PMH, FH, SH, cultural considerations and ROS.	U	NI	S	N/A	
Reviews records adequately and correctly interprets lab data, diagnostics, referrals, and tracking of health maintenance.	U	NI	S	N/A	
Physical examination skills (correctly performed, systematic, & appropriate for chief complaint).	U	NI	S	N/A	
Documentation in the medical record (appropriate, organized and concise).	U	NI	S	N/A	
Diagnostic insight (reflective of critical thinking, clinical reasoning, considers appropriate differentials, and knowledge of conditions).	U	NI	S	N/A	
Management plan (appropriate, evidence based, comprehensive, considers cost & client preferences, resources, and emphasizes lifestyle).	U	NI	S	N/A	
Knowledge of pharmacologic treatments/proper prescribing, considers national guidelines for management and cost to client	U	NI	S	N/A	
Has clinical resources available at clinical site. Seeks new learning opportunities. Reviews current evidence.	U	NI	S	N/A	
Provides health teaching/counseling/guidance (adequate and appropriate for needs). Considers holistic measures.	U	NI	S	N/A	
Presents pertinent information to preceptor in a systematic format and offers a diagnosis and plan.	U	NI	S	N/A	
Makes appropriate referrals and collaborates with preceptor. Evaluates plan and provides for appropriate follow-up.	U	NI	S	N/A	

Student Strengths:

Opportunities for Student Improvement:

Preceptor Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

**PLEASE RETURN FORM TO FACULTY VIA SEALED ENVELOPE,
FAX TO UWF SCHOOL OF NURSING AT (850) 473-7769, OR EMAIL TO FACULTY**

Faculty Evaluation of Student NP Clinical Performance

Student: _____ Course: _____ Semester/Year: _____

Clinical Faculty: _____ Preceptor: _____

Site Address: _____ City: _____ State: _____ Zip: _____

Email: _____ Phone: _____

Client Population: Adult Gero Family Pediatrics WH OB Other

CLINICAL COMPETENCIES					
U=Unsatisfactory NI=Needs Improvement S=Satisfactory N/A=Not applicable or no opportunity to observe					MIDTERM or FINAL (circle one)
					Areas where improvement is needed/Comments:
Presentation of self (to clients, staff, & colleagues). Exemplifies NP role, professional conduct, team player, caring approach.	U	NI	S	N/A	
Interviewing skills (organization, content, quality, rapport with client, thoroughness in gathering information).	U	NI	S	N/A	
History includes CC, HPI (analysis of symptoms-pertinent positives and negatives), PMH, FH, SH, cultural considerations and ROS.	U	NI	S	N/A	
Reviews records adequately and correctly interprets lab data, diagnostics, referrals, and tracking of health maintenance.	U	NI	S	N/A	
Physical examination skills (correctly performed, systematic, & appropriate for chief complaint).	U	NI	S	N/A	
Documentation in the medical record (appropriate, organized and concise).	U	NI	S	N/A	
Diagnostic insight (reflective of critical thinking, clinical reasoning, considers appropriate differentials, and knowledge of conditions).	U	NI	S	N/A	
Management plan (appropriate, evidence based, comprehensive, considers cost & client preferences, resources, and emphasizes lifestyle).	U	NI	S	N/A	
Knowledge of pharmacologic treatments/proper prescribing, considers national guidelines for management and cost to client	U	NI	S	N/A	
Has clinical resources available at clinical site. Seeks new learning opportunities. Reviews current evidence.	U	NI	S	N/A	
Provides health teaching/counseling/guidance (adequate and appropriate for needs). Considers holistic measures.	U	NI	S	N/A	
Presents pertinent information to preceptor in a systematic format and offers a diagnosis and plan.	U	NI	S	N/A	
Makes appropriate referrals and collaborates with preceptor. Evaluates plan and provides for appropriate follow-up.	U	NI	S	N/A	

Student Strengths:

Opportunities for Student Improvement:

Faculty Clinical Site Evaluation

Name: _____ Class: _____

Program: _____ FNP _____ Date: _____

Clinical Site (name of practice): _____

Preceptor(s): _____

Address: _____ City: _____ State: _____ Zip: _____

Date of Clinical Site Visit: _____ Faculty: _____

Preceptor Evaluation	Check One		
	Yes	No	Not Observed
1. Preceptor makes time for student to review chart and plan care with preceptor before patient encounter, as appropriate for student's developmental level. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Preceptor makes time for student to review visit and plan of care after encounter. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Preceptor provides opportunities for student to learn how to consult appropriately. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Expectations for student performance are consistent with accepted professional competencies for safe beginning-level practitioner. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Preceptor evaluates student documentation as evidence of clinical reasoning. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Preceptor Evaluation (continued)	Yes	No	Not Observed
6. Preceptor requires problem-focused documentation of patient care that is accurate and complete. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Preceptor provides opportunities for students to learn prescribing, evaluation and follow-up of laboratory results. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. A preceptor reviews and signs all student documentation of care. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The preceptor demonstrates a philosophy that fosters holistic care as demonstrated by the practice philosophy statement, charting, or observed patient care. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The preceptor practices in a manner consistent with the professional organization. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The preceptor demonstrates equitable care to all populations across economic levels and culturally diverse populations as observed by the site visitor. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The preceptor demonstrates a mechanism to enhance/maintain or facilitate continuity of client care. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The preceptor provides evidence of a process whereby patients are active participants in their own care (e.g., informed consent, orientation to the practice, documentation of patient education process). Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Site Evaluation	Check One		
	Yes	No	Not Observed
1. The site has adequate space for students to work, study, and rest (e.g., dictation, access computer, desk space). Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The practice site can be accessed safely by the student. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Memorandum of Agreement (MOA) signed by MD or NP. Clinical Agency Agreement signed and on file at the College of Nursing. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Clinic staff welcomes student. Pleasant and friendly environment. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. There is evidence of an on-going quality improvement system. <ul style="list-style-type: none"> a. Patient satisfaction surveys. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> b. Peer review. Comments: 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> c. Chart review by physician or other practitioner. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



FERPA Laws

The **Family Educational Rights and Privacy Act (FERPA)** (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. [FERPA \(Family Educational Rights and Privacy Act\) Information - UWF Public Knowledge Base - UWF Confluence](#)

HIPAA Information

[HIPAA Privacy and Security.pdf](#)

<https://www.hhs.gov/hipaa/for-professionals/index.html>

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