

SCHEDULE A

Baptist Health South Florida Program Letter of Agreement for Student Education

This document serves as a program letter of agreement (“**PLA**”) between College of the Florida Keys (“**School**”)’s Associate of Science in Nursing Program (the “**Program**”) and Baptist Health South Florida (“**Baptist**”), and is made part of the Master Affiliation Agreement for Student Education dated November 1, 2023.

This Letter of Agreement is effective as of May 01, 2024 (the “**Effective Date**”) and will remain in effect for 5 years, or until updated, changed or terminated by the School or Baptist. Notification of termination of this Letter of Agreement by either party must be provided by written notice 30 days to the other party; provided, however that notice of termination of the related Master Affiliation Agreement for Student Education shall constitute notice of termination of this PLA.

A. Persons Responsible for Education and Supervision

The School will identify volunteer faculty members, clinical preceptors, and other supervisory personnel to serve as “**Preceptors**” during student rotations. All Preceptors must hold appropriate Medical Staff, employment status, or other designation as approved by Baptist to participate in on-site rotations. Preceptors will provide appropriate supervision of students in all activities and maintain a learning environment conducive to educating the students in the corresponding competency areas.

At School (“**Program Director**”): Dr. Aimee Jorgenson-Stough

At Baptist (“**Rotation Director/Lead Preceptor**”): Varies per rotation

Other individuals appointed/designated to provide educational and supervisory responsibilities for the students while at Baptist:

Additional Preceptors, not listed herein, may be mutually agreed upon by the Program Director and Rotation Director/Lead Preceptor.

While serving in their role as Preceptors, individuals are dually responsible for meeting the expectations of Baptist and of the School.

2. Responsibilities

Responsibilities of School

- The School is ultimately responsible for the education program, academic affairs, and the assessment of the students.
- The School is primarily responsible for the appointment and assignment of faculty members/preceptors with responsibility for student teaching.
- The School will provide appropriate documentation or attestation regarding each student’s prerequisites for rotation eligibility, as outlined by Baptist.

Responsibilities of Baptist

- Baptist will provide students, and faculty/preceptor if applicable, access to appropriate resources for student education.
- Students exposed to an infectious or environmental hazard or other occupational injury will be directed to follow Baptist’s policy for student exposures. The School will be notified promptly following any

known instance of injury or exposure. Costs associated with the treatment and follow-up resulting from any injury or exposure is the responsibility of the student, unless otherwise required by law.

Mutual Responsibilities

- The School and Baptist share responsibility for creating and maintaining an appropriate learning environment.
- The parties will cooperate to evaluate the learning environment (which may include on-site visits) to identify positive and negative influences on the maintenance of Preceptor and student professional standards, and to conduct and develop appropriate strategies to enhance the positive and mitigate the negative influences.

3. Content and Duration of the Educational Experiences

Educational goals, objectives and schedules to be attained by the student while rotating at Baptist have been developed by the Program Director and Rotation Director/Lead Preceptor and **are attached to this Schedule A as Exhibit A-1 and made part of this PLA.**

The Preceptor is responsible for the day-to-day activities of the students, including providing teaching and supervision, to ensure that the outlined goals and objectives are met during the course of the rotation. The duration of each rotation assignment is 8-12 weeks in duration, with up to 8 students accepted per rotation.

4. Policies and Procedures that Govern Student Education

Students will be under the general direction of the Policies and Procedures of Baptist. Baptist will provide students and School with any site-specific policies applicable to the student's training prior to the start of the rotation. Students will receive orientation at Baptist as needed.

Students may not begin the rotation until receiving formal notification of clearance from the Baptist Office of Academic Affairs.

AGREED TO BY:

The College of the Florida Keys

Baptist Health South Florida

Name: Dr. Brittany Snyder

Name: Amanda Murphy, DNP, MSN-Ed, RN

Title: Executive Vice President and CFO

Title: AVP, Nursing Education

Date: _____

Date: _____

Exhibit A-1
Program Educational Goals, Objectives, and Schedules

Program Concept: Patient-centered care

<p>Level One Outcome: Implement nursing care to patients and families across the lifespan from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.</p>	<p>Level Two Outcome: Evaluate nursing care provided to patients, families, groups, populations, and communities across the lifespan from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a patient's preferences,</p>
<p>Competency: Perform a general health assessment including physiological, psychological, sociological, and spiritual needs of patients and families across the lifespan experiencing stable health alterations in a variety of settings.</p> <p>NUR 1020C: Fundamentals of Nursing Practice NUR 1211C: Clinical Nursing I</p>	<p>Competency: Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex health alterations in a variety of settings.</p> <p>NUR 1520 C: Mental Health in Nursing NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing</p>
<p>Competency: Use the nursing process to guide the delivery of patient care to achieve optimal outcomes.</p> <p>NUR 1020C: Fundamentals of Nursing Practice NUR 1211C: Clinical Nursing I</p>	<p>Competency: Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes.</p> <p>NUR 1520 C: Mental Health in Nursing NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing NUR 2818C: Clinical Nursing III</p>
<p>Competency: Demonstrate self-awareness of culturally sensitive behaviors while caring for patients and families from diverse backgrounds</p> <p>NUR 1020C: Fundamentals of Nursing Practice NUR 1211C: Clinical Nursing I</p>	<p>Competency: Provide culturally sensitive care for patients, families, and groups from diverse backgrounds.</p> <p>NUR 1520 C: Mental Health in Nursing NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing</p>

<p>Competency: Use clinical decision making when providing nursing care based on evaluation of patient needs.</p> <p>NUR 1020C: Fundamentals of Nursing Practice NUR 1142: Pharmacology NUR 1211C: Clinical Nursing I</p>	<p>Competency: Utilize clinical judgment when evaluating nursing care to improve patient outcomes.</p> <p>NUR 1520 C: Mental Health in Nursing NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing</p>
<p>Competency: Advocate for patients and families regarding nursing care issues.</p> <p>NUR 1020C: Fundamentals of Nursing Practice NUR 1211C: Clinical Nursing I</p>	<p>Competency: Advocate for patients, families, and groups regarding nursing care issues and health care decisions.</p> <p>NUR 1520 C: Mental Health in Nursing NUR 2462C: Maternal/Child Nursing NUR 2818C: Clinical Nursing III</p>
<p>Program Concept: Teamwork and Collaboration</p>	
<p>Level One Outcome: Participate as a member of the interprofessional healthcare team in the provision of safe, quality patient-centered care</p>	<p>Level Two Outcome: Collaborate with members of the interprofessional health care team to manage and coordinate the provision of safe, quality care for patients, families, and groups.</p>
<p>Competency: Participate as a member of the health care team.</p> <p>NUR 1211C: Clinical Nursing I NUR 1020C: Fundamentals of Nursing Practice</p>	<p>Competency: Coordinate patient care with members of the interprofessional healthcare team.</p> <p>NUR 1520C: Mental Health in Nursing NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing NUR 2818C: Clinical Nursing III</p>
<p>Competency: Use communication techniques that support sharing patient-related information with members of the healthcare team.</p> <p>NUR 1020C: Fundamentals of Nursing Practice NUR 1211C: Clinical Nursing I</p>	<p>Competency: Integrate input from other members of the healthcare team to improve individual and team performance</p> <p>NUR 1520 C: Mental Health in Nursing NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing NUR 2818C: Clinical Nursing III</p>

Program Concept: Evidence based practice	
Level One Outcome: Identify best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plans of care.	Level Two Outcome: Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered care.
Competency: Identify reliable sources for locating best current evidence and clinical practice guidelines. NUR 1020C: Fundamentals of Nursing Practice NUR 1211C: Clinical Nursing I	Competency: Analyze best current evidence for its application to practice when providing and managing patient-centered care. NUR 1520 C: Mental Health in Nursing NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing NUR 2818C: Clinical Nursing III
Competency: Use best practice resources when developing individualized patient-centered plans of care NUR 1020C: Fundamentals of Nursing Practice NUR 1142: Pharmacology NUR 1211C: Clinical Nursing I	Competency: Integrate best current evidence into clinical judgments that indicate the need to modify nursing care. NUR 1520 C: Mental Health in Nursing NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing NUR 2818C: Clinical Nursing III
Program Concept: Quality improvement	
Level One Outcome: Participate in data collection processes that support established quality improvement initiatives.	Level Two Outcome: Use evidence-based quality improvement processes to effect change in the delivery of patient-centered care.
Competency: Identify patient care issues that can impact quality of care. NUR 1020C: Fundamentals of Nursing Practice NUR 1211C: Clinical Nursing I	Competency: Use recognized nursing standards to improve and advance the quality of health care services. NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing NUR 2818C: Clinical Nursing III

<p>Competency: Identify gaps between current patient outcomes and desired patient outcomes.</p> <p>NUR 1020C: Fundamentals of Nursing Practice NUR 1211C: Clinical Nursing I</p>	<p>Competency: Use quality improvement tools to gather data related to the gap between current and desired patient outcomes.</p> <p>NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing NUR 2818C: Clinical Nursing III</p>
<p>Competency: Identify the relationship between Nurse Sensitive Indicators and patient outcomes.</p> <p>NUR 1211C: Clinical Nursing I</p>	<p>Competency: Participate in the collection of data related to a Nurse Sensitive Indicator.</p> <p>NUR 2818C: Clinical Nursing III</p>
<p>Program Concept: Safety</p>	
<p>Level One Outcome: Implement strategies that minimize risk and provide a safe environment for patients, self, and others.</p>	
<p>Level Two Outcome: Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to patients, self and others in healthcare, home, and community settings.</p>	
<p>Competency: Identify safety risks and environmental hazards in health care settings.</p> <p>NUR 1020C: Fundamentals of Nursing Practice NUR 1142: Pharmacology NUR 1211C: Clinical Nursing I</p>	<p>Competency: Anticipate safety risks to patients, self and others in healthcare, home, and community settings.</p> <p>NUR 1520 C: Mental Health in Nursing NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing NUR 2818C: Clinical Nursing III</p>
<p>Competency: Practice performance of psychomotor skills that minimize safety risks and environmental hazards.</p> <p>NUR 1020C: Fundamentals of Nursing Practice NUR 1142: Pharmacology NUR 1211C: Clinical Nursing I</p>	<p>Competency: Implement actions that promote a culture of safety, minimize safety risks, and environmental hazards in healthcare settings.</p> <p>NUR 1520 C: Mental Health in Nursing NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing NUR 2818C: Clinical Nursing III</p>

<p>Competency: List National Patient Safety Goals that promote safety in healthcare settings.</p> <p>NUR 1211C: Clinical Nursing I</p>	<p>Competency: Implement National Patient Safety Goals in healthcare settings.</p> <p>NUR 1520 C: Mental Health in Nursing NUR 2213C: Clinical Nursing II NUR 2818C: Clinical Nursing III</p>
Program Concept: Informatics	
<p>Level One Outcome: Use evidence-based information and patient care technology in the provision of safe, quality patient-centered care.</p>	<p>Level Two Outcome: Use evidence-based information and patient care technology to communicate relevant patient information, manage care and mitigate error in the provision of safe, quality patient-centered care.</p>
<p>Competency: Describe the effect that computerized information management systems have on the delivery of nursing care.</p> <p>NUR 1020C: Fundamentals of Nursing Practice NUR 1211C: Clinical Nursing I</p>	<p>Competency: Use patient care technologies effectively when assessing and monitoring patients.</p> <p>NUR 1520 C: Mental Health in Nursing NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing NUR 2818C: Clinical Nursing III</p>
Program Concept: Professionalism	
<p>Level One Outcome: Practice nursing in a professional, ethical, and legal manner while providing patient-centered, standard-based nursing care</p>	<p>Level Two Outcome: Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing patient-centered, standard-based nursing care</p>
<p>Competency: Identify professional standards of nursing practice that guide practice.</p> <p>NUR 1020C: Fundamentals of Nursing Practice NUR 1142: Pharmacology NUR 1211C: Clinical Nursing I</p>	<p>Competency: Maintain professional standards of nursing practice in the delivery of patient-centered care.</p> <p>NUR 1520 C: Mental Health in Nursing NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing NUR 2818C: Clinical Nursing III</p>

<p>Competency: Display professional accountability and responsibility in classroom, laboratory, and clinical settings.</p> <p>NUR 1020C: Fundamentals of Nursing Practice NUR 1142: Pharmacology NUR 1211C Clinical Nursing I</p>	<p>Competency: Model professional accountability and responsibility in the classroom, laboratory, clinical settings, and in the management of patient-centered care.</p> <p>NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing NUR 2818C Clinical Nursing III</p>
<p>Competency: Describe how ethical principles and legal tenets guide nursing practice.</p> <p>NUR 1020C: Fundamentals of Nursing Practice NUR 1142: Pharmacology NUR 1211C: Clinical Nursing I</p>	<p>Competency: Maintain nursing practice that supports ethical decision making and tort law in the delivery of patient-centered care.</p> <p>NUR 1520 C: Mental Health in Nursing NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing NUR 2818C: Clinical Nursing III</p>
<p>Competency: Describe how regulatory guidelines and institution policies guide nursing practice.</p> <p>NUR 1020C: Fundamentals of Nursing Practice NUR 1142: Pharmacology NUR 1211C: Clinical Nursing I</p>	<p>Competency: Maintain nursing practice that supports regulatory guidelines and institutional policies in the delivery of patient-centered care.</p> <p>NUR 1520 C: Mental Health in Nursing NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing NUR 2818C: Clinical Nursing III</p>
<p>Program Concept: Leadership</p>	
<p>Level One Outcome: Describe how leadership, management, and priority-setting skills are used to support safe, quality patient-centered care.</p>	
<p>Level Two Outcome: Use leadership, management and priority-setting skills in the provision and management of safe, quality patient-centered care.</p>	
<p>Competency: Identify organizational, time management and priority setting skills necessary to provide safe, quality patient-centered care.</p> <p>NUR 1020C: Fundamentals of Nursing Practice NUR 1211C: Clinical Nursing I</p>	<p>Competency: Use organizational, time management, and priority setting skills in the provision and management of safe, quality patient-centered care.</p> <p>NUR 1520 C: Mental Health in Nursing NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing NUR 2818C: Clinical Nursing III</p>

<p>Competency: Identify the nurse's role in regard to delegating tasks to appropriate members of the health care team.</p> <p>NUR 1020C: Fundamentals of Nursing Practice NUR 1211C: Clinical Nursing I</p>	<p>Competency: Practice delegating patient care tasks to appropriate members of the health care team.</p> <p>NUR 1520 C: Mental Health in Nursing NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing NUR 2818C: Clinical Nursing III</p>
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Program Concept: Communication

<p>Level One Outcome: Utilize verbal and nonverbal communication strategies with patients and families from diverse backgrounds that promote an effective exchange of information and the development of therapeutic relationships</p>	<p>Level Two Outcome: Utilize verbal and non-verbal therapeutic communication strategies with patients, families, groups, and populations from diverse backgrounds that promote the nurse-client relationship.</p>
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<p>Competency: Use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients and families.</p> <p>NUR 1020C: Fundamentals of Nursing Practice NUR 1211C: Clinical Nursing I</p>	<p>Competency: Use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients, families, groups, and populations.</p> <p>NUR 1520 C: Mental Health in Nursing NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing NUR 2818C: Clinical Nursing III</p>
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<p>Competency: Integrate changes in communication and use of self, in relation to communication barriers, when caring for patients and families.</p> <p>NUR 1020C: Fundamentals of Nursing Practice NUR 1211C: Clinical Nursing I</p>	<p>Competency: Integrate changes in communication and use of self, in relation to communication barriers, when caring for patients, families, groups, and populations.</p> <p>NUR 1520 C: Mental Health in Nursing NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing NUR 2818C: Clinical Nursing III</p>
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<p>Competency: Communicate effectively with members of the healthcare team and report issues utilizing the appropriate chain of command.</p> <p>NUR 1020C: Fundamentals of Nursing Practice NUR 1211C: Clinical Nursing I</p>	<p>Competency: Communicate effectively with members of the healthcare team and report issues that indicate conflict that is impacting patient care.</p> <p>NUR 1520 C: Mental Health in Nursing NUR 2213C: Clinical Nursing II NUR 2462C: Maternal/Child Nursing NUR 2818C: Clinical Nursing III</p>
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CFK Competency Assessment
Level One

Student Name__

	Midterm Score and Comments	Final Score and Comments
Patient-Centered Care Implement nursing care to patients, families, and groups across the lifespan from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.		
Perform a general health assessment including physiological, psychological, sociological, and spiritual needs of patients and families across the lifespan experiencing common health alterations in a variety of settings.	<input type="checkbox"/>	<input type="checkbox"/>
Use the nursing process to guide the delivery of patient care to achieve optimal outcomes.	<input type="checkbox"/>	<input type="checkbox"/>
Provide culturally sensitive care to patients and families from diverse backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>
Use clinical decision making when providing nursing care based on evaluation of patient needs.	<input type="checkbox"/>	<input type="checkbox"/>
Advocate for patients and families regarding nursing care issues.	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork and Collaboration Participate as a member of the interprofessional healthcare team in the provision of safe, quality patient-centered care.		

CFK Competency Assessment
Level One

Participate as a member of the interprofessional health care team	<input type="checkbox"/>	<input type="checkbox"/>
Use communication techniques that support sharing of patient-related information to members with member of the health care team.	<input type="checkbox"/>	<input type="checkbox"/>
Evidence-Based Practice Identify best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plans of care.		
Identify reliable sources for locating best current evidence and clinical practice guidelines	<input type="checkbox"/>	<input type="checkbox"/>
Use best practice resources when developing individualized patient-centered-plans of care.	<input type="checkbox"/>	<input type="checkbox"/>
Quality Improvement Participate in data collection processes that support established quality improvement initiatives.		
Identify patient care issues that can impact quality of care.	<input type="checkbox"/>	<input type="checkbox"/>
Identify gaps between current patient outcomes and desired patient outcomes.	<input type="checkbox"/>	<input type="checkbox"/>
Identify the relationship between Nurse Sensitive Indicators and patient outcomes.	<input type="checkbox"/>	<input type="checkbox"/>
Safety		

CFK Competency Assessment

Level One

Implement strategies that minimize risk and provide a safe environment for patients, self, and others.		
Identify safety risks and environmental hazards in health care settings.	<input type="checkbox"/>	<input type="checkbox"/>
Practice performance of psychomotor skills that minimize safety risks and environmental hazards.	<input type="checkbox"/>	<input type="checkbox"/>
List National Patient Safety Goals that promote safety in healthcare settings.	<input type="checkbox"/>	<input type="checkbox"/>
Informatics Use evidence-based information and patient care technology in the provision of safe, quality patient-centered care.		
Describe the effect that computerized information management systems have on the role of the nurse.	<input type="checkbox"/>	<input type="checkbox"/>
Professionalism Practice nursing in a professional, ethical, and legal manner while providing patient-centered, standard-based nursing care.		
Identify professional standards of nursing practice that guide practice.	<input type="checkbox"/>	<input type="checkbox"/>
Display professional accountability and responsibility in classroom and laboratory settings.	<input type="checkbox"/>	<input type="checkbox"/>
Describe how ethical principles and legal tenets guide nursing practice.	<input type="checkbox"/>	<input type="checkbox"/>

CFK Competency Assessment

Level One

Describe how regulatory guidelines and institution policies guide nursing practice.	<input type="checkbox"/>	<input type="checkbox"/>
Leadership Describe how leadership, management, and priority-setting skills are used to support safe, quality patient-centered care.		
Identify organizational, time management and priority setting skills necessary to provide safe, quality patient-centered care.	<input type="checkbox"/>	<input type="checkbox"/>
Identify the nurse's role in regard to delegating tasks to appropriate members of the health care team.	<input type="checkbox"/>	<input type="checkbox"/>
Communication Use verbal and nonverbal communication strategies with patients and families from diverse backgrounds that promote an effective exchange of information, development of therapeutic relationships.		
Use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients and families.	<input type="checkbox"/>	<input type="checkbox"/>
Integrate changes in communication and use of self, in relation to communication barriers, when caring for patients and families.	<input type="checkbox"/>	<input type="checkbox"/>
Communicate effectively with members of the healthcare team and report issues that indicate conflict is impacting patient care.	<input type="checkbox"/>	<input type="checkbox"/>

CFK Competency Assessment
Level One

Interim Comments

Instructor Signature

Student Signature

Final Comments

Instructor Signature

Student Signature

CFK Competency Assessment Level One

RUBRIC

<p>3 (Outstanding)</p> <ul style="list-style-type: none"> • Exceeds expectations (as identified on clinical evaluation tool) • Is safe • Consistently shows initiative. • Demonstrates a comprehensive level of understanding of concepts and applies them to patient care. • Consistently identifies patient care situations that need attention. • No supportive cues needed. 	
<p>2 (Satisfactory)</p> <ul style="list-style-type: none"> • Meets expectations (as identified on clinical evaluation tool) • Is safe • Periodically shows initiative. • Demonstrates a fundamental level of understanding of concepts and applies them to patient care. • Usually identifies patient care situations that need attention. • Occasional supportive cues needed. 	
<p>1 (Needs Improvement)</p> <ul style="list-style-type: none"> • Does not meet expectations (as identified on clinical evaluation tool) • Is usually safe • Infrequently shows initiative. • Requires frequent guidance when applying concepts to patient care situations. • Inconsistently identifies patient care situations that need attention. • Frequent supportive cues needed. 	
<p>NO = Not Observed/No Opportunity</p>	
Level 1	
<p>It is expected of the student to improve throughout the clinical rotation. At the summative (final) point of evaluation, the rating for each critical objective is required to be at least a 2 or higher.</p>	

CFK Competency Assessment
Level Two

Student Name: _____

	Midterm Score and Comments	Final Score and Comments
Patient-Centered Care Implement nursing care to patients, families, and groups across the lifespan from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.		Bolded competencies must score a 2 in order to pass clinical.
Perform a general health assessment including physiological, psychological, sociological, and spiritual needs of patients and families across the lifespan experiencing common health alterations in a variety of settings.	<input type="checkbox"/>	<input type="checkbox"/>
Use the nursing process to guide the delivery of patient care to achieve optimal outcomes.	<input type="checkbox"/>	<input type="checkbox"/>
Provide culturally sensitive care to patients and families from diverse backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>
Use clinical decision making when providing nursing care based on evaluation of patient needs.	<input type="checkbox"/>	<input type="checkbox"/>
Advocate for patients and families regarding nursing care issues.	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork and Collaboration Participate as a member of the interprofessional healthcare team in the provision of safe, quality patient-centered care.		

CFK Competency Assessment
Level Two

Participate as a member of the interprofessional health care team	<input type="checkbox"/>	<input type="checkbox"/>
Use communication techniques that support sharing of patient-related information to members with member of the health care team.	<input type="checkbox"/>	<input type="checkbox"/>
Evidence-Based Practice Identify best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plans of care.		
Identify reliable sources for locating best current evidence and clinical practice guidelines	<input type="checkbox"/>	<input type="checkbox"/>
Use best practice resources when developing individualized patient-centered-plans of care.	<input type="checkbox"/>	<input type="checkbox"/>
Quality Improvement Participate in data collection processes that support established quality improvement initiatives.		
Identify patient care issues that can impact quality of care.	<input type="checkbox"/>	<input type="checkbox"/>
Identify gaps between current patient outcomes and desired patient outcomes.	<input type="checkbox"/>	<input type="checkbox"/>
Identify the relationship between Nurse Sensitive Indicators and patient outcomes.	<input type="checkbox"/>	<input type="checkbox"/>
Safety		

CFK Competency Assessment
Level Two

Implement strategies that minimize risk and provide a safe environment for patients, self, and others.		
Identify safety risks and environmental hazards in health care settings.	<input type="checkbox"/>	<input type="checkbox"/>
Practice performance of psychomotor skills that minimize safety risks and environmental hazards.	<input type="checkbox"/>	<input type="checkbox"/>
List National Patient Safety Goals that promote safety in healthcare settings.	<input type="checkbox"/>	<input type="checkbox"/>
Informatics Use evidence-based information and patient care technology in the provision of safe, quality patient-centered care.		
Describe the effect that computerized information management systems have on the role of the nurse.	<input type="checkbox"/>	<input type="checkbox"/>
Professionalism Practice nursing in a professional, ethical, and legal manner while providing patient-centered, standard-based nursing care.		
Identify professional standards of nursing practice that guide practice.	<input type="checkbox"/>	<input type="checkbox"/>
Display professional accountability and responsibility in classroom and laboratory settings.	<input type="checkbox"/>	<input type="checkbox"/>
Describe how ethical principles and legal tenets guide nursing practice.	<input type="checkbox"/>	<input type="checkbox"/>

CFK Competency Assessment

Level Two

Describe how regulatory guidelines and institution policies guide nursing practice.	<input type="checkbox"/>	<input type="checkbox"/>
Leadership Describe how leadership, management, and priority-setting skills are used to support safe, quality patient-centered care.		
Identify organizational, time management and priority setting skills necessary to provide safe, quality patient-centered care.	<input type="checkbox"/>	<input type="checkbox"/>
Identify the nurse's role in regard to delegating tasks to appropriate members of the health care team.	<input type="checkbox"/>	<input type="checkbox"/>
Communication Use verbal and nonverbal communication strategies with patients and families from diverse backgrounds that promote an effective exchange of information, development of therapeutic relationships.		
Use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients and families.	<input type="checkbox"/>	<input type="checkbox"/>
Integrate changes in communication and use of self, in relation to communication barriers, when caring for patients and families.	<input type="checkbox"/>	<input type="checkbox"/>
Communicate effectively with members of the healthcare team and report issues that indicate conflict is impacting patient care.	<input type="checkbox"/>	<input type="checkbox"/>

Interim Comments