Graduate Handbook

Florida State University College of Nursing

VIRES · ARTES · MORES

2009-2010

THE FLORIDA STATE UNIVERSITY
MISSION STATEMENT

The Florida State University is a comprehensive, graduate-research university with a liberal arts base. If offers undergraduate, graduate, advanced graduate, and professional programs of study; conducts extensive research, and provides service to the public in accord with its statewide mission. The University's primary role is to serve as a center for advanced graduate and professional studies while emphasizing research and providing excellence in undergraduate programs.

COLLEGE OF NURSING
MISSION STATEMENT

To develop nursing leaders for professional practice and

research in diverse settings.

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HISTORY AND MILESTONES OF
FSU COLLEGE OF NURSING

1949	Ms. Vivian M. Duxbury appointed as Dean.
1950	First class of BSN students admitted.
1951	RNs from diploma programs admitted to BSN Program.
1951	First male student admitted.
1952	NLN accreditation awarded.
1972	Dr. Shirley Martin appointed as Dean
1975	Self-paced and time variable format introduced for RN students.
1975	New four-story building completed.
1976	Dr. Emilie D. Henning appointed as Dean.
1984	Dr. Evelyn T. Singer appointed as Dean.
1985	Four students admitted to MSN program.
1985	Funding obtained from the Division of Nursing, Department of Health and Human Services to begin MSN degree program.
1987	Graduate Program accredited by NLN.
1998	New RN-to-BSN web-based curriculum implemented for students living in Ft. Myers, St. Petersburg, Lake City, and Mariana.
1999	Nurse educator track added to MSN program.
2000	School of Nursing Building name Vivian M. Duxbury Hall.
2001	Dr. Katherine P. Mason appointed as Dean.
2001	New community-based undergraduate curriculum implemented.
2003	Online RN-BSN program offered statewide.
2004	CCNE accreditation awarded.
2004	Graduate core nursing courses offered online
2005	Family Nurse Practitioner curriculum revised.
2005	Grant received from Florida Department of Education to expand graduate education via interactive television to six sites: Pensacola, Fort Walton, Panama City, Mariana, Madison
2005	Graduate nursing education courses offered online.
2006	School of Nursing becomes College of Nursing.
2007	Nurse Practitioner course offered online.
2007	Dr. Lisa Ann Plowfield appointed as Dean.
2008	FSU Board of Trustees approves Doctor of Nursing Practice degree program.
2009	Curriculum Revisions to Undergraduate BSN Program.
2009	Students admitted to the Doctor of Nursing Practice Degree Program.
2010	Students admitted to the Accelerated BSN program.

Curriculum

Florida State University College of Nursing
STATEMENT OF BELIEFS

Given the mission of the University and College, the faculty of the College is guided by a set of beliefs held by the faculty in relation to:
- nursing's phenomenon of concern as human beings within the context of health;
- nursing as an evidence-based profession; and
- nursing education as a life long process.

The beliefs that guide the nursing education programs and the discipline of nursing at Florida State University are:

The foundation of nursing is based upon broad preparation in liberal studies, socialization into the core values of the profession, and preparation in the knowledge and skills requisite to practice at the baccalaureate and graduate levels.

Nursing knowledge is built on nursing practice, theory and research. In addition, nursing derives knowledge from other disciplines, adapting and applying this knowledge as appropriate to professional practice.

Nurses bring a unique blend of knowledge, judgment, skills and caring to the health care team. Professional nursing requires strong critical reasoning, clinical judgment, and communication and assessment skills and a commitment to life long learning. (AACN Baccalaureate Essentials, 2007, lines 166, 171)

Nurses must process the knowledge and skills needed to provide safe, culturally competent and high quality care in an environment of increasing diversity and globalization. (AACN Baccalaureate Essentials, 2007, line 58-61)

Nursing practice is comprised of approaches gained through scientific inquiry designed to broaden the evidence base of the profession. These approaches are designed to explain and facilitate the phenomenon of human existence in the context of health.

Baccalaureate education, the minimal requirement for entry into professional nursing practice, prepares the generalist and is the foundation for graduate nursing education. (AACN Baccalaureate Essentials, 2007, lines 77, 81-90)

The fundamental aspects of generalist nursing practice are: direct care of the sick in and across all environments, health promotion and prevention of illness, and population based health care. (AACN Baccalaureate Essentials, 2007, line 117)

Graduate nursing education prepares nurses for role enhancement and advanced professional practice.

Nursing must educate future professionals to deliver patient-centered care as members of an interprofessional team, emphasizing evidence-based practice, quality improvement approaches and informatics (IOM, 2003) (AACN Baccalaureate Essentials, 2007, line 41)

GRADUATE PROGRAM
CONCEPTUAL FRAMEWORK

The conceptual framework of the graduate program consists of three major parts: a four tier base depicting the foundation upon which rests a three faceted obelisk encircled by ascending bands containing tags.

The bottom tier illustrates that the graduate program is built upon core professional nursing values and life-long learning. An undergraduate baccalaureate degree in nursing is a mandatory criterion for entering the graduate program. The next tier represents the knowledge content required for mastering, applying, and fine-tuning the concepts and processes students master as they move through the curriculum. These concepts and processes are shown in the third tier. The fourth tier depicts the mastery of skills transcending all roles in the program.

Upon this base rests the three-faceted obelisk. The facet on the right shows the three primary tracks or roles students may choose as a focus of their studies: professional nurse educator, health systems leadership, or nurse practitioner. The center facet depicts the steps of the nursing process which guides nursing practice. The left facet emphasizes the importance of evidence-based practice in nursing.

The bands, or streamers, encircling the obelisk represent Benner's Model of Novice to Expert, depicting students' progression through the program and beyond graduation. It is recognized that students master the level of advanced beginner in their chosen curriculum but may be at the expert level within certain content areas of their program of studies.

Eleven tags are attached to the bands encircling the obelisk. They depict the major expected roles students will evidence as they move from novice to expert. These roles are expected of students in all of the curriculum tracks in the graduate program.

GRADUATE CURRICULA
CONCEPTUAL FRAMEWORK
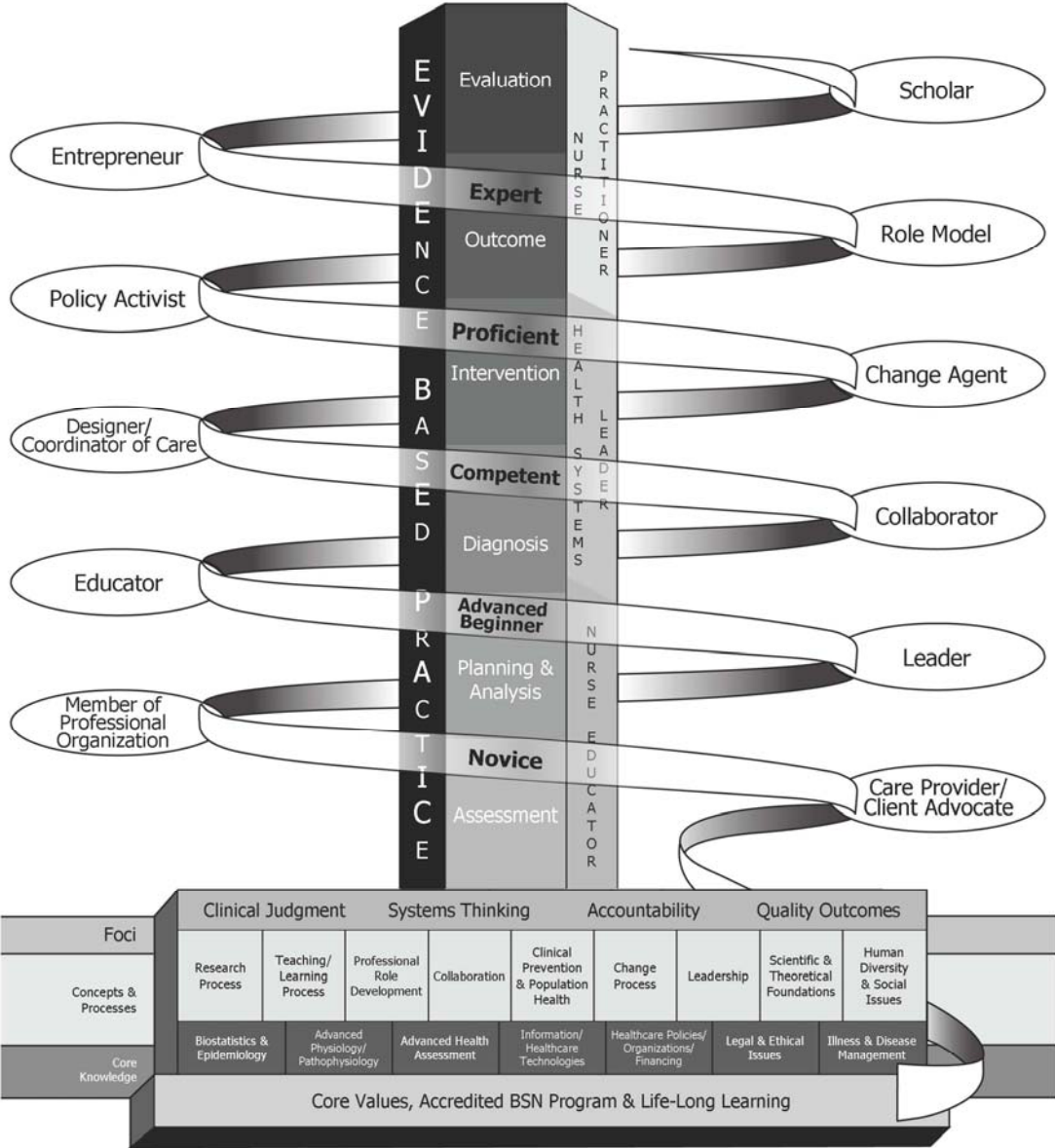
MSN PROGRAMS OF STUDY

Effective Summer 2009, students will no longer be admitted to the MSN family nurse practitioner track. The MSN nurse educator track will be available as an online program.

Full-Time Family Nurse Practitioner (MSN)

Course Schedule for students admitted prior to Summer 2009.

A total of 675 clinical hours (includes 180 hours in Women's Health/OB and 180 hours in Pediatrics) are required for the FNP track. Two prerequisite courses must be completed before beginning the Nurse Practitioner role specialty courses. Effective Fall 2009, the DNP degree program will replace the MSN family nurse practitioner track; contact the Graduate Academic Advisor regarding availability of FNP MSN courses after Spring 2009.

NGR 5140	Advanced Pathophysiology		4 hours
NGR 5843	Inferential Statistics for Health Sciences		<u>4 hours</u>
		Total	**8 hours**

Fall Semester

NGR 5003C	Health Assessment for the APN		4 hours
NGR 5102	Theories for Advanced Practice		3 hours
NGR 5737	Health Policy, Legal & Ethical Considerations		2hours
NGR 5800	Research in Nursing		3 hours
NGR 5064C	Advanced Skills for the APN		<u>2 hours</u>
		Total	**14 hours**

Spring Semester

NGR 5740	Role Development for Advanced Practice		2 hours
NGR 5172	Pharmacology for Advanced Practice		3 hours
NGR 5601C	Advanced Management of the Family I		6 hours
**NGR 5971	Thesis		2 hours
**NGR 5911	Research Project		<u>3 hours</u>
		Total	**11-14 hours**

Summer Semester

NGR 5602C	Advanced Management of the Family II		7 hours
**NGR 5971	Thesis		<u>2 hours</u>
		Total	**7-9 hours**

Fall Semester

NGR 5758L	Nurse Practitioner Practicum		5 hours
**NGR 5852	Evidence-Based Practice: Appraisal & Application		3 hours
**NGR 5971	Thesis		2 hours
**NGR 5911	Research Project		<u>3 hours</u>
		Total	**7-8 hours**

*   Prerequisite courses
** Student selects either a thesis (NGR 5971) or non-thesis option (NGR 5852 or NGR 5911)

PROGRAM OUTCOMES FOR THE NURSE EDUCATOR (MSN)

Upon completion of the program the graduate will be able to:

1. Develop, implement and evaluate complex practice approaches based on theoretical, ethical and scientific knowledge.

2. Ensure accountability for quality care and patient safety for diverse populations.

3. Demonstrate analytical methodologies for the evaluation of clinical practice, health outcomes, and the application of scientific evidence.

4. Utilize technological information systems to evaluate outcomes of care, health care delivery, and quality improvement.

5. Develop, evaluate and provide leadership for health care policy which shapes health care financing, regulation and delivery.

6. Work collaboratively with trans-disciplinary teams to meet complex health care needs of diverse individuals and populations.

7. Analyze epidemiological, biostatistical, environmental, and organizational data for the development, implementation, and evaluation of programs of clinical prevention and population health.

8. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Nurse Educator (MSN)

Course Schedule for students admitted prior to January 2009.

Fall Semester

NGR 5102	Theories for Advanced Practice		3 hours
NGR 5800	Research in Nursing		3 hours
		Total	**6 hours**

Spring Semester

NGR 5140	Advanced Pathophysiology		4 hours
NGR 5740	Role Development for Advanced Practice		2 hours
		Total	**6 hours**

Summer Semester

EDU 5XXX	Required Course		3 hours
NGR 5843	Inferential Statistics for Health Sciences		4 hours
		Total	**7 hours**

Fall Semester

NGR 5737	Health Policy, Legal & Ethical Considerations		2 hours
NGR 5713	Curriculum Theory & Design for Nursing Education		3 hours
NGR 5719	Issues in Nursing Education		1 hour
		Total	**6 hours**

Spring Semester

NGR 5714C	Teaching Methods for the Nurse Educator		4 hours

| NGR 5003C | Health Assessment for the APN | | 4 hours |
| | | **Total** | **8 hours** |

Summer Semester*
NGR 5718C	Evaluation Methods in Nursing Education		4 hour
*NGR 5971	Thesis		3 hours
*NGR 5911	Research Project		3 hours
		Total	**4-7 hours**

Fall Semester*
NGR 6947L	Teaching of Nursing Practicum		5 hours
*NGR 5852	Evidence-Based Practice: Appraisal & Application		3 hours
*NGR 5971	Thesis		3 hours
*NGR 5911	Research Project		3 hours
		Total	**8 hours**

* Student selects either a thesis (NGR 5971) or non-thesis (NGR 5852 or NGR 5911) option.

Nurse Educator (MSN)

Course Schedule for students admitted after Spring 2009
(Pending changes)

Summer Semester
NGR 5003C	Health Assessment for APN		4 hours
NGR 5713	Curriculum Theory and Design		3 hours
		Total	**7 hours**

Fall Semester
NGR 5714C	Teaching Methods for the Nurse Educator		4 hours
NGR 5140	Advanced Pathophysiology		4 hours
		Total	**8 hours**

Spring Semester
NGR 5846	Biostatistics		4 hours
NGR 5718C	Evaluation Methods in Nursing Education		4 hours
		Total	**8 hours**

Summer Semester
NGR 5102	Theoretical Constructs for Nursing Science		3 hours
NGR 5800	Research in Nursing		3 hours
		Total	**6 hours**

Fall Semester
NGR 5719	Issues in Nursing Education		2 hours
NGR 5852	Evidence-Based Practice: Appraisal & Application		3 hours
		Total	**5 hours**

Post-Master's Certificate

The CON offers a post-master's nurse educator certificate for nurses with a master's degree in nursing. Curricula are designed individually, to recognize and incorporate courses already taken. Typically all the specialty courses related to the selected role are necessary; therefore, three semesters of part-time study is required. An individual program of study will be developed, following evaluation of transcripts and course syllabi from the completed master's program.

Nurse Educator Curriculum

A Nurse Educator Post-Master's Certificate can be obtained by taking 4 of the Nurse Educator courses offered through the FSU Graduate Nursing Program. These courses will fulfill eligibility requirements for the education courses that are required to apply to take the national certification for Nurse Educators offered by the National League for Nursing.

NGR 5713	Curriculum Theory and Design	3 credits
NGR 5714C	Teaching Methods for the Nurse Educator	4 credits
NGR 5718C	Evaluation Methods in Nursing Education	4 credits
NGR 5719	Issues in Nursing Education	2 credit
	Total	**13 credits**

PROGRAM OUTCOMES FOR DNP PROGRAM

Upon completion of the program the graduate will be able to:

1. Develop, implement and evaluate complex practice approaches based on theoretical, ethical and scientific knowledge.

2. Ensure accountability for quality care and patient safety for diverse populations.

3. Demonstrate analytical methodologies for the evaluation of clinical practice, health outcomes, and the application of scientific evidence.

4. Utilize technological information systems to evaluate outcomes of care, health care delivery, and quality improvement.

5. Develop, evaluate and provide leadership for health care policy which shapes health care financing, regulation and delivery.

6. Work collaboratively with trans-disciplinary teams to meet complex health care needs of diverse individuals and populations.

7. Analyze epidemiological, biostatistical, environmental, and organizational data for the development, implementation, and evaluation of programs of clinical prevention and population health.

8. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Family Nurse Practitioner Track (DNP)

A total of 90 credit hours and 1000 clinical hours are required for the FNP track.

Fall Semester

NGR 5140	Advanced Pathophysiological Concepts in Nsg Science *	4 hours
NGR 6768	DNP Roles and Interprofessional Collaboration	3 hours
NGR 5102	Theoretical Constructs in Nursing Science *	3 hours
NGR 6895	Healthcare Policy, Politics and Power	3 hours
	Total	**13 hours**

Spring Semester

NGR 5846	Biostatistics *	3 hours
NGR 5871	Managing Information and Technology in Health Systems	3 hours
NGR 5766	Nursing Leadership Within Complex HC Environments	3 hours
NGR 6185	Genetics and Emerging Diseases	3 hours
	Total	**12 hours**

Summer Semester

NGR 5800	Methods in Nursing Research *	3 hours
NGR 5172	Pharmacology for Advanced Practice *	3 hours
NGR 5887	Legal and Ethical Complexities in Health Care	3 hours
	Total	**9 hours**

Fall Semester

NGR 6853	Translation and Synthesis of Evidence	3 hours
NGR 6673	Epidemiological Methods	3 hours
NGR 5003C	Health Assessment for Advanced Practice (45 clinical hours)*	4 hours
NGR 5009C	Advanced Skills for Advanced Practice Nursing	2 hours
	Total	**12 hours**

Spring Semester

NGR 6893	Healthcare Finances, Economics & Entrepreneurship	3 hours
NGR 6601	Advanced Management of the Family I	3 hours
NGR 6601L	FNP Practicum I (135 clinical hours)	3 hours
5XXX	Graduate Elective	3 hours
	Total	**12 hours**

Summer Semester

NGR 6602	Advanced Management of the Family II	3 hours
NGR 6602L	FNP Practicum II (225 clinical hours)	5 hours
5XXX	Graduate Elective	3 hours
	Total	**11 hours**

Fall Semester

NGR 6619L	FNP Practicum III (225 clinical hours)	5 hours
NGR 6901C	DNP Project I (45 clinical hours)	4 hours
5XXX	Graduate Elective	3 hours
	Total	**12 hours**

Spring Semester

NGR 6942L	DNP Residency (45 - 225 clinical hours)	1-5 hours
NGR 6912C	DNP Project II (45 clinical hours)	4 hours
	Total	**9 hours**

* Courses offered on-line

Health Systems Leadership Track (DNP)

A total of 90 credit hours and 1000 clinical hours are required for the HSL track.

Fall Semester
NGR 5140	Advanced Pathophysiological Concepts in Nsg Science *		4 hours
NGR 6768	DNP Roles and Interprofessional Collaboration		3 hours
NGR 5102	Theoretical Constructs in Nursing Science *		3 hours
NGR 6895	Healthcare Policy, Politics and Power		3 hours
		Total	**13 hours**

Spring Semester
NGR 5846	Biostatistics *		3 hours
NGR 5871	Managing Information and Technology in Health Systems		3 hours
NGR 5766	Nursing Leadership Within Complex HC Environments		3 hours
NGR 6185	Genetics and Emerging Diseases		3 hours
		Total	**12 hours**

Summer Semester
NGR 5800	Methods in Nursing Research *		3 hours
NGR 5172	Pharmacology for Advanced Practice *		3 hours
NGR 5887	Legal and Ethical Complexities in Health Care		3 hours
		Total	**9 hours**

Fall Semester
NGR 6853	Translation and Synthesis of Evidence		3 hours
NGR 6673	Epidemiological Methods		3 hours
NGR 6896	Healthcare and Organizational Change		3 hours
NGR 5003C	Health Assessment for Advanced Practice (90 clinical hours)*		4 hours
		Total	**13 hours**

Spring Semester
NGR 6893	Healthcare Finances, Economics & Entrepreneurship		3 hours
NGR 6894	Envir. Influences for Aggregate & Global Health Planning		3 hours
NGR 6641	Assessment & Collaboration with Communities & Systems		3 hours
NGR 6778L	Health Systems Management Practicum I (135 clinical hours)		3 hours
5XXX	Graduate Elective		3 hours
		Total	**14 hours**

Summer Semester
NGR 6779L	Health Systems Management Practicum II (225 clinical hours)		5 hours
5XXX	Graduate Elective		3 hours
		Total	**8 hours**

Fall Semester
NGR 6897L	Health Systems Management Practicum III (225 clinical hours)		5 hours
NGR 6910C	DNP Project I (45 clinical hours)		4 hours
5XXX	Graduate Elective		3 hours
		Total	**12 hours**

Spring Semester
NGR 6942L	DNP Residency (225 clinical hours)		5 hours
NGR 6912C	DNP Project II (45 clinical hours)		4 hours
		Total	**9 hours**

* Courses offered on-line

GRADUATE COURSE DESCRIPTIONS

Nursing Science Core Courses   **(20 semester hours, 90 clinical hours)**

NGR 5003C   Health Assessment for Advanced Practice (4) (90 clinical hours)
Prerequisite: Admission to the MSN or DNP Program
This course is designed to provide the learner with a strong foundation in the health assessment skills requisite for advanced nursing practice. The focus of the course is on the diagnostic reasoning process as it relates to building a clinical database. History taking, physical examination skills, laboratory, diagnostic and radiographic modalities are included in the course content. The course has a clinical component wherein the students will utilize the diagnostic process in drawing conclusions based upon the database formed through various assessment modalities.

NGR 5102   Theoretical Constructs for Nursing Science (3)
Prerequisite: Admission to the MSN or DNP Program or Permission of the Instructor
This course is designed to assist the learner in analyzing and evaluating selected theories appropriate for advanced practice nursing. The relationship between theory, practice and research will be examined. Sources of theory for the discipline will be explore. The contributions and philosophies of early nurse leaders and theorists will be examined along with those from other disciplines that are appropriate to health care. Topics covers include development and evaluation of nursing knowledge and nursing theory, analysis and application of theories and models in nursing practice, education, administration, and research.

NGR 5140   Advanced Pathophysiological Concepts in Nursing Science (4)
Prerequisite: Admission to the MSN or DNP Program or Permission of the Instructor
This course is designed to build on basic pathophysiology principles and explore the principles of normal body functions and pathophysiological changes that occur as a result of disease, lifestyle, and homeostatic changes in the body. Altered pathophysiological health is explored at the genetic, cellular and organ system level. Epidemiology, pathophysiological processes and related systems interaction are examined. Disease processes across the life span are explored and case studies are used to demonstrate the clinical assessment approaches for the advanced practice nursing student.

NGR 5172   Pharmacology for Advanced Practice (3)
Prerequisite: Admission to the DNP Program or Permission of the Instructor
This course provides a broad overview of pharmacology using a lifespan approach. Special consideration is given to professional practice and statutory issues related to prescribing. A broad overview of agents commonly used in primary care will be provided. This will follow a system specific approach, with special attention paid to issues specific to the various stages of the lifespan. Concepts of compliance and collaboration will be examined in the context of effecting positive changes for the patient. The course emphasis will be placed on facilitating pharmacologic management of patients for advanced practice nurses in independent and collaborative practice.

NGR 5887   Legal and Ethical Complexities in Healthcare (3)
Prerequisite: Admission to the DNP Program or Permission of the Instructor
This course focuses on legal and ethical issues confronting healthcare professionals and practitioners. The course applies ethical theories to interprofessional team resolution of these dilemmas. Emphasis will be placed on the use of decision-making models. Finally, the course

will familiarize students with ethical and legal considerations, patient-provider relationships, and the concepts of moral judgment.

NGR 6185   Genetics and Emerging Disease (3)
Prerequisite: NGR 5140 Advanced Pathophysiological Concepts in Nursing Science (4)
This course is designed to facilitate the advanced nursing student's understanding of genetics and emerging diseases and their impact on professional nursing practice. Topics will include basic concepts of genetics and emerging diseases and their application to nursing practice and global health. In addition, related ethical, legal and social issues will be examined.

Research Core Courses   **(20 semester hours, 90 clinical hours)**

NGR 5800   Methods in Nursing Research (3)
Prerequisite: Admission to the MSN or DNP Program or Permission of the Instructor
This course builds upon the knowledge of the research process learned at the baccalaureate level. It focuses on the importance of empirical investigation in the development of nursing theory and the formulation of testable hypotheses in nursing practice. Emphasis is directed to the nurse as consumer and practitioner in the area of research and evidence-based practice.

NGR 5846   Biostatistics (3)
Prerequisite: Admission to the MSN or DNP Program or Permission of the Instructor
This course provides basic principles and applications of statistics to problems in clinical and public health settings. Topics covered include descriptive statistics, probability, sampling, hypothesis testing, proportions, t-tests, chi-square tests, analysis of variance, correlation, linear regression and correlation coefficients, multiple regression, and nonparametric statistics. It is expected that the student will be able to apply the steps of statistical inference, perform the appropriate statistical test, and interpret the results and computer output for commonly used statistical procedures. Analytic techniques to support evidence-based practice will include NNT, Risk Ratio, Odds Ratio, and Relative Risk. SPSS will be incorporated.

NGR 6673   Epidemiologic Methods (3)
Prerequisite: Admission to the DNP Program or Permission of the Instructor
This course introduces concepts and methods of epidemiology, the study of the causes, distribution, and control of disease in populations. Emphasis is placed on studying disease disparity among vulnerable groups in society and culturally appropriate interventions to address disparities. Students are introduced to measures of disease frequency and risk through population-based datasets. The course includes an overview and critique of study designs, such as cross-sectional, case-control, and intervention studies. Approaches include estimations of the burden of disease and evaluations of primary, secondary, and tertiary strategies. Selected informatic skills include the selection, utilization and critique of population-based health datasets.

NGR 6853   Translation and Synthesis of Evidence (3)
Prerequisite: NGR 5800 Methods in Nursing Research; NGR 5846 Biostatistics
This course is designed to provide the tools for locating, evaluating, refining, synthesizing, channeling, applying, and explaining appropriate research findings to improve the efficiency and effectiveness of nursing care in interprofessional settings. Quality improvement methods and grant writing will be discussed.

NGR 6910C   DNP Project I (4) (45 clinical hours)
Corequisite: NGR 6619L FNP Practicum III   or   NGR6897L HSL Practicum III

This course provides students with the opportunity to evaluate and improve healthcare systems and clinical outcomes. With faculty guidance, students will synthesize, integrate and translate newly acquired knowledge and skills in the design and planning of a scholarly project. During this course students complete any necessary institutional review requirements and select an appropriate design and method. Project options may include: design and testing of a critical pathway, design and testing of an innovative intervention in patient care, and development, testing or evaluation of a program.

NGR 6912C   DNP Project II (4) (45 clinical hours)
Prerequisite: NGR 6910C DNP Project I
Using scientific theory, systematic evidence appraisal, policy and organizational analysis, and models of care delivery, students will translate newly acquired knowledge and skills in the implementation and evaluation of a scholarly project to improve patient outcomes. Project options may include: design and testing of a critical pathway, design and testing of an innovative intervention in patient care, and development, testing or evaluation of a program. The course culminates in the successful oral defense of a scholarly project and the development of a journal article suitable for publication.

<u>Leadership/Policy Core Courses</u>   (15 semester hours)

NGR 5766   Nursing Leadership within Complex Healthcare Environments (3)
Prerequisite: NGR 6895 Healthcare Policy, Politics and Power
This course examines leadership theories within the context of organizational culture. Students will analyze traditional and transformational leadership models and their effects on healthcare environments. Emphasis will be placed on the role of health politics in the workplace, organization, government, and community with a focus on social policy, power, and political behaviors. Professional attributes and requisites for the next generation of advanced practice nursing leaders within the evolving healthcare system will be explored.

NGR 5871   Managing Information and Technology in Health Systems (3)
Prerequisite: Admission to the DNP Program or Permission of the Instructor
This course examines the critical elements and use of healthcare information systems and patient care technology as applied to healthcare delivery, quality improvement, patient safety and organizational outcomes evaluation. Health applications related to clinical, administrative, research and educational decision making are explored. Emphasis is on exploration of issues and trends related to human technology interface, implementation science, ethics and cultural diversity.

NGR 6768   DNP Roles and Interprofessional Collaboration (3)
Prerequisite: Admission to the DNP Program
This course offers students the opportunity to examine roles and responsibilities of the DNP that lead to effective practice and interprofessional collaboration. Theoretical concepts related to role theory and models of interprofessional collaboration will be utilized as a basis for analysis of individual, unit based and organizational communication and work strategies that promote quality and culturally competent care.

NGR 6893   Healthcare Finances, Economics, and Entrepreneurship (3)
Prerequisite: NGR 5887 Legal and Ethical Complexities in Healthcare
This course will examine changes in healthcare systems based on evolving healthcare priorities and economic outcomes. Students will analyze the relationship among process, outcomes, and economic indicators.   The analysis of financial models of healthcare delivery will include

resource management, distribution of services, cost-benefit analyses, return on investments, and outcomes-based care. Financing the practice of care delivery systems will be analyzed on a continuum of individual practitioner care delivery to acute and complex, multi-level organizational systems.   Key entrepreneurial leadership principles, practices, and creative strategic planning for healthcare ventures will be explored.

NGR 6895   Health Care Policy, Politics, and Power (3)
Prerequisite: Admission to the DNP Program or Permission of the Instructor
This course offers the student an opportunity to analyze the impact of politics and power on healthcare policies that affect healthcare delivery systems and advanced nursing practice. Legal and ethical considerations of healthcare policies will be examined in the context of providing quality and cost effective services. The leadership role of nurses in advanced practice in designing strategies for influencing healthcare policy development to promote optimal healthcare outcomes and quality care will be explored.

Family Nurse Practitioner Specialty Courses   (26 semester hours, 855 clinical hours)

NGR 5064C Advanced Skills for the APN (2) (45 clinical hours)
Prerequisite: Admission to the FNP Program
The advanced skill course is designed to enable students to develop skills for use in primary clinical practice. The students explore both the theoretical and practical aspects of a variety of procedures and diagnostic modalities including microscopy, suturing, EKG (basic and advanced), radiology, casting and splinting and dermatological procedures. The course is web assisted, and is formatted so that didactic content is provided via web assisted methodology, and the skills are practiced during an intensive three day session, followed by clinical practice.

NGR 6601   Advanced Management of the Family I (3)
Prerequisite: NGR 5003C Health Assessment for Advanced Practice and DNP Core Courses
Co-requisite: NGR 6601L FNP Practicum I (3)
This course is the second course focusing on the nurse practitioner role.   It is designed to provide learners with the knowledge and skills to develop basic strategies designed to promote health, diagnose and manage basic acute and chronic health problems across the life span. The focus of the course is the development of sound diagnostic skill through an emphasis on the differential diagnostic process and institution of clinical strategies to address common acute and chronic disorders. The course will provide a foundation for the development of the student's approach to the nurse practitioner role as they progress through the program.

NGR 6601L   FNP Practicum I (3) (135 clinical hours)
Prerequisite: NGR 5003C Health Assessment for Advanced Practice and DNP Core Courses;
Co-requisite: NGR 6601 Advanced Management of the Family I
The course is designed to apply the knowledge and skills gained in Advanced Health Assessment and to develop basic strategies to promote health, diagnose, and manage simple, acute and chronic health problems across the life span. The focus of the course is the development of sound diagnostic skills utilizing the differential diagnostic process during clinical patient visits. The student also will begin to develop collaborative partnerships with the clinical preceptor and other healthcare professionals in the management of patients.

NGR 6602   Advanced Management of the Family II (3)
Prerequisite: NGR 6601 Advanced Management of the Family I; NGR 6601L FNP Practicum I;
Co-requisite: NGR 6602L FNP Practicum II

This course examines and refines methods of diagnosis and management of health problems that affect the individual and family. The focus will be on the prevention of illness, promotion of wellness, and the management of complex acute and chronic health problems and their impact on communities. The role of the advanced practice nurse as a vital force in contemporary health care will be explored. In the accompanying laboratory course (FNP Practicum II), clinical experiences are expanded to encompass a wider variety of primary care settings based on the student's needs.

NGR 6602L   FNP Practicum II (5) (225 clinical hours)
Prerequisite: NGR 6601 Advanced Management of the Family I; NGR 6601L FNP Practicum I; Co-requisite: NGR 6602 Advanced Management of the Family II
This course is designed to provide students with advanced knowledge and skills related to the clinical management of actual and potential health problems across the life span in a primary care setting. The focus will be on promoting health, preventing illness and the management of complex acute and chronic illnesses. Clinical experiences, encompassing clients across the age span and families, occur in various primary care settings. The role dimensions of manager, collaborator and teacher will be explored within the context of the Family Nurse Practitioner role.

NGR 6619L   FNP Practicum III (5) (225 clinical hours)
Prerequisite: NGR 6601 Advanced Management of the Family I; NGR 6601L FNP Practicum I; NGR 6602 Advanced Management of the Family II; NGR 6602L FNP Practicum II
This course is designed for students to synthesize the advanced practice knowledge, skills, and abilities into the advance practice nursing leader's role prior to the residency. Students are expected to complete their transition to the nurse practitioner role with the assistance of a physician, nurse practitioner, or physician assistant. The student in collaboration with faculty will select a practice setting that reflects the individual interests and completes the advanced practice preparation.

NGR 6942L   DNP Residency (1-5) (45- 225 clinical hours)
Prerequisite: Admission to the DNP Program or Permission of the Instructor
This course provides an intensive clinical residence experience that is intended to demonstrate the culmination of the students' advanced practice role. Each student will be required to submit individual objectives at the beginning of the semester. Clinical experiences will be individually designed within the context of the focus of the students program. With faculty guidance, students will use scientific theory, systematic evidence appraisal, organizational and policy analysis, and models of care delivery.

NGR 6943L   DNP Residency II (1-5) (45- 225 clinical hours)
Prerequisite: Admission to the DNP Program or Permission of the Instructor
This course provides an intensive clinical residence experience for students seeking additional clinical hours to meet certification examination requirements or to demonstrate the culmination of the students' advanced practice role. Each student will be required to submit individual goals at the beginning of the semester. Clinical experiences will be individually designed within the context of the focus of the student's program. The clinical residency experience will be facilitated by an advanced practice expert.

Nursing/Health Systems Leadership Specialty Courses   **(26 semester hours, 830 clinical hours)**

NGR 6641   Assessment and Collaboration with Communities and Systems (2) (10 clinical hours)

Prerequisite: Completion of all core DNP courses
This course challenges the student to integrate techniques of community assessment and principles and theories of collaboration and business to develop strategic operational or evaluation plans based on objective comprehensive assessment. Concepts related to a broad spectrum of communities and system wide practice are included with respect to health systems. Emphasis is placed on the evaluation and use of data, working collaboratively within health systems, and examining outcomes.

NGR 6896 Healthcare and Organizational Change (3)
Prerequisite: Admission to the DNP Program or Permission of the Instructor
This course provides an examination of the US healthcare system and its development in the context of current issues in health systems leadership. Analysis and evaluation of concepts such as organizational change, economic and societal/cultural forces in the health care industry, health disparities, political and governmental issues related to healthcare change, trends in reimbursement, regulatory changes, and advanced practice nursing roles related to system evolution, will be the focus of the course.

NGR 6894   Environmental Influences for Aggregate and Global Health Planning (3)
Prerequisite: NGR 6673 Epidemiology
This course integrates environmental health influences to facilitate planning for healthcare related interventions and programs for advanced nursing practice. Current issues related to population health, cultural issues, environmental data, and policy, are included with respect to health systems and international health programs.

NGR 6778L Health Systems Leadership Practicum I (3) (135 clinical hours)
Prerequisite: All DNP core courses and HSL specialty courses
This course strengthens the development of advanced executive and leadership skills in advanced practice nursing. Assessment of individual strengths as a leader and effective use of self within a clinical unit or workplace are emphasized. Students will apply principles of quantum leadership to strengthen leadership, business and operations skills appropriate to the setting and will access resources to broaden skills within and outside areas of expertise. Case studies and field work will highlight the impact of leadership for creating practice environments that recruit and retain talent, maximize productivity capacity, throughput, access and efficiency.

NGR 6779L Health Systems Leadership Practicum II (5) (225 clinical hours)
Prerequisite: NGR 6778 Health Systems Leadership Practicum I
This course involves supervised practice at a program level designed to advance nursing practice and to strengthen leadership, business and operations skills appropriate to the setting. Students will apply key leadership principles for creating strategy and managing a team at a program level. Competencies for quality improvement, organizational culture, interdisciplinary team care, patient centered care, evidence based practice, resource management and utilization of informatics are emphasized. Application of rapid cycle change theories and rapid cycle innovation will be used to enhance care excellence, efficiency and optimize performance for a priority initiative within an organization.

NGR 6897L Health Systems Leadership Practicum III (3) (225 clinical hours)
Prerequisite: NGR 6678L Health Systems Leadership Practicum I; NGR 6779L Health Systems Leadership Practicum II
This course involves supervised practice at a policy level designed to advance nursing practice and strengthen leadership across healthcare policy setting organizations and agencies. Students will identify and interact with key national or state stakeholders to design and advance a complex

healthcare policy issue. Emphasis is on gathering, analyzing, designing and communicating actionable information. As a policy activist the student will need to demonstrate expertise through incorporating skills in clinical judgment, systems thinking, accountability and quality outcomes by leading a focused systems change, policy development, grant proposal, or presentation at a national meeting.

NGR 6942L DNP Residency (1-5) (45- 225 clinical hours)
Prerequisite: NGR 6619L FNP Practicum III or NGR 6897L Health Systems Leadership Practicum III
This course provides an intensive clinical residence experience that is intended to demonstrate the culmination of the students' advanced practice role. Each student will be required to submit individual objectives at the beginning of the semester. Clinical experiences will be individually designed within the context of the focus of the students program. With faculty guidance, students will use scientific theory, systematic evidence appraisal, organizational and policy analysis, and models of care delivery.

Electives   (9 semester hours)

NGR 5852 Evidence Based Practice: Appraisal & Application (3)
This capstone course allows students to synthesize and integrate concepts developed in previous graduate courses with emphasis on an evidence-based practice approach to selected issues. This course will result in student utilization of evidenced-based methods to develop a scholarly paper with recommendations for improving practice.

NGR 5713 Curriculum Theory and Design (3)
This initial course in the Nursing Educator sequence is designed to introduce the graduate nursing student to the theoretical foundations of nursing education. Emphasis will be placed on the relationship among these theories, curriculum development and course design.

NGR 55714C Instruction in Nursing Education: Design and Strategies   (4) (45 clinical hours)
This course is designed to introduce the graduate nursing student to instructional design and strategies for both classroom and clinical instruction. Emphasis is placed on the interrelationship of learning theories, the population of interest to be educated, the learning environment and evidence-based instructional strategies. Teaching opportunities will be provided in the classroom and nursing education laboratory settings.

NGR 5718C Evaluation in Nursing Education (4) (45 clinical hours)
This course will focus on educational program evaluation and change. The emphasis will be on applications of testing and measurement relevant to the health professions. The student will learn effective test design and test writing skills. Methods of evaluating student performance in the classroom and clinical settings will also be explored. Evaluation tools for educational programs, courses and students will be discussed. The course will address the change process in relation to educational outcomes and course evaluations.

NGR 5719 Trends and Issues in Nursing Education (3)
This course is designed to introduce students to issues and trends related to post- secondary nursing education. Students will examine the impact of historical and contemporary issues in nursing education and health care. In addition, the roles and responsibilities of the academic nurse educator and the nurse educator in staff development and patient education will be explored.

FNP students may also choose from courses offered in the Health Systems Leadership track or from courses offered by other disciplines on campus.

HSL students may also choose from courses offered by other disciplines on campus.

Academic Policies

FSU GRADUATE SCHOOL POLICIES

Student are encouraged to access University polices related to graduate students at
http://gradstudies.fsu.edu/policies.html or in the FSU Graduate Student Handbook at
http://gradstudies.fsu.edu/forms/graduate_handbook.pdf .

RECENCY OF WORK

The work for graduate nursing degrees must be completed within seven (7) years from the time
the student first registers for graduate credit. Any graduate work transferred from another
institution must have commenced not more than seven (7) years prior to completion of the degree
for the credits to be applicable to the graduate nursing degree.

REGISTRATION FOR FINAL TERM

For doctoral student and master's students in a thesis-type program, registration shall be required
in the final term in which a degree requiring a thesis, dissertation, or treatise is granted… If a
student does not make the manuscript final submission deadline for a given term, but completes
all degree requirements before the first day of the next term, it is possible to waive the
registration requirement.   To be eligible for this registration exemption, all degree requirements,
including manuscript clearance, must be completed prior to the first day of the next term. If the
student has not been enrolled for the previous two terms, readmission is required before
registration.

GRADUATION

During the first two weeks of the term in which a candidate expects to receive a degree,
application for graduation must be made with the Office of the Registrar, Graduation Section,
(850.644.5850). An online application for graduation is available at
http://registrar.fsu.edu/services/graduation/

FSU COLLEGE OF NURSING STUDENT POLICIES

Complete College of Nursing Policies are located at: http://www/fsu.edu~nursing/policy.html

ACADEMIC REQUIREMENTS

The Graduate Program seeks to maintain its academic integrity and that of its students in
accordance with University graduate policies and ensure the quality of each clinical experience.
A higher level of academic performance is expected in clinical courses to assure patient and
student safety. No clinical course for which a student receives a grade of "B-" (2.75 quality
points) or below may count toward any graduate degree in the College of Nursing. A student
must petition the Graduate Program Director for permission to repeat a clinical course in which a
grade of "B-" or below is received.

Students in the graduate program are required to maintain a 3.0 grade point average in all nursing
course work each semester. Failure to do so will result in the student's being placed on academic

probation. During the semester in which the student is on academic probation she/he is expected to improve the Nursing GPA to a 3.0 or greater. The inability to meet this expectation will require that the student be dismissed from the program.

REINSTATEMENT

In order to be reinstated into the College of Nursing graduate program after having been dismissed for academic reasons the student is required to do the following:
1. Submit a written request for consideration of reinstatement to the Graduate Program Director.
2. As part of the reinstatement process the student will be expected to meet with the College of Nursing Admissions Committee to provide justification for a reinstatement decision.
3. Upon reinstatement the student will be expected to complete successfully a prescribed plan of study in her/his first semester achieving a semester GPA of 3.0 or greater.

DIRECTED INDIVIDUAL STUDY (D.I.S.)

The purpose of a D.I.S. is to permit a student to concentrate on an individually selected topic of interest in nursing. The student initiates a request to a specific faculty member who agrees to guide the study. Faculty members do not initiate or offer D.I.S.'s. No faculty member will be expected to sponsor more than five (5) D.I.S.'s (either individual or group total) during any one term.

Four (4) credit hours will be the maximum number of credit hours allocated to any D.I.S. All D.I.S.'s will be directly related to nursing. Extracurricular or volunteer activities will not be considered appropriate for a D.I.S. The total number of D.I.S. hours completed cannot be more than six (6).

Procedure
1.   The student identifies a faculty member willing to sponsor the project.
2.   The student obtains a copy of the CON Proposal for D.I.S. form from the Graduate Program Advisor. This form is completed by the faculty sponsor to include a title and a description of the learning objectives and activities. Methods of assessment and grading policy will be determined by the faculty sponsor in collaboration with the student.
3.   The D.I.S. form is to be returned to the Graduate Program Advisor. After having obtained approval by the Dean, the Advisor will enter the approved D.I.S. title into the system and the student will register for the course.

PROFESSIONAL CRITICAL BEHAVIOR POLICY

The College of Nursing strictly adheres to the Florida State University Academic Honor Code as stated in the FSU General Bulletin. In addition, the following apply within the College of Nursing: the CON Academic Honesty Policy, the CON Plagiarism Policy, the Substance Abuse Policy and the Professional Critical Behaviors Policy.

Since each nursing student represents the College of Nursing, the University and the nursing profession, the faculty believes the following are behaviors deemed to be critical for all nursing students in each learning environment throughout the program of study:

1. Abide by the FSU Academic Honor Code and the Student Conduct Code, the College of Nursing Academic Honesty Policy, Plagiarism Policy, and Professional Critical Behaviors Policy.

2. Exhibit professional nursing behaviors including, but not limited to the following:

   Dress appropriately at all times when representing the College of Nursing by adhering to the dress code for courses and clinical assignments.

   Communicate using appropriate language and terms and demonstrate respect for others including addressing them by proper name and title.

   Demonstrate ethical behavior including maintaining confidentiality.

   Resolve conflicts appropriately and follow appropriate lines of communication/chain of command.

   Deliver safe, effective nursing care including using appropriate judgment when making decisions; properly using and caring for equipment; and using correct techniques and cautions when delivering care,

   Adhere to the policies and protocols of the College of Nursing, affiliating agencies, the Florida Nurse Practice Act and the legal mandates of society.

Note: An unsatisfactory in one or more of # 1 and # 2 will result in disciplinary   action. This can include, but is not limited to the following:
   a. Failing the course regardless of grades in other course requirements; and/or
   b. Expulsion from the nursing program.

Individual courses or terms may have course-specific or term-specific behaviors with subsequent consequences. The nursing student is bound by the consequences of the course/term requirements as appropriate

ACADEMIC HONOR POLICY

The legal foundation for the coordinated efforts of faculty and students to uphold academic integrity and combat academic dishonesty is provided in the Academic Honor System (FAC 6C2-3.005), which can be found in the *Florida State University Student Handbook*. The specific authority for FAC 6C-3.005, "Academic Honor System," is provided for in 240.227(1), 240.202(1), and 240.261(2) FS; and Florida Board of Education rule 6C-6.0105 "Student Discipline."

The Academic Honor Policy and the *Florida State University Student Handbook* can be found at the following site: http://deanofstudents.fsu.edu.

Students are expected to uphold the Academic Honor Policy published in *The Florida State University Bulletin* and the *Student Handbook.* The Academic Honor System of the Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standard of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community and (3) to foster a high sense of integrity and social responsibility on the part of the University Community.

Examples of Academic Honor Violations include but are not limited to the following:

1. PLAGIARISM. Intentionally presenting the work of another as one's own (i.e., without proper acknowledgement of the source).
   Typical Examples Include: Using another's work from print, web, or other sources without acknowledging the source; quoting from a source without citation; using facts, figures, graphs, charts or information without acknowledgement of the source.
2. CHEATING. Improper application of any information or material that is used in evaluating academic work.
   Typical Examples Include: Copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes or other devices (e.g., calculators, cell phones, or computers) when these are not authorized; procuring without authorization a copy of or information about an examination before the scheduled exercise; unauthorized collaboration on exams.
3. UNAUTHORIZED GROUP WORK. Unauthorized collaborating with others.
   Typical Examples Include: Working with another person or persons on any activity that is intended to be individual work, where such collaboration has not been specifically authorized by the instructor.
4. FABRICATION, FALSIFICATION, AND MISREPRESENTATION. Intentional and unauthorized altering or inventing of any information or citation that is used in assessing academic work.
   Typical Examples Include: Inventing or counterfeiting data or information; falsely citing the source of information; altering the record of or reporting false information about practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for absence or tardiness in a scheduled academic exercise; lying to an instructor to increase a grade.
5. MULTIPLE SUBMISSION. Submitting the same academic work (including oral presentations) for credit more than once without instructor permission. It is each instructor's responsibility to make expectations regarding incorporation of existing academic work into new assignments clear to the student in writing by the time assignments are given.
   Typical Examples Include: Submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work.
6. ABUSE OF ACADEMIC MATERIALS. Intentionally damaging, destroying, stealing, or making inaccessible library or other academic resource material.
   Typical Examples Include: Stealing or destroying library or reference materials needed for common academic purposes; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing, altering, or intentionally damaging another student's notes or laboratory experiments. (This refers only to abuse as related to an academic issue.)
7. COMPLICITY IN ACADEMIC DISHONESTY. Intentionally helping another to commit an act of academic dishonesty.
   Typical Examples Include: Knowingly allowing another to copy from one's paper during an examination or test; distributing test questions or substantive information about the material to be tested before a scheduled exercise; deliberately furnishing false information.
8. ATTEMPTING to commit any offense as outlined above.

Student Responsibility
   1. Each student shall be responsible for abiding by the Academic Hono Policy at all times. If required by an instructor, at the conclusion of each examination or submission of an

2. Any student who violates the Academic Policy is expected to report the violation to the instructor and/or the University judicial officer.

3. If a student observes cheating during an examination, the student should consult with the instructor of the course as soon as reasonable so that the cheating may be stopped. If a student otherwise observes or learns of another student's violation of the Academic Honor Policy, the student shall either: a) ask the student to report the violation to the instructor of the course and/or the University judicial officer or b) report the violation to the instructor of the course and the University judicial officer. In the event that a student asks another student to report himself/herself and such student does not do so, then the student shall report, as soon as practicable, the violation to the instructor of the course and/or the University judicial officer. The student should provide the name of such student or students involved, if known, and furnish such evidence as is available to support the charge.

Academic Penalties
In the FSU College of Nursing, students violating the Academic Honor Policy in any assignment, test, etc will receive a minimum penalty of a grade of zero (0) for the assignment in question, will be reported to the Dean and the University Judicial Officer, and may receive an "F" for the course at the option of the instructor.

Plagiarism Prevention

Plagiarism is grounds for suspension from the University as well as for course failure and will not be tolerated. Any instance of plagiarism must be reported to the Dean of the College of Nursing. Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows: "Regarding academic assignments, violations of the Academic Honor Code shall include representing

FSU has a site-wide license to Safe Assign for detecting plagiarism. This service scans materials to see if content has been copied from papers available on the internet or other papers in the database. All required papers may be subject to submission for textual similarity review to Safe Assign for the detection of plagiarism and may be entered into the database.

While there are a variety of reasons for plagiarism, every instance of plagiarism may not be deliberate. Most cases of plagiarism can be avoided by citing sources, acknowledging that the material and/or the essential idea has been borrowed, and providing the information necessary to locate that source.

The resources below include checklists, guidelines, examples, and explanations in how to research and write papers without risk of plagiarism. These resources are concise in content and presentation and should be valuable to the beginner and the experienced student alike.

- Citation Style for Research Papers (top menu includes APA, Turabian, MLA, Chicago, ALA) http://www.liunet.edu/cwis/cwp/library/workshop/citation.htm

- Handouts and Online Resources for Students (short, easy-to-understand guidelines and

examples—requires Adobe Acrobat to view)
http://www.library.ualberta.ca/guides/plagiarism/handouts/index.cfm

- IPL Teen Space: A+ Research and Writing (useful for teens and college students, a list of steps, processes, and tips) http://www.ipl.org/div/aplus/stepfirst.htm

- Information Literacy Tutorials (multimedia, interactive tutorial—requires Authorware plugin to view) http://www.library.dal.ca/How/Libcasts/

- Evaluating Electronic Resources: Beware of Geeks Bearing Gifts http://www.liunet.edu/cwis/cwp/library/liblink/link0501.htm#eval

- Writing Research Papers: A Step-by-Step Procedure (a 1-page checklist) http://owl.english.purdue.edu/handouts/research/r_ressteps.html

FSU College of Nursing
Academic Honor Policy

The College of Nursing expects students to uphold the Florida State University Academic Honor Policy which outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at http://dof.fsu.edu/honorpolicy.htm.)

In addition, the following apply in the College of Nursing: the CON Academic Honesty Policy (S -10), the CON Professional Critical Behaviors Policy (S -13 Attachment 1), and the CON Substance Abuse Policy (S - 5). Each policy can be found on the College of Nursing website at: .

I have read the Academic Honor Policy of the Florida State University, the College of Nursing policies on Academic Honesty, Plagiarism, Substance Abuse, and Professional Critical Behaviors and understand the statements provided above.

I affirm my commitment to the concept of responsible freedom. I will be honest and truthful and will strive for personal and institutional integrity at Florida State University. I will abide by the Academic Honor Policy at all times.

Student Signature_____Date _____

Print student name _____

SUBSTANCE ABUSE POLICY

Students who are unable to practice nursing with reasonable skills and safety to clients/patients due to the use of alcohol, drugs, or chemical or any other type of material or as a result of any physical or mental condition may be dismissed from the nursing program.

The College of Nursing is committed to maintaining a drug and alcohol-free workplace and academic environment; therefore, the use, possession, manufacturing, distribution, dispensing, selling or arranging to distribute illegal drugs and/or alcohol by students in the Florida State University College of Nursing will not be tolerated.

Procedure:

1. Upon admission, students must complete a urine drug screen using the Urine 10 Panel Test as provided by CertifiedBackground.com.

2. Should physical and/or behavioral signs of alcohol and/or other drug intoxication be exhibited by a student and/or detected by agency personnel, staff, clients, faculty or peers, the student will be required to immediately undergo testing by an independent laboratory designated by the College of Nursing or by using the Urine 10 Panel Test as provided by CertifiedBackground.com (Castlebranch, Inc). The tests will consist of, but not be limited to, a Blood Alcohol Level and/or a Urine 10 Panel Test.

3. If the student tests positive in either of the above situations (#1 or #2), the student will be dismissed from the College of Nursing and the College of Nursing will make a referral to the Intervention Project for Nurses (IPN) program for further testing, counseling, and evaluation. If the student refuses to voluntarily cooperate with the IPN program, the student will be dismissed from the College of Nursing and no further consideration will be given for readmission. The only exception made will be results that coincide with a prescribed drug that is currently being taken by the student. This must and will be substantiated by a Medical Review Officer (MRO) associated with certifiedBackground.com (Castlebranch, Inc).

4. Students who have been dismissed must write a letter to the College of Nursing Admission, Retention and Graduation Committee asking for readmission. (see Policy U-13)

5. Following dismissal, reinstatement into the College of Nursing will be contingent upon the student's involvement and evaluation by IPN and/or one of the approved programs designed and approved by IPN. The student must have a period of success as documented by IPN for one (1) year.

6. Students will receive a letter from the College of Nursing Admissions, Retention and Graduation Committee informing the student of their decision.

CLINICAL CLEARANCE

Clinical Clearance is required for a student to participate in a required clinical experience. Any lapse in Clinical Clearance may result in the student being dropped from courses. For the health and safety of nursing students and the patients encountered in the nursing program, the FSU College of Nursing and participating agencies require current documentation of CPR, professional liability insurance, health insurance, and health status. Clinical Clearance will be issued when all documentation is current and complete.

- Current unencumbered Florida RN License
- Personal Health Insurance
- CPR Certification
- Criminal History Background Check (Affidavit of Good Moral Character required annually)
- Health Examination (TB/PPD required annually)
- Certified Background Drug Screen

Upon provision of this information, as well as confirmation from the Graduate Program Advisor that the signed preceptor approval form is on file in the Graduate Office, students will receive Clinical Clearance.   Evidence of clinical clearance will be sent to the preceptor and student by way of a statement in the preceptor approval letter. Clinical clearance must be obtained before students can participate in clinical courses. Failure to provide evidence of Clinical Clearance may result in the student being dropped from the course. Some clinical agencies require additional background screening and drug testing prior to initiation of clinical activities at the agency.

It is the responsibility of the student to provide updated information and to obtain Clinical Clearance **each semester**. Clinical clearance documents should be submitted to the Graduate Program Advisor.

COLLEGE OF NURSING GRADUATE STUDENT RECORD

The Graduate Program requires that the following information be kept current. Please provide updates to the following each semester to the Graduate Program Advisor.

1. Local address

2. Home phone number

3. Cellular phone number

4. E-mail address

5. Permanent address

6 Academic Honesty Statement

CRIMINAL BACKGROUND CHECKS

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. On entry to any program in the College of Nursing, the student must submit to a FDLE/FBI Level II Criminal Background Check and a Certified Background review. This includes, but is not limited to, a review of:

- County of Residence Criminal Records
- Residence History (last 7 years)
- Social Security Verification
- Nationwide Healthcare Fraud & Abuse Scan
- Nationwide Sexual Offenders Registry Scan

If any negative findings are reported to the College of Nursing from these reviews, the results will be forwarded to the Assistant Dean of the College of Nursing. After review of the documents, the Assistant Dean will discuss the findings with the student and request a copy of the Disposition of Charges to be placed in the student's file. If the charges are incompatible with eligibility for licensure as a registered nurse in the state of Florida, the student will be dismissed from the program.

A waiver signed by the student will be placed in the student's file allowing the College of Nursing to send a copy of this report to clinical facilities requiring this information. The clinical facility may determine that the information on the report does not meet their policies and may deny the student admission to the facility and/or access to their patients based on evidence of arrests or criminal convictions. If that should occur, and a comparable assignment cannot be made to meet the course objectives, the student's enrollment in the College of Nursing will be discontinued.

Students will be required to submit a notarized Affidavit of Good Moral Character on an annual basis following the initial background check to certify that no offenses have been committed since the initial background check was completed. Absolute honesty is essential. Students who are not enrolled for two or more consecutive semesters will be required to resubmit all criminal background check materials at the time of re-entry.

Instructions for the Criminal Background Check through Certified Background.com is available on the CON Graduate Program Blackboard site. Digital fingerprinting may be done at any many agencies throughout Florida. Please read and follow all instructions very carefully to avoid errors which could cause delays or result in the discontinuation of enrollment.

AFFIDAVIT OF GOOD MORAL CHARACTER

State of Florida   County of _____

Before me this day personally appeared _____ who, being duly sworn, deposes and says:

I am an applicant for employment as a caretaker (or similar position requiring level 2 screening under Chapter 435, Florida Statutes), or I am currently employed as a caretaker with:

_____

By signing this form, I am swearing or affirming that I have not been found guilty or entered a plea of guilty or nolo contendere (no contest), regardless of the adjudication, to any of the following charges under the provisions of the Florida Statutes or under any similar statute of another jurisdiction. I also attest that I do not have a delinquency record that is similar to any of these offenses.

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I understand I must acknowledge the existence of any criminal records relating to the following list regardless of whether or not those records have been sealed or expunged. I understand that I am also obligated to notify my employer of any possible disqualifying offenses that may occur while employed in a position subject to background screening under Chapter 435, Florida Statutes.

Relating to:

Sections:	393.135	relating to sexual misconduct with certain developmentally disabled clients
	394.4593	relating to sexual misconduct with certain mental Health patients
	415.111	adult abuse, neglect, or exploitation of aged persons or disabled adults
	741.30	domestic violence and injunction for protection (defined in 741.28) means any assault, aggravated assault, battery, aggravated battery, sexual assault, sexual battery, stalking, aggravated stalking, kidnapping, false imprisonment, etc. of a family or household member
	782.04	murder
	782.07	manslaughter, aggravated manslaughter of an elderly person or disabled adult, or aggravated manslaughter of a child
	782.071	vehicular homicide
	782.09	killing an unborn child by injury to the mother
	784.011	assault, if the victim of offense was a minor
	784.021	aggravated assault
	784.03	battery, if the victim of offense was a minor
	784.045	aggravated battery
	784.075	battery on a detention or commitment facility staff
	787.01	kidnapping
	787.02	false imprisonment
	787.04(2)	taking, enticing, or removing a child beyond the state limits with criminal intent pending custody proceedings
	787.04(3)	carrying a child beyond the state lines with criminal intent to avoid producing a child at a custody hearing or delivering the child to the designated person
	790.115(1)	exhibiting firearms or weapons within 1,000 feet of a school
	790.115(2)(b)	possessing an electric weapon or device, destructive device, or other weapon on school property
	794.011	sexual battery
	794.041	prohibited acts of persons in familial or custodial authority (former)
Chapter:	796	prostitution
Section:	798.02	lewd and lascivious behavior
Chapter:	800	lewdness and indecent exposure
Section:	806.01	arson
Chapter:	812	felony theft and/or robbery and related crimes, if a felony
Sections:	817.563	fraudulent sale of controlled substances, if the offense was a felony
	825.102	abuse, aggravated abuse, or neglect of disabled adults or elderly persons
	825.1025	lewd or lascivious offenses committed upon or in the presence of an elderly person or disabled adult
	825.103	exploitation of disabled adults or elderly persons, if the offense was a felony
	826.04	incest
	827.03	child abuse, aggravated child abuse, or neglect of a child

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	827.04	contributing to the delinquency or dependency of a child
	827.05	negligent treatment of children
	827.071	sexual performance by a child
	843.01	resisting arrest with violence
	843.025	depriving an officer means of protection or communication
	843.12	aiding in an escape
	843.13	aiding in the escape of juvenile inmates in correctional institution
Chapter:	847	obscene literature
Section:	874.05(1)	encouraging or recruiting another to join a criminal gang
Chapter:	893	drug abuse prevention and control only if the offense was a felony or if any other person involved in the offense was a minor
Sections:	916.0175	relating to sexual misconduct with certain forensic clients
	944.35(3)	inflicting cruel or inhuman treatment on an inmate resulting in great bodily harm
	944.46	harboring, concealing, or aiding an escaped prisoner
	944.47	introduction of contraband into a correctional facility
	985.4045	sexual misconduct in juvenile justice programs
	985.4046	contraband introduced into detention facilities

ONE OF THE FOLLOWING STATEMENTS MUST BE MADE:

Under the penalty of perjury, which is a first degree misdemeanor, punishable by a definite term of imprisonment, not exceeding one year and/or a fine not exceeding $1,000 pursuant to ss.837.012, or 775.082, or 775.083, Florida Statutes, I attest that I have read the foregoing, and I am eligible to meet the standards of good character for this caretaker position.

_____
Signature of Affiant

OR

To the best of my knowledge and belief, my record may contain one or more of the foregoing disqualifying acts or offenses.

_____
Signature of Affiant

OR

for teachers and non-instructional personnel in lieu of fingerprint submission:

I swear or affirm that I have been fingerprinted under Chapter 1012, Florida Statues, when employed as a teacher or non-instructional employee and have not been unemployed from the school board for more than 90 days. I swear the findings of that background check did not include any of the above offenses and that I meet the standards of good character for this caretaker position.

_____
Signature of Affiant

OR

To the best of my knowledge and belief, my record may contain one or more of the foregoing disqualifying acts or offenses.

_____
Signature of Affiant

Sworn to and subscribed before me this _____ day of _____, _____

_____   _____
My commission expires   NOTARY PUBLIC, STATE OF FLORIDA

My signature, as a Notary Public, verifies the affiant's identification has been validated by

_____

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Academic Resources

ACADEMIC RESOURCES & LIBRARIES

The **Paul Dirac Science Library**, in the heart of the Science Center complex scientific and technical books and periodicals. Public access terminals and microcomputers connected to the University's Computer Center are available for student use. Many nursing-related journals are housed here. 644-5534.

The **Robert Manning Strozier Library** and its four branch libraries hold over 1,800,000 books and periodicals, over 150,000 maps, and over 590,000 government documents. The library is a depository for U.S. Federal and State of Florida documents as well as for the United Nations and UNESCO. Within the library is a Micro Materials Center with facilities for making paper copies of microforms. The FSU library has acquired many electronic journals, books and databases which are available to students and faculty. Please go to http://www.lib.fsu.edu/ for a description of the services provided by the FSU Library. Tutorials on use of e-journals and data bases are located at this website. .

The Library Users Information Service (LUIS), allows access to an on-line computer catalog of the holdings of all the libraries at Florida State University and of each library in the State University System of Florida. Bibliographical subject searches are provided by library staff through computer terminals located in the Strozier and Dirac libraries. Through the Inter-Library Loan Program, materials may be borrowed from other libraries at no or minimal cost. Library hours change during breaks, holidays, and summer sessions. Call 644-3278 for a recorded message giving current hours.

The **College of Medicine Medical Library,** opened in the Spring of 2002 "is the first academic medical library created in the 21st century during a time when the development of the World Wide Web has proven to be an effective delivery mechanism for knowledge-based information. Though the emphasis is on delivering information electronically whenever available, the Medical Library has acquired a quality core print collection of books and journals. The Medical Library collection focuses on medicine and delivery of medical care to rural, geriatric and other underserved populations. "   The library's collection includes 18 electronic journals and 38 on-line medical databases including Harrison's Online, Stat!Ref, and MEDLINE which are accessible to nursing students and can be accessed through an off-campus proxy server.   For orientation information please contact Barbara Shearer at 644-8970 or email at Barbara.shearer@med.fsu,edu. For general information contact the library at 644-3883 or see www.med.fsu.edu/library

Simulation and Skills Laboratory

The Simulation and Skills Laboratory is a suite for practice and demonstration located on the third floor of the College of Nursing Building. The facility is fully equipped with a wide variety of supplies and equipment. It may be used for practicing such skills as advanced health assessment and can also provide graduate Teaching Assistants practice teaching opportunities with undergraduate students. The Skills Lab also houses the adult and pediatric Human Patient Simulators (STAN). For practice with either, arrange dates and times with Lab Coordinator Ms. Gretchen DeYoung at 644-5341.

COMPUTER RESOURCES

Establishing a Student Internet Account

FSU students, faculty, and staff are eligible for a free Academic Computing and Network Services (ACNS) computer account, which provides an email address, internet access, PPP (dial up) access, and personal web space. Students must have both a Social Security and FSU card before an account can be opened. To establish an account please go to http://cars.acns.fsu.edu. For help with general computer problems, contact the User Services Help Desk at 644-8502 or www.helpdesk.us.fsu.edu.

College of Nursing Graduate Communication Blackboard Site provides Information and announcements pertaining to the College of Nursing and the Graduate Nursing Program. Discussion boards allow students to post questions they may have about the program. Students are encouraged to check this site weekly to keep informed of upcoming events and updated materials. A student computer lab is available in Room 104 of Duxbury Hall.

The **FSU User Services Computer Center** offers free short courses each semester on various software packages. These courses are offered as 1-to-3 day classroom courses and as computer-based training (CBT) courses. FSU User Services also runs a computer help desk (644-8502), which is open Monday through Friday, 7:00 AM – 9:00 PM, and Saturdays and Sundays, 1:00 – 9:00 PM. There is a Guide to Computing at FSU and other information available from their web site http://helpdesk.us.fsu.edu/.

The **FSU Computer Store** handles all computer purchase programs enabling students, faculty and staff to purchase Apple, Compaq, Dell and Gateway computers at educational prices. Information and pricing is available at the Computer Store web site http://computerstore.fsu.edu/. 644-7344.

The **FSU Bookstore** handles all software packages and offers exceptional education pricing. Software is available in the store and on-line at http://www.fsu.bkstr.com . 644-2072

Academic Computing and Network Services (ACNS) administers 3 campus computer labs in 315 Carothers Hall, 202 University Union, and Strozier Library. The Union Lab is open 7 days per week, 24 hours per day. For more information see their website at http://www.acns.fsu.edu/labs . 644-2591

GRADUATE COMPUTER SPECIFICATIONS

Part 1: Computer System Specifications

Hardware:
Computer systems are constantly changing. For a current list of computer hardware recommendations, please see the Computer Requirements section of FSU's Guide to Computing Resources (http://gtcr.fsu.edu/). In addition to the University's general hardware requirements, you will need a sound card and speakers so you can access online lectures and presentations. Systems with more memory, disk space, and processor speed tend to remain viable for a longer period of time. You need to have a plan for backing up your data and for repairing your hardware if your computer dies.

Software:
The College of Nursing recommends at a minimum Microsoft word processing package, Microsoft PowerPoint, Adobe Acrobat Professional to read PDF files, a media player like VLC, a web browser, and anti-virus/spam software with a subscription for routine updates.

Microsoft Office has a student version which is available through the FSU Bookstore (http://www.fsu.bkstr.com). If you are using Office 2007 you will need to make sure you submit your assignments in formats that can be opened in Office 2003 formats (.doc or .rtf). There are several choices for free products if you do not wish to buy Microsoft Office. Open Office is a free download with word processing, spreadsheet and presentation software. Google Docs is a free on-line product that also has word processing, spreadsheet and presentation applications.

You will also need the free readers for Acrobat, Windows Media, and Flash. AVG and ClamWIN are two good choices for free antivirus software. Malwarebytes and SpyBot are two good choices for free malware removal.

Internet Connection:
As a student, you are responsible for setting up an account with an Internet service provider (ISP), a company that provides the software and service necessary for accessing the Internet. If you are not comfortable troubleshooting problems on your computer you will want to sign up with an ISP with a 24-hour help desk. The use of dial up or other lower speed Internet connections will greatly limit your ability to obtain or view course content, and may result in the inability to progress in a given course at an acceptable rate

Internet Browsers:
It is highly recommended that you load and keep updated at least two browsers on your computer. If you have problems accessing course material the first thing to do is try a second browser. Please note that many plugins such as Flash have separate downloads for different browsers so you will need to download Flash for Internet Explorer and download Flash for Firefox.

Smartphone/PDA
Students are required to have a PDA or a Smartphone. Personal Digital Assistant (PDA) devices are being phased out by manufacturers therefore the CON is recommending the use of a Smartphone. Your Smartphone must be able to support Nursing Central (Undergraduate Program), Epocrates Essentials (Graduate Program) and Medicine Central (Graduate program).

Nursing Central

Below are the system requirements for each platform supported.

Platform	Devices	Memory	Other
BlackBerry	BlackBerry devices with memory card support (e.g., Curve, Pearl, Bold, Storm and 8800 series)	41 MB Memory card required	Carrier Data Plan or on-device Wi-Fi
Windows Mobile	All Windows Mobile devices	41 MB Memory cards supported	Microsoft Active Sync or Windows Mobile Device Center
iPhone iPod touch	iPhone, iPhone 3G, iPod Touch	41 MB	Carrier Data Plan or on-device Wi-Fi
palm	All Palm OS devices (v.5 or later)	41 MB Memory cards supported	Palm HotSync Manager (Windows PC or Mac OS X)
Mobile Web	Most smartphones and PDAs with web access.	minimal	Mobile Web browser with Carrier Data Plan
Web	All major Web browsers (e.g., Internet Explorer, Safari, Firefox)	minimal	Internet connection

Medicine Central

Below are the system requirements for each platform supported.

Platform	Devices	Memory	Other
Windows Mobile	All Windows Mobile devices	41 MB Memory cards supported	Microsoft Active Sync or Windows Mobile Device Center
palm	All Palm OS devices (v.5 or later)	41 MB Memory cards supported	Palm HotSync Manager (Windows PC or Mac OS X)
Mobile Web	Most smartphones and PDAs with web access.	minimal	Mobile Web browser with Carrier Data Plan
Web	All major Web browsers (e.g., Internet Explorer, Safari, Firefox)	minimal	Internet connection

If you already have a PDA or you still plan to buy one, follow the Palm and Windows Mobile requirements for a Smartphone.

Please be aware that with the Palm and Windows Mobile Operating Systems you must have a personal computer as well as the Smartphone/PDA. The software requires loading it through the computer and transferring to the Smartphone/PDA.

For those students using a Mac computer the CON recommends using a Smartphone/PDA with the Palm operating system unless running Windows.

Make sure that your Smartphone/PDA has Flight Mode available. This way the applications on the phone may be used while the transmitting function of the phone is turned off.

Part 2: Communication Specifications

In addition to a computer system and Smartphone/PDA, the CON requires several different communication tools. As with most communication, method and equipment depend upon your purpose. Please see your instructor for the requirements in individual courses.

Communication Tools – in all courses, you will use discussions and email exchanges as routine forms of communication. These communication tools are part of the websites for your courses. You may also be expected to use other forms of communication, such as the telephone, the recording and exchange of videotapes, online conferences and correspondence.

E-Mail Service
As an FSU student, you will receive a University e-mail account which is used for all communications from the University. If you prefer to use your ISP e-mail account;
1. Go to http://helpdesk..fsu.edu
2. Select FAQs
3. Scroll down to "Can I get my FSU e-mail sent to another account?"

Video Recording – You may be required to video yourself for course assignments. Acceptable formats for submitting assignments are DVD or CD. Check with your instructor for preferences. Friends, relative, libraries, and video rental facilities are potential sources for borrowing or renting video equipment. When submitting assignments using a DVD or CD, please use either an .mpeg or .wmv file. If you need assistance to make sure you are submitting an appropriate format, please contact Victoria Reeves 850-644-1473 or email @: jvreeves@nursing.fsu.edu.

Human Resourcefulness – The success of technology application depends on your persistence and ingenuity. Your grades will not depend on your successful use of technology, but successfully using technology will enhance your educational experience. Please do your best to make it work. It is highly recommended to have a network for technical support. Share problems, useful experiences and tips with your classmates and instructors on the Discussion Board of your course sites. The University provides general computer support by phone (644-4357) and its website: http://helpdesk.fsu.edu. Blackboard support is provided through the Blackboard website, by e-mailing help@campus.fsu.edu or calling 850-644-8004.

RESEARCH AND STATISTICS

Ranked in the prestigious Carnegie Foundations Research I Universities category (one of 88 American universities to earn this distinction), the Florida State University places paramount importance on the value of quality research. Accordingly, the College of Nursing equally values the primary importance of research in nursing education.

The University Statistical Department offers consultation in statistical application for faculty and students engaged in research.   To apply for a Computer User Number, call User Services at (850) 644-3897, to get the necessary forms. There are numerous other departments offering courses or consultation that provide opportunities for interdisciplinary scholarship and research. These include the Statistical Consulting Center, located in 1005 Oceanography/ Statistics Building, College of Education, College of Business, and the Departments of Psychology, Public Administration, Population Studies, Sociology and the College of Medicine. The Center for Gerontology provides the same opportunities for interdisciplinary research, but also offers a certificate program in gerontology for graduate students in any discipline. Call 644-3096 for more information.

GRADUATE STUDENT FACILITIES

Graduate Nursing Students may reserve either a classroom or a conference room in Duxbury Hall as needed for academic purposes. Requests are to be made to Jackie Sessions and should be given at least two weeks in advance. She is located in Room 461 and can be reached at 644-5100.

OTHER UNIVERSITY FACILITIES AND SERVICES

Florida State University offers a vast range of services which enhance the academic experience. The Oglesby Student Union offers postal, food, banking, and traveling services. The University Book Store (644-2072), located on the ground floor of the Call Street parking deck, offers a wide variety of student supplies, software, sportswear, and texts. Online orders can be placed at http://www.fsu.edu/Campus/buildings/bookstore.html. Another excellent source from which to obtain course-required texts is Bill's Bookstore (224-3178) on Copeland Street (across from the Wescott Building fountain) and also at 1411 W. Tennessee Street (561-1495). Online orders can be placed at http://www.billsbookstore.com/shop_main.asp. Ambulatory health services, including counseling and stress management, are available to students at the Thagard Student Health Center (644-6230). The Leach Student Recreation Center (644-0550) offers an array of fitness activities, including work-out equipment, indoor track, racquet ball and squash courts, and Olympic-sized swimming pool. A number of intramural programs are also available each semester. Contact the Campus Recreation Office at 644-0551.

The University provides many fine arts programs and cultural activities with music, theater, dance, and visual arts events held throughout the year. "Tallahassee: Seven Days of Opening Nights" is a yearly festival which brings to campus world-renowned actors, authors, musicians, and artists in the fine and performing arts.

The Office of Financial Aid can provide information on financial assistance opportunities from a number of sources. 644-5781.   The Career Center, located in Building A in the University

Center provides career counseling and advising services (resume writing, job locators). 644-6451. The Office of Parking Services is responsible for the administration of the parking and transportation program on campus. 644-5278.

PROFESSIONAL ACTIVITIES/ORGANIZATIONS/FELLOWSHIPS

Sigma Theta Tau

For more than 75 years the Sigma Theta Tau International Honor Society of Nursing has promoted excellence across all areas of nursing practice, from clinical and research to education and administration. It leads and supports the scientific inquiry into how nursing can best respond to patient needs. Members have access to an unequaled array of resources that can be used to benefit their careers in an international community of nurses that positions the profession at the forefront of health care by supporting scholarship, research, and leadership worldwide.

FSU's chapter is Beta Pi. Membership is conferred upon students who demonstrate exceptional academic performance as well as working nurses who have demonstrated exceptional achievements in their practice. To be eligible for membership as a Master's degree student, one must have completed one-quarter of the master's program, achieved a grade point average of at least 3.5 on a 4.0 scale, and meet the expectation of academic integrity.

The faculty encourages you to seek membership in Sigma Theta Tau International. Inductions are held each December with applications accepted the first two weeks in September. Today, more than 260,000 nurses in over 70 countries are proud to count themselves as members in nearly 400 chapters on college and university campuses in Australia, Canada, Puerto Rico, South Korea, Taiwan, and the United States.

Alumni Association

The College of Nursing Alumni Association was organized in 1977 to (1) provide an opportunity to maintain a life-long association with the College (2) provide a framework for alumni with a common interest to meet formally or informally for educational, professional, and other alumni-oriented purposes (3) provide an advisory service to the College of Nursing and its alumni and (4) stimulate continued interest in and financial support from the College of Nursing at Florida State University.

The leadership of the College of Nursing Alumni Association encourages alumni to participate in the recruitment of qualified students to the nursing program, to support the development of scholarship fund, to assist in the beautification of the Nursing Building, and to promote interest in The Florida State University in their local areas.

The Alumni Association has an annual get-together during Homecoming weekend with recognition anniversaries of certain classes. Any College of Nursing alumnus, or friend whose interests are related, is eligible for membership in this Association. Contact The College of Nursing Dean's Office at 644-3297 for more information.

Membership on College of Nursing Committees

The Bylaws of the College of Nursing explicitly include student membership on committees. You may be asked, or may volunteer, to serve on the Admission, Curriculum and Program Evaluation committees as a graduate student representative. Contact the Graduate Program Director for additional information.

Florida Nurses Association

If you are not a member of the Florida Nurses Association (FNA) the faculty strongly encourages you to join. The address of the FNA is P. O. Box 6985, Orlando, FL 32853 and their telephone number is (407) 896-3261. Masters prepared nurses have the responsibility of leadership in the profession. The FNA is the voice of the profession and is an agent for change. Issues of The Florida Nurse, the official bulletin of the Association, are available in the LRC.

Graduate Nursing Student Organization

The Graduate Nursing Student Association (GNSA) was organized in the Spring of 1992. Its purpose is to provide a social support system and academic network for graduate students to promote the interests of graduate students, and provide formal input into the College of Nursing graduate program. Membership is open to any graduate nursing student. Participation in this organization offers the opportunity for representation on the Dean's Advisory Committee and to serve as liaison to the Council for Advanced Practice Nursing. Officers should be elected in the Fall semester of each year.

Council of Advanced Practice Nursing (CAPN)

The Council of Advanced Practice Nurses meets monthly in Tallahassee for continuing education and networking. The Graduate Nursing Student Organization sends a student representative to this meeting. Students may join for a reduced rate, or they may attend any meeting (which provides dinner) for a small fee for Contact Hours.

Federal Nurse Traineeship

Any student enrolled full time (minimum 12 semester hours) in the Fall and Spring terms who has a GRE score of 1000 or above and maintains a 3.0 GPA is eligible to receive Federal Nurse Traineeship (FNT) funds. No work obligation is required and students may receive FNT funds for each semester in which they are eligible. Application information may be obtained from the CON Graduate Program Advisor.

College Teaching Fellowship

This award of $6,300 (plus up to 12 hours of tuition fee waivers) is available to new, first-time at FSU degree-seeking graduate students. Applicants must have a minimum GRE of 1150, and a cumulative undergraduate GPA of at least 3.20. (Applicants who have completed up to 6 hours of credit as a special student may still be considered eligible for this award.) Awards are made on a duty/non-duty basis. For those designated as "duty" fellows, a minimum work requirement of 10 hours a week will be expected. Please contact the CON Graduate Program Advisor for additional information.

University Fellowship

This University-wide competition, administered by the Office of Graduate Studies, provides a $18,000 stipend with up to 12 hours of tuition waivers for the Fall and Spring semesters. In order to be competitive, applicants must have a GRE score of at least 1400 and a cumulative undergraduate GPA of at least 3.75. Applications are available in October. Awards may be repeated for up to 3 years. Please contact the CON Graduate Program Advisor for additional information.

GRADUATE ASSISTANTSHIPS

TEACHING ASSISTANTS

The College of Nursing is committed to the University-wide Teaching Standards for Teaching Assistants at Florida State University. The College of Nursing's Guidelines for Teaching Assistants (TAs) is intended to meet these requirements, promote the effectiveness of TAs and enhance student learning by assisting faculty identified as "Master Teachers".

There are three levels of TAs in the College of Nursing: Level 1, the Nursing Technology Lab Assistant; Level 2a, the Clinical Lab Assistant; Level 2b, the Classroom Assistant; Level 3a, the Clinical Teaching Assistant; and Level 3B, the Classroom Teaching Assistant.

Application Process for Teaching/Research Assistantships

Students who meet the criteria for being employed and who desire to be a TA must put into writing in the semester prior to appointment the following information:

1. Courses to be taken during the semester to be employed
2. Days of the week available
3. Number of contact hours desired per week (minimum of 10 required)
4. Preference of assigned courses in priority

Failure to provide this information will severely limit the student's choices in assignments and may even result in non-appointment. Being late with the request will cause delay in receiving paychecks in a timely manner.

Additionally, there are opportunities for TAs who have been employed at least one semester in the College of Nursing, and who are enrolled in the Nurse Educator role specialty, to apply to the Program for Instructional Excellence (PIE) for a Teaching Associate position. The Teaching Associate serves as a mentor to TAs, assists in workshops and training for TAs, participates as a presenter in TA orientation, assesses the College of Nursing TA Program needs, and proposes strategies to meet those needs. The Teaching Associate is responsible to the Director of the Graduate Program and to the Coordinator of the Nurse Educator role specialty, to whom she/he is assigned through the Supervised Teaching (NGR 5941L) course. These two faculty members will guide and assist the Teaching Associate to meet the requirements of the position.

Teaching Assistants in the College of Nursing are identified by Levels of Instruction according to their specific responsibilities. All TAs, regardless of levels, must meet the following general requirements:

(1)   Have a BS degree in Nursing.

(2)   Hold a current Florida RN license.

(3)   Have had recent clinical nursing experience.

(4)   Be fully admitted to the Graduate school and the Masters Program in the College of Nursing.

(5)   Be in good academic standing with a minimum GPA of 3.0.

(6)   Have completed the one-credit hour course, Fundamentals of Teaching (NGR 5754C) in the College of Nursing's Masters degree program by the end of the semester in which they are employed as a TA.

(7)   Register for a minimum of 1 credit hour in NGR 5941L (supervised Teaching) during the semester they are employed as a TA. Participation in weekly seminars are required.

(8)   Must register for a minimum of 9 credit hours during the semester they are employed as a TA.

(9)   Attend orientation programs conducted by the FSU Program for Instructional Excellence (PIE).

(10)   Attend orientations to the College of Nursing, to clinical agencies, and to the specific course to which they are assigned, including all course and level term meetings.

(11)   Confer on a weekly basis with the lead teachers of the course to which they are assigned.

(12)   Adhere to policies and procedures of Florida State University, the College of Nursing, and their assigned course.

NOTE: Students holding a Masters or higher degree in Education may be exempt from these requirements by the director of the Graduate Program in Nursing.

LEVELS OF RESPONSIBILITY FOR TAs

TA Level 1:   Nursing Technology Lab (NTL) Assistant

Requirements: * Meet general requirements for TA, including a minimum of one year recent clinical nursing experience.

* Receive instruction in specific duties, expectations and responsibilities from the Director of the NTL and Lead Teachers, or the coordinator of the Human Patient Simulator (STAN).

* Demonstrate competency in areas of responsibilities.

Responsibilities: * Demonstrate for and supervise undergraduate nursing students in specific, assigned clinical nursing skills.

* Confer with lead teachers about specific students' needs, progress, and problems encountered in fulfilling duties.

* Assist lead teachers in evaluating/checking off on students' competencies in performing clinical nursing skills.

* Check students' documentation of clinical nursing skills as appropriate.

* Assist the NTL manager in lab organization and maintenance.

TA Level 2(a): Clinical Lab Assistant

Requirements: * Meet all general requirements for TAs, including 1-2 years of recent clinical nursing experience.

* Receive orientation to Lab courses and clinical agency to which assigned as a TA.

* Demonstrate competency in area of responsibility.

* Receive specific instruction in clinical lab assignments from the Lab course coordinator and faculty member in charge of the clinical section.

* Supervised by clinical lab faculty (on-site supervision).

Responsibilities: * Assist faculty in supervising students in client care in assigned clinical agency.

* Assist in pre- and post-clinical conferences.

* Grade papers when key is provided.

* Conduct test reviews.

* Assist individual students with performing clinical skills as appropriate and needed.

* Assist in supervising and evaluating students' documentation of client care.

Level 2(b): Classroom Assistant

Requirements: * Meet general requirements for College of Nursing TAs.

* Expertise in course content area to which assigned.

* Supervised by course lead teachers/faculty members.

Responsibilities: * Teach specific course content as assigned and supervised by faculty member assigned to course.

* Evaluate student learning according to course criteria and policy with collaboration of lead teacher.

* Grade papers and tests using written criteria and key.

* Facilitate discussion groups.

* Take class attendance.

* Conduct test reviews.

* Assist individual students with content learning difficulties

* Maintain posted office hours.

TA Level 3(a): Clinical Teaching Assistant

Requirements: * All general requirements for College of Nursing Teaching Assistants.

* Minimum of 2 years recent clinical nursing experience.

* Have completed 18 hours of graduate work in Nursing, or will have done so by the end of the semester in which employed as a TA.

* Oriented to clinical agency as well as to nursing lab course to which assigned.

* Demonstrate competency in clinical skills and specialized area in which assigned.

* Supervised indirectly by faculty, course lead teacher/course coordinator (accessible, not necessarily on-site).

* Follow departmental lab syllabus for assigned course.

* Attend meetings of lab faculty for assigned course.

* Confer with course lead teacher/lab coordinator on a scheduled basis and as needed.

* Report immediately any unusual situations or student problems to the lab coordinator, lead teacher, and/or appropriate individual(s).

* Adhere to course evaluation criteria and use course's evaluation tools as printed in course syllabus.

Responsibilities: * Make specific client care assignments for students.

* Review students' care plans with students.

* Grade students' care plans according to course criteria.

* Grade students' clinical papers and/or projects according to course criteria.

* Supervise students' clinical practice in assigned clinical agency.

* Maintain weekly evaluation form in collaboration with lead teacher and provide weekly feedback to students.

* Check students' documentation of client care on clinical agency's forms.

* Conduct pre- and post-conferences.

* Hold weekly office hours.

* Evaluate student's performance and progress in collaboration with lead teacher/course coordinator.

* Assign lab course grades with consultation of lead teacher/course coordinator.

TA Level 3(b): Classroom Teaching Assistant

Requirements: * All general requirements for College of Nursing Teaching Assistants.

* Minimum of 2 years recent clinical nursing experience.

* Have completed 18 hours of graduate work in Nursing, or will have done so by the end of the semester in which employed as a TA.

* Demonstrate competency in classroom content for course in which assigned.

* Supervised indirectly by Level Director, course lead teacher/course coordinator (accessible, not in classroom).

* Follow course syllabus for assigned course.

* Attend meetings of faculty for assigned course or Level.

* Confer with course lead teacher/Level Director on a scheduled basis and as needed.

* Report immediately any unusual situations or student problems to the coordinator/lead teacher, and/or appropriate individual(s).

* Adhere to course evaluation criteria and use course's evaluation tools as printed in course syllabus.

Responsibilities: * Prepare weekly lesson plans for unit objectives; seek approval from lead teacher/Director, as appropriate.

* Make specific assignments for students as indicated in course syllabus.

* Review students' papers, projects with students.

* Contribute test questions in proper format to test bank and assist Lead Teacher/Director in construction of tests.

* Grade students' tests, papers, projects according to course criteria and in collaboration with lead teachers or Level Director.

* Review concepts missed on tests with individual students.

* Prepare a list of students in academic difficulty at midterm for Level Director.

* Hold weekly office hours to assist students.

* Evaluate student learning according to course criteria.

* Participate in the assignment of final grades with lead teacher or Level Director.

RESEARCH ASSISTANTS

Introduction

The Faculty of the College of Nursing believes in the importance of research as a foundation for the nursing profession and to sound nursing practice. As a College in a Tier One Research University the faculty not only strives to conduct meaningful research, but feels it is paramount to include graduate students in the process. As students participate with faculty, many of the steps in the research process will have been demonstrated or clarified, opening opportunities for students to develop their own studies or enhance their research skills. Serving as a Research Assistant (RA) allows the student time to become acquainted with the various levels of research and, through guidance, to become comfortable in selected aspects of the research process.

Supervised Research (NGR 5910)

All RAs are required to take a minimum of 1 credit hour in this course during the semester they are employed as an RA. In addition to participating with individual faculty as assigned, the RAs are additionally supervised by the graduate faculty member assigned the responsibility for this course. This will be the Director of the Graduate Program since the RA is employed to support faculty research needs generally. Faculty with whom the RA works will provide input to the Director for the grade. The course may also be taken by individual students who are not RAs, but wish to work with a single faculty member on a special research project for their own experience. The grade is assigned by that faculty member in that circumstance.

RESPONSIBILITIES FOR RESEARCH ASSISTANTS

All Research Assistants must meet the following general requirements:

1. Have a BSN degree.
2. Hold a current Florida RN License.
3. Be fully admitted to FSU and the College of Nursing Graduate Program.
4. Be in good academic standing with a minimum GPA of 3.0.
5. Submit a written statement of expectations for this experience and a list of courses for which they are registered.
6. Register for 12 credit hours during the semester in which employed.
7. Register for a minimum of 1 credit hour of NGR 5910, Supervised Research, during the semester in which employed.
8. Meet with the Director of the Graduate Program for orientation.

Requirements: * Assignments will be given weekly by the Director of the Graduate program.
* The RA is responsible for having the Faculty to whom he/she is assigned to sign off the assignment form, entering the number of hours spent.

* The RA must return the completed form to the Director.
* A minimum of 10 hours per week must be devoted to RA work.

Responsibilities: Responsibilities may include but are not limited to:

* Participate in research activities of an assigned faculty.

* Conduct internet searches.

* Assist with data collection.

* Assist with coding and entering data.

* Participate in analysis of data.

* Conduct library searches.

* Create reference lists.

* Assist in writing final reports.

* Participate in publishing a study.

* Other duties as requested.

Please see the Graduate Assistants and Teaching Associates Manual for more detail. Students who are eligible as TAs or RAs will receive tuition waiver and a stipend. Requests should be given in writing to the Graduate Program Director one semester in advance. RA assignments are made by the Graduate Program Director.

Faculty Research Interests

GRADUATE FACULTY RESEARCH INTERESTS

Faculty will be discussing their research interests in various forums with graduate students early in the program. Students are encouraged to contact faculty who have interests which are similar to theirs to discuss thesis and/or research project topics. Please visit the College of Nursing website (http://nursing.fsu.edu/facultystaff/) to read in detail about faculty and their current research interests.

NAME	DEGREES	SPECIALTY	ROLE	RESEARCH/INTERESTS
Cormier, Eileen Assistant Professor	Ph.D., Univ. of Florida MSN, Boston College MN, Dalhousie Univ. BScN, Univ. of New Brunswick	Mental Health	Mental Health	ADHD; Child Behavior Disorders; Behavioral Parent Training; Diet and Child Behavior; Child and Adolescent Mental Health Nursing
Cottrell, Barbara Associate Professor	MSN, Univ. of Florida BSN, Florida State Univ.	Women & Infant Nursing	Obstetric/ Gynecological	Improving Perinatal Birth Outcomes; Breastfeeding; Bacterial Vaginosis Prevention; Preterm Labor; ADHD; Bipolar Disease in Pregnancy; Hyperbilirubinemia
Fooladi, Marjanch M. Professor	Ph.D., Un of So Miss MSN, Univ Texas El Paso BSN, Isfahan University	Women's Health	Family Nurse Nurse Practitioner	Health & Gender Disparity Reproductive Endocrinology Pregnancy Outcomes
Frank, Deborah I. Professor	PhD., Florida State Univ. MSN, Boston Univ. BSN, Univ. of Wis.-Madison	Psychiatric/Mental Health Marriage and Family	ARNP/Clinical Specialist; licensed Marriage and Family Therapist; AASECT Certified Sex Therapist and	Nurses responses to caring for disaster victims; Family needs when members are ill; Women's Health; Health Promotion Activities of Underserved Populations

NAME	DEGREES	SPECIALTY	ROLE	RESEARCH/INTERESTS
Grubbs, Laurie Professor	Ph.D., Univ. of Florida MSN, Univ. of Florida BSN, Florida State Univ.	Primary Care	Adult Nurse Practitioner, ARNP	Health Promotion; Exercise Physiology; Minority Health
Hauber, Roxanne Associate Professor Coordinator of Nurse Educator Program	Ph.D., Georgia State Univ. MS, Georgia State Univ. BSN, Florida State Univ.	Nursing Education Adult Health and Neuroscience	Nursing Education	Brain Injury Research; Learning, Memory and Human Performance
Karioth, Sally J. Professor	Ph.D., Florida State Univ. MSN, Univ. of Florida MS, Florida State Univ. BSN, Univ. of Wisconsin-Madison	Higher Education Community/Family	Clinical Specialist; RegisteredARFNP; teaching	Various aspects of Death and Dying, e.g., coping with loss; Choices of funeral methods; Nursing Education
Mason, Katherine P. Professor	Ed.D., Univ. of Florida MPH, Univ. of North Carolina BSN, Duke Univ.	Educational Leadership Public Health	Public Health Leadership Health Systems	Public Health; Leadership; Organizational Performance Improvement
Park, Heeok Assistant Professor	Ph.D., University of Iowa MSN Yonsei University BSN Korea National Open Univ	Gerontological Nursing	Gerontology	Gerontological Nursing; Music Therapy; Dementia
Lisa Plowfield Dean, Professor	Ph.D./Nsg Un of Virginia MSN Univ of Maryland BSN Thomas Jefferson U	Trauma/Critical Care	Critical Care Gerontology	Nursing Education Gerontology

NAME	DEGREES	SPECIALTY	ROLE	RESEARCH/INTERESTS
Porterfield, Susan Assistant Professor, Coordinator of NP Program Human	Ph.D./Nsg.Sci., U.of Florida MSN, Florida State Univ. BSN, Minot State, ND	Family Health; Qualitative Research; Primary Care	Family Nurse Practitioner; FNP Coordinator; Research	Women's Lived Experience with Human Papilomavirus; Women's Perceived Risk and Knowledge with Papiloma virus; Family Health; Vertical transmission of HPV From Mother to Fetus
Ross, Candice Professor, Associate Dean Faculty Develop.	PhD, Univ. Texas Austin MSN, Univ Ala. Birmingham BSN, Univ Ala. Birmingham	Educational Administration Community Health	Faculty Dev Research	Military Nursing; Health Risks in Vulnerable Populations
Ryan, Rebecca Associate Professor	EdD, Georgia Southern Univ. MPA, Georgia Southern Univ. BS, Jackson State University	Higher Ed Administration Public Administration Sociology & Education	Research Biostatistics Grant Development	Education; Health Promotion; Military Nursing Research
Smith, Nancy Assistant in Nursing	DNS, FAU ARNP Post-MS Cert., FAU MSN, Vanderbilt Univ. BSN, Ohio State Univ.	Medical/surgical nursing; Pediatrics	Lead instructor in Adult I (NGR 3226 NGR 3226L)	Nursing History; Nursing Education
Speake, Dianne Professor, Associate Dean of Academic Affairs	Ph.D., Univ. of Texas MS, Univ. of Mississippi BSN, Univ. of Mississippi	Adult Health/Gerontology Nursing Education	Nursing Education	Gerontology; Health Promotion; Chronic Disease Prevention; Health Disparities; Nursing Education; Performance Improvement
Tucker, Denise Associate in Nursing	DSN Un AL Birmingham MSN Univ of Florida	Adult Health Nursing Adult Critical Care Nursing	Critical Care Ethics	Qualitative Methods; End-of- life care; Simulation; Nursing

BSN Florida State Univ   Education

NAME	DEGREES	SPECIALTY	ROLE	RESEARCH/INTERESTS
Valentine, Kathleen Associate Professor, Associate Dean of Prof/Com Relations	PhD, Cornell Univ MS, Cornell Univ MSN, Syracuse BSN, State Un of NY	HS Program Evaluation Health Administration Mental Health Nursing	Nursing Practice Evaluation Nursing Research	Workforce Issues; Caring; Professional Practice Models
Wall, Susan Assistant Professor	PhD, Univ of Florida MSN, Univ of Florida BSN, Univ of Florida	Public Health Nurse Midwifery	Maternal-Child Nsg	Childhood Obesity
Whyte, James Assistant Professor	ND, Case Western Reserve MSN, Clarkson Coll.-Omaha BSN, Univ. of S. Carolina	ANA Family NP ANA Pediatric NP Acute Care NP	Family Health Pediatric Health Critical Care Acute Care	HIV, African-American Women; Clinical Performance of Nurses; Performance-based Simulation Studies
Zeni, Mary Beth Assistant Professor	ScD, Univ. of Pittsburgh MSN, Marquette Univ. BSN, Coll. of Mount Joseph	Community Health Statistics Research	Educator Research	Public Health; Research: Evaluation of Community Health Programs and Populations-based Health Indicators; Evaluative research; Research methodologies

Preceptor Information

FSU College of Nursing
PRECEPTOR ORIENTATION INFORMATION

I. **INTRODUCTION**

Thank you for agreeing to serve as a clinical preceptor for a graduate student. The faculty at the Florida State University College of Nursing believes that instruction by practitioners and educators contributes a significant dimension to the learning experience of students. This packet of materials is designed to give you a brief overview of the program's curriculum as well as an introduction to the role of the faculty, student and preceptor within the clinical preceptorship. This material should be reviewed in relation to the clinical evaluation tool for the course and information relating to the students' progress in completing their plan of study (both supplied to you by the student). Additional information is available at your request from faculty or student. You may leave messages for faculty at 850-644-7389 or at the number specified on the clinical evaluation tool.

II. **CONTENTS**

Included is a brief introduction to the graduate programs of study and course descriptions. Along with a plan of study upon which the student can highlight or mark the courses as they are completed. Each course is followed by numbers which refer to the number of clock hours/week required during the 15 week semester. Final pages are an evaluation form and a preceptor information form required by the College of Nursing.

III. **EXPECTATIONS**

A. Faculty should:

    1. Identify suitable preceptors/settings to meet program requirements.
    2. Assist students to find clinical placements that meet program requirements and individual student learning needs.
    3. Sign the preceptor request form when completed.
    4. Make sure preceptor's resume or cv is on file.
    5. Evaluate student progress - (1) visits to clinical sites may be made early in the experience, near the end of the experience, or as requested by the student and/or preceptor depending on the availability of travel funds, number of students assigned, distance, etc., (2) and review SOAP notes and other documentation as required by facility and log documentation.
    6. Respond to preceptor/student questions, concerns or needs.
    7. Provide support as needed to preceptor throughout the semester.
    8. Provide evaluations of preceptor and preceptor experiences to the Nurse Educator or Nurse Practitioner Coordinator.

B. Students should:

    1. Identify suitable preceptors/setting to meet program requirements and/or individual learning needs.

2. Obtain signed agreement letters and preceptor information form forms attached - please complete for preceptor and return to Graduate office <u>prior</u> to clinical experience).
3. Orient preceptors to the nursing program and their progress in completing it when negotiating for clinical placement/preceptorship.
4. Review clinical evaluation tool with preceptor when beginning the preceptorship.
5. Keep preceptor and other agency personnel informed of learning needs/goals/capabilities.
6. Seek preceptor/faculty feedback as needed regarding performance and document performance as required in course syllabi.
7. Enhance rather than hinder the care delivery process in the host setting.
8. Obtain final preceptor evaluation, usually at last clinical contact, and submit to faculty in a timely manner.
9. Evaluate the clinical learning experience on the form(s) provided.

C. Preceptors should:

1. Determine whether clinical setting has time/resources to host a student at a given time.
2. Sign the letter of agreement (keep a copy for your files and have student return original to the Graduate Program office) and assist the student to complete the preceptor information form **prior** to the first clinical experience.
3. Prepare the setting (space, personnel, clientele) for student presence and learning needs.
4. Assist students to match their learning needs to experiences/opportunities available in the setting.
5. Understand the student's level/standing in the nursing program (courses completed, types of previous experiences, experiences needed to progress, etc.).
6. Suggest and/or assign learning experiences (including "home-work" if needed) to assist the student to increase reliability in terms of findings, and accuracy in times of diagnosis, management and documentation
7. Supervise, or see, that student has appropriate supervision, during patient care experiences to capitalize on available learning experiences.
8. Provide verbal and/or written progress reports to students as needed during the experience.
9. Notify faculty of any problems (students requiring more assistance than reasonable, medico-legal or ethical concerns, failure of the student to progress as expected, students not at the level of performance needed to best utilize the experiences available, etc.)
10. Provide a final written evaluation to the student and/or faculty at the last clinical experience using the course evaluation, as well as the student-constructed Model-For-Practice evaluation tool.
11. Provide an evaluation of the preceptor experiences in general and for the particular student precepted on the attached form.

Preceptor Approval Form - Graduate Program/FNP Track

This form must be completed and signed by the student and the preceptor and returned to the Graduate Program Advisor at the FSU College of Nursing to obtain clearance to begin the clinical experience.

Deadline for Submission: End of the 2nd week of the semester

All information requested on this form must be provided and complete before submission.
Fax your completed forms to **Fax # 850-645-7249.**
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I.   Student Information (Please print or type the following)**:**   Course: □ NGR 5003C □ NGR 5099C

Student Name: _____   □ NGR 5601C □ NGR 5602C

Instructor Name: _____   □ NGR 5758L

Semester/Year: _____

I understand that I **may not begin** clinical hours with this preceptor until I have received my Clinical Clearance **AND** my Preceptor Approval Form has been submitted and approved by the appropriate administrators in the College of Nursing. I understand that it is my responsibility to make sure that all required forms are on file and that I am cleared to begin my clinical experience. I also understand that if the facility where I intend to complete my clinical experience does not have an approved contract or affiliation agreement with the College of Nursing, then a Facility Contract Request Form must be submitted.

_____   _____
Student Signature   Date
~~~~~~

II.   Preceptor Information *(Please print or type the following):*

Preceptor Full Name:_____
Include all credentials that apply (ARNP, BSN, DN, MD, MSN, RN, etc.)

Present Job/Title:_____   Length of Time in Current Role:_____

Health Care Provider License # & State of Issue: _____

Preceptor Phone number:_____   Email Address:_____

Facility Name: _____
(Include complete business/clinic name or indicate that it is a private practice)

Facility Mailing Address:_____
                                        Full Street Address, including Suite/Room Numbers

_____
City   State   Zip Code

Preceptor Educational Background *(please list all degrees conferred – add additional sheets, if necessary)*

College or University Attended	*Degree Earned (Bach, Master's, PhD)*	*Major Area of Study*	*Month/Year Degree Conferred*

I certify that the information provided above is accurate and truthful to the best of my knowledge. I agree to precept the student identified above according to the guidelines provided to me in the course syllabus and confirmed by the course instructor.

_____   _____
        Preceptor Signature   *Date*
Attach a list of all the preceptors you will be working with in the practice group*.*

FNP Coordinator Approval
Preceptor Criteria Verified: □ Criteria Met   □ Criteria Not Met   Clinical Clearance Docs Status: □ Cleared   □ Not Cleared
Current Contract on File: □ Yes   □ No   □ Pending
Approved by: _____   Date Approved:_____

Preceptor Approval Form - Graduate Program/Nurse Educator Track

This form must be completed and signed by the student and the preceptor and returned to the Graduate Program Advisor at the FSU College of Nursing to obtain clearance to begin the clinical experience.

Deadline for Submission: End of the 2nd week of the semester

All information requested on this form must be provided and complete before submission.
Fax your completed forms to **Fax # 850-645-7249.**
~~~~~~
I.   Student Information (Please print or type the following)**:**   Course: □ NGR 5714C   □ NGR 5718C

Student Name: _____

Instructor Name: _____

Semester/Year: _____

I understand that I **may not begin** clinical hours with this preceptor until I have received my Clinical Clearance **AND** my Preceptor Approval Form has been submitted and approved by the appropriate administrators in the College of Nursing. I understand that it is my responsibility to make sure that all required forms are on file and that I am cleared to begin my clinical experience. I also understand that if the facility where I intend to complete my clinical experience does not have an approved contract or affiliation agreement with the College of Nursing, then a Facility Contract Request Form must be submitted.

_____   _____ _____
Student Signature   Date
~~~~~~
II.   Preceptor Information *(Please print or type the following):*

Preceptor Full Name:_____
Include all credentials that apply (ARNP, BSN, DN, MD, MSN, RN, etc.)

Present Job/Title:_____   Length of Time in Current Role:_____

Health Care Provider License # & State of Issue: _____

Preceptor Phone number:_____   Email Address:_____

Facility Name: _____
(Include complete business/clinic name or indicate that it is a private practice)

Facility Mailing Address:_____
                                          Full Street Address, including Suite/Room Numbers

_____
City   State   Zip Code

Preceptor Educational Background *(please list all degrees conferred – add additional sheets, if necessary)*

College or University Attended	*Degree Earned (Bach, Master's, PhD)*	*Major Area of Study*	*Month/Year Degree Conferred*

I certify that the information provided above is accurate and truthful to the best of my knowledge. I agree to precept the student identified above according to the guidelines provided to me in the course syllabus and confirmed by the course instructor.

_____   _____
        Preceptor Signature   *Date*

***Attach a list of all the preceptors you will be working with in the practice group**.*

Nurse Educator Coordinator Approval
Preceptor Criteria Verified: □ Criteria Met   □ Criteria Not Met   Clinical Clearance Docs Status: □ Cleared   □ Not Cleared
Current Contract on File: □ Yes   □ No   □ Pending
Approved by: _____ _____   Date Approved:_____

EVALUATION OF PRECEPTOR

Course:_____

Semester:_____Date:_____

Preceptor's Name:__ _____

Agency:_____

Indicate if: Student: _____   Faculty: _____

Please rank the preceptor using the following scale:

4	3	2	1
Always	Usually	Sometimes	Rarely

<u>Preceptor Responsibilities</u>

1. Provided mechanisms for experiences that facilitated the   4   3   2   1
    student in meeting course objectives.

2. Provided student feedback on site.   4   3   2   1

3. Acted as a role model, allowing the student to observe or   4   3   2   1
    work directly with the preceptor.

4. Acted as a resource person.   4   3   2   1

5. Provided input for evaluation of student performance.   4   3   2   1

<u>Comments</u>: (strengths and limitations of preceptor, suggestions)

Would you recommend having this preceptor again?

PRECEPTOR'S EVALUATION OF THE PRECEPTOR EXPERIENCE

Name: _____

Date: _____

Course: _____

Semester: _____

Agency: _____

How many semesters have you precepted in this course?_____

Students precepted this semester? _____

_____

_____

We are interested in feedback about your experience as a preceptor so that we can facilitate satisfying and rewarding experiences for you and students.

1.	Was your orientation to the course and its objectives satisfactory?	Yes	No
2.	Were you provided a copy of needed course materials?	Yes	No
3.	Did course faculty communicate with you to your satisfaction?	Yes	No
4.	Do you wish to be a preceptor again?	Yes	No
5.	What were the positive aspects of your precepting experience?	Yes	No
6.	Do you have suggestions for course faculty to make the experiences more rewarding for you?		

FREQUENTLY USED TELEPHONE NUMBERS

COLLEGE OF NURSING

Dean's Office	644-3297
Graduate Program Director	644-6846
Nurse Educator Coordinator	645-2622
Nurse Practitioner Coordinator	644-5621
Graduate Program Advisor	644-5638

UNIVERSITY

Dean of Graduate Studies	644-3500
Registrar	644-1050
Graduate Admissions	644-3420
Drop/Add	644-3403
Transcripts	644-5857
Withdrawal Office	644-1741
Special Students	644-3574
Graduation	644-5850
Financial Aid	644-5871
Manuscript Clearance Advisor	644-3500
Strozier Library	644-2706
Dirac Science Library	644-5534
Medical School Library	644-3883
Thagard Student Health Center	644-6230